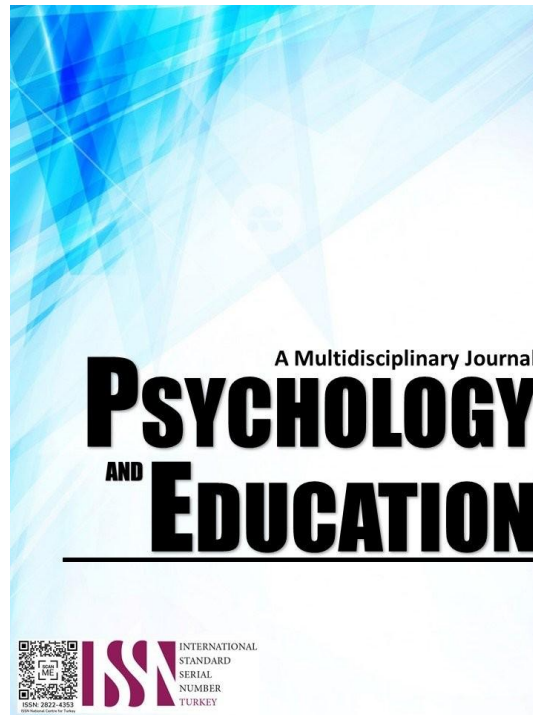


LIVED EXPERIENCES OF FILIPINO TEACHERS IN DEVELOPING READING SKILLS AMONG SECONDARY STUDENTS IN PUBLIC SCHOOLS



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Lived Experiences of Filipino Teachers in Developing Reading Skills among Secondary Students in Public Schools

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Abstract

This study aims to describe and understand the lived experiences of Filipino teachers in developing reading skills among secondary students in public schools. Using Moustakas' (1994) phenomenological method, the research examined teachers' strategies, challenges, and perspectives regarding reading instruction. Seven (7) Filipino teachers with substantial experience in teaching reading participated through purposive sampling. The study was guided by Bronfenbrenner's Ecological Theory and Piaget's Cognitive Constructivist Theory to explore the influence of various factors and the active construction of meaning based on teachers' experiences. Six (6) themes emerged: lack of space dedicated to reading activities; integration of reading instruction during class hours; focused reading guided by the teacher; use of assessment tools; divided teacher attention due to other responsibilities; and self-development in teaching reading. It is recommended that teachers participate in training and workshops and receive continuous support to enhance their knowledge and effectiveness in teaching reading.

Keywords: *Literacy, Development, Phil-IRI, PISA, Secondary*

Introduction

Reading is a fundamental skill among students that contributes to their academic success and personal development. It influences various aspects of an individual, including social, emotional, sociocultural, and physical domains. Filipino teachers in public schools are the primary facilitators in cultivating this skill and play a critical role in enhancing students' reading abilities (Moats, 2020).

For secondary-level teachers handling reading instruction, only one hour per week is often allotted for focused reading activities with students. This limited time presents a serious challenge for educators (Vaughn et al., 2024). Additionally, Benito (2023) notes that many teachers struggle to develop students' reading skills due to insufficient access to appropriate spaces and strategies necessary for effective reading instruction—an undeniable reality teachers face.

Teachers are therefore, required to implement diverse strategies that broaden students' reading competencies—not only in literal comprehension but also in critical analysis and interpretation of ideas and messages in texts (Hassan, 2021). According to DeVries (2023), identifying and addressing these literacy challenges requires the implementation of practical and effective interventions and strategies to support students in achieving reading success.

While many teachers are eager to assist students in overcoming reading difficulties, the current state of reading ability among Filipino students is critical. Reading proficiency is closely linked to the availability of resources and overall socioeconomic development (Idulog et al., 2023).

According to Tovani (2023), it is essential to uncover and understand teachers' various challenges in developing reading skills among secondary learners. A detailed account of teachers' experiences, problems, insights, and methods in reading instruction can inform improvements in teaching strategies and educational policies. When these challenges are addressed, teachers can provide high-quality instruction and appropriate materials to support reading development in their students.

Based on the studies of Nimer and Napil (2024) and Ambrose (2024), the researcher identified the need to explore Filipino teachers' experiences responsible for cultivating reading among secondary students in public schools. The goal is to understand better their conditions, perspectives, and challenges in reading instruction.

The researcher selected Filipino teachers who are directly involved in this phenomenon. Furthermore, in light of the challenges brought by adapting reading strategies and the lack of additional training to enhance the teachers' capacities, raising awareness about modern teaching approaches and improving educational policies will contribute to refining the education system and advancing reading instruction at the secondary level.

Filipino teachers in public schools play a vital role in developing students' reading skills at the secondary level. Despite ongoing curriculum improvements, many students lag in reading (Danganan et al., 2022). The immense effort and dedication required from teachers often result in stress and fatigue due to the challenges related to instructional strategies and methods and insufficient knowledge and training in reading instruction. Usually, the focus is on addressing students' needs, while the well-being and support needed by the teachers themselves are overlooked (Nimer & Napil, 2024).

Hence, this study aims to explore and describe Filipino teachers' lived experiences in developing secondary students' reading skills. Specifically, it seeks to understand how they confront and manage the challenges of reading instruction and to gain insights into their

perspectives as educators guiding students in their reading journey.

Research Questions

This transcendental phenomenological study aimed to understand and describe the lived experiences of Filipino teachers in developing the reading skills of secondary students in public schools. At this research stage, the study aimed to explore the challenges they encountered and uncover teachers' significant role in fostering students' reading abilities across different levels of secondary education. The following research questions guided the study:

1. What were the lived experiences of Filipino teachers in developing the reading skills of secondary students in public schools?
2. What strategies did Filipino teachers employ at various levels to develop secondary students' reading skills in public schools?
3. How did the experiences of Filipino teachers influence the development of reading skills among secondary students in public schools?

Methodology

Research Design

This study focused on the experiences of Filipino teachers in developing the reading skills of secondary students in public schools, serving as an exemplar of real-life lived experiences. A qualitative research design was employed, which was deemed appropriate for a transcendental phenomenological study. According to Creswell (2009), qualitative research involves data collection, analysis, and reporting that differ from quantitative approaches. This type of research aimed to understand and describe the meaning of teachers' experiences related to their teaching practices and efforts to enhance students' reading abilities.

This study was considered a phenomenological research, wherein the authentic lived experiences of individuals were explored. In-depth interviews were used to collect various data types, including observations and document analysis (Balıkcı, 2024). This method effectively elicited detailed information and provided opportunities for the participants' voices to be heard (Greening, 2024).

Furthermore, the study adopted the transcendental phenomenological approach developed by Husserl. This approach aimed to describe the experiences and perspectives of individuals from their points of view. It was highly appropriate for understanding and interpreting the experiences of Filipino teachers in fostering reading development. Through their insights, emotions, and reflections, a deeper understanding of the challenges and teaching strategies needed to improve students' reading skills was gained.

Participants

This qualitative phenomenological study focused on the experiences of Filipino teachers who developed reading skills among secondary students in public schools. Seven (7) participants were selected based on the following criteria:

Filipino language teachers who were actively teaching reading and participating in school-based reading programs,

Teachers with at least three (3) years of teaching experience in public schools in Quezon City,

Teachers assigned to Grades 7 to 10,

Teachers with firsthand expertise in reading development instruction in Filipino and

Those who voluntarily participated were willing to share their complete experiences promoting reading in public secondary schools.

Participants were selected using purposive sampling (Creswell & Creswell, 2013), the most common technique in phenomenological studies, which includes selecting participants who could provide rich, timely, and meaningful information related to the study's focus on reading development experiences. Purposive sampling allowed the researcher to identify individuals who met specific characteristics and had direct experience with the phenomenon. The researcher selected Filipino teachers who were actively involved in developing reading skills among secondary-level students in public schools. The seven (7) interviewed teachers met the criteria established for this study.

Procedure

In this study, the researcher employed multiple data collection methods to understand the participants' experiences comprehensively. Techniques such as interviews, document analysis, and arts-based data were used to obtain deep, thorough, and meaningful insights from participants based on their personal experiences. This triangulated approach was appropriate for the phenomenological research design, which aimed to uncover the meaning of lived experiences from the perspective of those who lived them.

The interviews were semi-structured, guided by open-ended questions that allowed participants to express themselves freely. Simultaneously, document analysis was also conducted to examine the teaching materials used by the participants in reading instruction, whether in hard or soft copy format. Additionally, arts-based data was gathered by asking participants to draw a symbol representing their role and identity as Filipino teachers who foster reading development. This method provided an alternative means for participants to convey aspects of their experience that may not be easily articulated through verbal interviews alone. This data triangulation helped

deepen the analysis and strengthen the validity of the research findings.

Before conducting the interviews, the researcher prepared a formal request letter signed by the research adviser and submitted to the Schools Division Superintendent (SDS) of Quezon City. The letter requested permission to conduct the study in public schools. The researcher then submitted the letter and the interview guide questions to the Records Section of the Division Office. Upon inquiring about the processing time, the researcher was informed that the approval could take one to two weeks. Due to time constraints, the researcher was asked to proceed with the interviews while awaiting approval, relying only on the received copy of the letter.

The researcher reviewed and refined the interview guide questions and conducted trial interviews with two Filipino teachers who were engaged in reading instruction but were not formal participants in the study. This step was taken to evaluate the strengths and weaknesses of the interview questions. During this time, the researcher also sent out invitation letters to the participants and informed consent forms that needed to be signed before participation. Consideration was also given to the availability of the participants. Clear explanations regarding the purpose and context of the study were provided. The interviews were conducted in person based on the participants' preferred schedules. Before beginning, the researcher explained the interview process, and all responses were audio-recorded with the participant's consent. The audio recordings were used for transcription.

After each interview, the researcher requested sample documents or instructional materials used by the teachers in their reading development classes (document-analysis data) as supporting evidence. Due to time constraints, some participants opted to submit their materials later when they were available. These were shared via Messenger as files, as some content was highlighted or encoded in shared department drives. The researcher used these sample outputs to verify or support the teachers' responses during the interviews.

Furthermore, the researcher prepared an activity where participants were asked to draw a symbol representing their identity as a reading teacher (arts-based data). This included a brief explanation describing their role in reading instruction and how the drawing related to their experiences and duties as Filipino teachers in developing students' reading skills.

The researcher encountered several challenges during data collection. Two initially willing participants eventually withdrew—one due to an overwhelming workload and another who began the interview but could not complete it due to limited free time and could not reschedule. This caused stress on the part of the researcher, who dedicated effort to finding new participants who were fully willing to participate. After completing all interviews, the researcher began transcribing the responses and realized that a few questions had been missed during the two interviews. The researcher then returned to the participants to ask the missed questions. This visit was also used as an opportunity to request the drawing activity (arts-based data) and take a photo with each participant, which was overlooked during the initial interview sessions.

The researcher returned to the Division Office a week later to follow up on the approval letter. However, it had not yet been signed. The researcher waited an additional week and, once the approved copy was received, proceeded to the school principal's office for final signature regarding the interviews conducted with the Filipino teacher participants.

The data collection process lasted for approximately one month. Afterward, the researcher compiled all audio recordings, teaching materials, and drawings into a comprehensive document describing each participant's experience. The researcher then proceeded with data analysis, finalized transcriptions, and presented the findings. Transcription took two weeks due to various difficulties encountered. The collected data were organized into tables showing participants' responses, corresponding codes, categories, themes, and the Universal Structure.

Finally, the researcher formulated conclusions and recommendations to complete the study. All seven (7) participants were kept anonymous throughout data collection, analysis, and reporting to protect their identity and ensure their privacy.

Data Analysis

The data were analyzed using Moustakas' (1994) phenomenological approach, commonly called Transcendental Phenomenology. The analysis followed six main steps: the bracketing phase, horizontalization phase, theme clustering phase, textural description phase, structural description phase, and the final essence or invariant structure phase.

In the bracketing phase, the researcher set aside personal biases, assumptions, and preconceived judgments while describing the lived experiences of Filipino teachers engaged in reading instruction. During the horizontalization phase, all significant statements from the participants were treated with equal value. The transcripts were carefully read and examined to understand the teachers' experiences without privileging any particular response.

For the theme clustering phase, the researcher grouped related themes and categories to reflect the overarching structure of the participants' experiences. In the textural description phase, a vivid and honest portrayal of the participants' experiences, challenges, problems, and successes was developed based on their narratives and shared sentiments.

The structural description phase detailed the contextual factors and conditions that shaped and influenced the teachers' experiences. It described how the participants experienced various challenges and why Filipino teachers persistently encountered these in their reading instruction efforts.

Finally, in the essence phase, the researcher identified the core meaning and significance of teaching reading to secondary students. It revealed a complex process wherein the teacher's role in developing reading skills is a pathway for students to achieve reading proficiency. Teachers expressed a strong desire to guide their learners toward a deeper understanding of texts, viewing this as a fundamental requirement for academic success and future readiness.

The six-step framework of Moustakas (1994) ensured the authenticity and credibility of the data analysis, allowing the researcher to systematically capture and articulate the essence of the participants' lived experiences.

Ethical Considerations

Adherence to ethical principles such as informed consent, confidentiality, and voluntary participation enhances the credibility and integrity of research findings (Drolet et al., 2023). In conducting this study, the researcher carefully observed the ethical standards necessary to safeguard the rights and welfare of all participants.

Ethical considerations refer to a set of guiding principles followed by the researcher to ensure that the research upholds respect for the participants' rights, dignity, and well-being. It guarantees that all procedures and actions throughout the study are aligned with moral and professional standards. Through these considerations, the participants are protected from harm and treated fairly and respectfully.

Outlined below are the key ethical considerations applied in this research:

Informed Consent. Informed consent served as a formal notification of the purpose and intent of the study. Participants were clearly informed about the nature of the research, allowing them to make a voluntary and well-informed decision regarding their participation. Consent was granted only when participants understood the study sufficiently, ensuring their voluntary involvement. A participant's refusal to participate did not result in any penalty or negatively affect their relationship with the researcher.

Respect for Privacy and Confidentiality. All personal identities and information provided by the participants were treated with strict confidentiality. The researcher ensured that such information was not disclosed and was used solely for the purpose of the study. No data was shared or utilized beyond the academic requirements of this research.

Minimization of Harm. The researcher ensured that participation in the study did not cause physical, mental, or emotional harm to the participants. Any potential risks associated with the study were thoroughly discussed, along with appropriate steps to avoid or mitigate these risks.

Respect for Participant Dignity. Participants were treated with fairness, dignity, and respect. No participant was coerced, exploited, or subjected to shame. They were approached in a just and humane manner, with full acknowledgment of their individual rights and personal identity.

Participant Autonomy. The autonomy of the participants was honored throughout the study. They retained complete freedom to decide whether to participate or withdraw at any stage. They were provided with sufficient information and never pressured into participation.

Dissemination of Results. The findings of the study were presented with transparency and honesty. These results were intended to be shared with the participants, the academic research community, and other interested readers. Care was taken to ensure that the dissemination of findings would not result in negative consequences for the participants.

Compliance with Legal Regulations. The researcher complied with all relevant local and international laws and policies, such as the Data Privacy Act, which protects participants and governs research data collection, storage, and handling.

Commitment to Research Integrity. The study was conducted with academic honesty. The data were neither fabricated nor manipulated to suit desired outcomes. The researcher demonstrated scholarly integrity and accountability, upholding ethical and intellectual standards. No deception was involved in presenting the results, ensuring the accuracy and trustworthiness of the research.

Results and Discussion

Participants' Profile

Considering the demographic profile of the participants is essential to ensure ethical research practices. Thus, the demographic information of the seven (7) participants in this study is presented to provide a deeper understanding of their characteristics as Filipino teachers engaged in reading development at the secondary level.

Participant 1: J-Genmark

He is a Teacher III, 29 years old. He has been a public school Filipino teacher for six (6) years. He holds a Master of Arts in Filipino, which is his highest educational attainment. He facilitates reading among Grade 10 students and has been part of the reading program since 2019.

Participant 2: V-Candy

She is a Teacher II, 51 years old. She has served as a Filipino teacher in a public school for twenty-six (26) years. Her highest

educational attainment is a Master's degree with 33 units. She teaches reading to Grade 10 students and has been involved in the reading program since 2019.

Participant 3: D-Mark

He is a Teacher III, 26 years old. He has taught Filipino in public school for five (5) years. He completed a Master of Arts in Education, Major in Filipino. He handles Grade 10 reading instruction and joined the reading program in 2020.

Participant 4: O-Typhoon

She is a Teacher II, 34 years old. She has seven (7) years of experience as a Filipino teacher in a public school. She holds a Bachelor of Education degree. She facilitates reading for Grade 7 students and has been involved in the reading program since 2018.

Participant 5: A-Andy

He is a Teacher II, 44 years old. He has been a Filipino teacher in a public school for twelve (12) years. His highest educational attainment is a Bachelor of Education, Major in Filipino. He teaches reading to Grade 8 students and has been part of the reading program since 2018.

Participant 6: K-Kulas

He is a Teacher III, 42 years old. He has thirteen (13) years of experience teaching Filipino in public schools. His highest educational attainment is a Master of Arts in Education, with 33 academic units completed. He is responsible for reading instruction for Grade 7 students and has participated in the reading program since 2018.

Participant 7: Z-Karyas

She is a Teacher II, 28 years old. She has taught Filipino in a public school for nine (9) years. Her highest educational attainment is a Master of Education with 27 academic units. She is involved in reading instruction for Grade 9 students and has recently joined the reading program in 2024.

Lived Experiences of Filipino Teachers in Developing Reading Skills Among Secondary Public School Students

The participants' responses were examined and organized based on the interviews conducted. Through a rigorous coding process, key categories and emerging themes were identified, representing the lived experiences of Filipino teachers in promoting reading development.

A total of sixty (60) initial codes were generated by the researcher, leading to five (5) major categories and the formation of two (2) overarching themes that provide a descriptive account of the teachers' reading development experiences.

Theme 1: Lack of Designated Reading Areas

Reading instruction among students becomes challenging due to the absence of designated spaces for reading activities. Several environmental factors contribute to difficulties in implementing practical reading sessions.

Category 1: Conducting Reading Activities in the Corridor

The physical environment is critical in the teacher's ability to develop students' reading skills. As described by several participants, public school reading activities are often conducted in non-traditional spaces.

Three (3) participants shared similar insights regarding the common reading areas for students:

Participant 1 stated:

“So, ang nangyayari po, may mga pagkakataon na nasa labas po kami ng corridor... (L19) Ano may pagkailang dun sa kapaligiran lalo na kasi may nakikita siyang ibang estudyante (L24, p. 175).”

This response was supported by photos capturing the reading sessions conducted by the teacher with students in the corridor near their classroom.

Participant 2 remarked:

“Ah mahirap kasi minsan ano ‘yung sa hallway ‘di natin maiiwasan na may mga dumadaan parang naiistorbo sila sa pag-unawa tapos mainit syempre ‘di sila makakapag-isip masyado. Tapos ano, ah ‘yun. Ah hindi natin, hindi maganda ‘yung ano ‘yung lokasyon o lugar kung saan isinasagawa ang pagbasa (L8-11, p.182).”

Participant 4 explained:

“Kasi kapag nasa crowd, nasa maraming ano tao, maraming estudyante, walang pagkakaunawaan (L28, p.199).”

In contrast, three (3) other participants provided perspectives on conducting reading sessions within the classroom setting:

Participant 5 said:

“Kailangan conducive sa learning kumbaga pinoprotektahan ‘yung karapatan ng bata na hindi siya kumbaga makaramdam ng humiliation (L6-7, p.207).”

This was supported by images that captured the teacher conducting reading activities inside the classroom with students present.

Participant 6 shared:

“Minsan sa ano- sa harapan lang din kasi syempre kailangan bantayan ko ‘yung estudyante ko din. Kailangan kasi na hindi rin maisakripisyo noh ‘yung gampanin ko bilang guro (L18-19, p213).”

Participant 7 remarked:

“Malaki ‘yung epekto niya. Una, tingnan mo naman ‘yung klasrum natin, ‘yung silid-aralan natin. Minsan maingay kasi nga dikit-dikit. So, kahit nagbabasa ‘yung bata, hindi niya naiintindihan (L3-5, p.219).”

These insights align with the findings of Audina et al. (2020), who emphasized the significant role of the learning environment in fostering reading development. A well-organized and supportive setting allows teachers to manage instruction effectively and prepares students for reading tasks.

Based on these accounts, it can be inferred that reading sessions are commonly held in corridors, either just outside or adjacent to the classroom. These areas often expose students to distractions, such as the presence of other classes. Nevertheless, keeping the teacher near the school allows them to monitor reading sessions and ongoing class activities, ensuring order and safety among other students.

Category 2: Location as a Barrier in Reading Instruction

Undeniably, the environment in which reading instruction occurs has implications for the teacher's role in developing students' reading skills. In public schools, teachers perceive the location as a hindrance in facilitating reading development among learners.

This is reflected in the aligned responses of three (3) participants, as they describe the challenges brought about by the absence of a designated space for reading instruction.

Kalahok 5 stated,

“Mahirap magbabasa sa koridor kasi una, mainit, maingay, mainit at tsaka ‘yung focus ng bata wala, wala duon sa tinuturo mo. Kumbaga ‘yung paglililang mo o ‘yung pagtuturo mo ng pagbasa, hindi rin talaga magiging ganap na epektibo para sa mga bata, napakahalaga ng lugar. Isa ‘yan, sa napakahalaga (L21-25, p. 207).”

This statement by the fifth participant is supported by a photo taken while conducting reading instruction, showing how external factors in the environment influence the activity.

Kalahok 6 said,

“...niya lalo ‘pag halimbawa ‘yung mga kaklase niya nagtatanong din sa akin, kung ano ‘yung gagawin nila dun sa iniwan kong gawain... (L23-24, p.250).” “Kaya, mainam sana noh kung sa mga ganitong mga pagbasa, may talagang lugar kung saan tahimik (L12-13, p.213).”

Kalahok 7 responded,

“Kahit tayo kapag maingay, kapag mainit, maraming nakakaistorbo, hindi natin matututukan ‘yung pagbabasa, hindi natin gaanong maiintindihan ‘yung binabasa natin. Kailangan pa nating ulit-ulitin para lang maunawaan natin, para lang maintindihan natin. (L16-17, p. 219).”

Desta (2020) confirms that teachers consider the location crucial in ensuring conducive conditions for student reading. For this reason, the physical setting where reading takes place becomes an essential aspect of instruction (Dela Torre et al., 2024).

Based on the participants' responses, the learning environment is an obstacle to effective reading instruction. They highlighted how noise, distractions, and environmental discomfort hinder the teacher's ability to ensure compelling reading, comprehension, and pronunciation. Consequently, students lose focus and concentration, posing another challenge for the Filipino teacher, resulting in prolonged reading sessions.

Theme 2: Reading Instruction During Class Hours

Filipino teachers are focused on improving students' reading abilities and are tasked with covering assigned lessons within the classroom. These simultaneous responsibilities are performed within the same timeframe.

Category 1: Focusing on Developing Students' Reading Skills

The educational system adopted a mass promotion policy to avoid academic delays among students to ensure continued grade

progression. However, secondary school teachers face an undeniable challenge despite this goal: dealing with students who lack sufficient reading proficiency.

Three (3) participants shared similar experiences in teaching reading to secondary students.

Kalahok 5 said,

“Mahirap kasi syempre gusto mo siyang matuto, pero ‘yung bata talagang hirap siyang turuan, noh. So, iisip ka talaga, paano mo ipapa-paano mo ituturo sa kaniya. Paano niya makukuha yung paano basahin... L119-121, p. 210).”

Kalahok 6 expressed,

“Ah siguro ano... ah hindi naturuan siguro ano, hindi tama ‘yung proseso ng pagkakaturu (L151, p.214).”

Kalahok 7 shared,

“kailangan ay maturuan muna siya ng kaniyang mga magulang, ng kahit na simple lang noh na a, e, i, o, u, ba, be, bi, bo, bu malaking bagay na kasi ‘yun kapag pumasok siya sa paaralan at alam na niya ‘yun. Pero kung ‘yung bata, pinasok mo sa paaralan ng ni walang alam sa letra mahihirapan ‘yung guro (L78-81, p. 221).”

The study by Tovani (2023) supports the participants' sentiments, highlighting that reading instruction, particularly under the evolving curriculum, poses serious challenges for teachers. Mastery of complex concepts and cross-disciplinary content depends heavily on students' reading ability and comprehension, as reading is the foundation for many academic subjects.

From the participants' responses, it can be concluded that teachers are often compelled to return to basic reading skills rather than focusing solely on advanced curriculum topics. This situation creates confusion, adds workload, and results in emotional fatigue for teachers, especially as they try to meet both curriculum standards and the learning needs of students who struggle with reading.

Category 2: Conducting Reading Instruction During Class Hours

Filipino teachers shared that reading instruction must be incorporated into their allotted teaching time, during which they are also responsible for delivering lessons to their classes.

Four (4) participants expressed similar concerns regarding the limited time available for reading instruction.

Kalahok 1 stated,

“Yung katanungan na po na ‘yan, sa totoo lang po talaga, napakahirap pong pagsabayin ang pagtuturo sa- sa 56 o sa 60 na bata sa pagpapabasa sa isang bata. Sabi nga po, ‘di ba dapat mas pokus po tayo, kung ano po ‘yung mas nakakarami... (L113-115, p. 179)”

This statement is corroborated by visual documentation showing how much time is spent per student during reading sessions within class time.

Kalahok 2 added,

“halimbawa minsan ‘yung MELCS na naka-ano don sa lesson mo, hindi mo siya maisagawa lahat dahil parang nalilimitahan tuloy kayo duon sa papabasa mo ng mga ano estudyante (L127-128, p.186).”

Kalahok 3 said,

“Sa sobrang nakakapagod kasi prepared ka don sa lesson mo, iisipan mo, tas pagdating na rito sa reading, iisipin mo ulit, anong gagawin mo lalo na ‘pag may estudyante kang na frustration, o ‘di ba? Syempre ma- mapapagod ka, mai-istres ka, may lalo ‘yung pinaghandaan mong lesson, hindi mo matatapos, hindi mo mata-tackle nakatuon ka na lang dito (L127-130, p. 192).”

Kalahok 7 also stated, “Kasi ngayon na lamang nagpapabasa ka pero ‘yun nga nagpapabasa ka pero may klase ka. So, ang tanong diyan, paano naman ‘yung klase mo? e, ‘di ‘yung lesson nai-interrupt... (L138-139, p.223).”

According to Dela Torre et al. (2024), the limited time allocated for reading instruction contributes to the challenges faced by teachers in helping students improve reading fluency and comprehension. Bradbury and Wyse (2022) emphasize the ongoing efforts by the Department of Education to enhance reading-focused curricula. The level of reading comprehension and the challenges students face in reading are directly influenced by limited instructional time, which in turn contributes to low comprehension rates (Sanggawa et al., 2024).

From these responses, it is clear that secondary teachers cannot fully devote attention to reading development, as they must also deliver lessons and meet weekly instructional goals. The limited time hampers their ability to address reading comprehension and other related skills. Nevertheless, Filipino teachers strive to fulfill both responsibilities to the best of their abilities.

Category 3: Fostering Comprehension

The commitment of teachers to their role as facilitators and enablers of students' learning is undeniable. Even amid multiple

responsibilities as classroom teachers, they still strive to develop students' reading abilities, especially in addressing the challenges of reading at the secondary level.

Two (2) participants gave consistent responses regarding their experiences in developing the reading skills of secondary students.

Participant 3 stated:

“So, ‘yung sinasabi ko sa kanila na kailangan nating linangin o i-enhance ang inyong reading comprehension sapagkat hindi lang-hindi lang sa marunong kayong bumasa (L94-95. p.191).”

Participant 4 expressed:

“So, kailangan talaga na malinang, kailangan talaga na magkaroon ng talagang maayos, talagang maintindihan ng bata kung ano ‘yung binabasa niya. Lalo na sa hayskul. Kasi hindi na tayo ano e, hindi na tayo nakapokus sa a, e, i, o, u... sino ‘to? (L87-90, p.202)”

The responses of the two (2) participants are supported by photographic evidence that captures the teacher's experiences while cultivating students' reading and comprehension of assigned texts.

This aligns with the findings of Kilag (2023), who emphasized that reading remains a significant challenge for teachers in the Philippines, particularly those tasked with developing students' reading skills. Despite its well-established role in academic success and personal development, many secondary students still lack this fundamental skill. Teachers recognize how critical reading is in opening students to the imagination, evoking emotions, exploring the world, expanding knowledge, and ultimately unlocking wisdom (Baldevarona, 2020).

Their direct responses suggest that while some students may know how to read, a lack of comprehension renders that ability ineffective. At the secondary level, reading should focus on critical texts and deep analysis; however, teachers seem to begin with basic guidance for their students, indicating foundational gaps.

Strategies Used Across Grade Levels in Developing Reading Skills among Public Secondary School Students

Through organizing the collected data, the researcher identified twenty (20) codes, which were grouped into four (4) categories. These became the basis for developing two (2) key themes that describe the strategies employed by Filipino teachers in public schools to foster reading among students.

Theme 3: Focused Reading

One commonly used method among Filipino teachers to support their students' reading development is focused reading. This approach facilitates direct interaction between teacher and student, allowing immediate intervention in areas needing improvement.

Category 1: One-on-One Reading Sessions

Filipino teachers frequently implement one-on-one reading sessions as a strategy to guide students. This allows teachers to personally identify each student's reading needs while monitoring their progress. It also enables them to provide tailored support.

Three (3) participants gave consistent responses regarding this strategy:

Participant 1 stated:

“sila ‘yung pinapabasa isa-isa ‘yun po. Ah... nagagabayan sila dahil one-on-one po ‘yung... (L87, p. 178).”

This statement is supported by photographic documentation showing the teacher conducting a reading activity using one-on-one sessions.

Participant 3 shared:

“one-on-one na natin, noh. ‘Yun ‘yung proseso, one-on-one na reading (L172, p.194).”

Participant 7 expressed: “Sa akdang pampanitikan na ‘yan, puwede mong gawin ‘yung one-is-to-one... (L110, p. 222).”

These responses are validated by Baldevarona (2020), who found that one-on-one reading sessions help teachers assess their students' reading capabilities.

Based on the statements, one-on-one reading is an effective strategy that allows teachers to offer focused attention, assess students' weaknesses, and identify areas for growth in reading development.

Category 2: Guided Reading

Aside from one-on-one reading, Filipino teachers also utilize guided reading strategies to monitor their students' progress.

Three (3) participants shared insights about this approach:

Participant 1 responded:

“estrategiya, puwede po kaming mag-silent reading na sila lang po talaga, guided reading na... (L93, p. 178).”

Participant 2 said:

“matiyaga ko siyang sinusubaybayan sa pagbasa (L85, p. 185).”

Participant 6 added:

“Tapos ‘yung nabanggit ko kanina na pinatnubayang pagbasa namin, ah... (L105, p.216).”

These statements are backed by photographic documentation showing the implementation of guided reading during actual classroom activities.

Ceyhan and Yıldız (2021) support that word pronunciation during reading under teacher supervision is also a valid strategy. Through this method, students enhance their imagination, form concepts, and associate images in their minds. It also encourages questioning, theme identification, and summarizing—before and after reading.

The responses suggest that guided reading allows teachers to closely observe their students, providing timely feedback, corrections, and questions to enhance understanding and reading competence.

Category 3: Teaching Phonetics

Even at the secondary level, some Filipino teachers still resort to foundational strategies like phonetics to help students learn to read.

Two (2) participants spoke of using phonetic instruction:

Participant 4 stated:

“So, ano ‘yung mga partikular na pamamaraan, nagsimula kami sa a, e, i, o, u, sa mga tunog (L110, p. 202).”

Participant 5 said:

“Hindi lang basta ituturo kundi isa-sounds isasa- kumbaga sounds ano ‘yung tawag nun... i- tutunog mo talaga sa kaniya (L54-55, p.208).”

Their responses are supported by photos taken during phonetic reading sessions.

According to Pressley et al. (2023), effective reading strategies often begin with teaching letter sounds, syllables, and whole words. Meanwhile, students' interest levels can also depend on the type of reading material, the frequency of reading practice, and the relevance of the content (Hassan, 2021).

From the participants' experiences, it is evident that some secondary students can still not read even basic words. Thus, phonetics becomes necessary for recognizing letter sounds and constructing words. However, this poses a significant challenge to Filipino teachers, as fostering comprehension must begin with teaching students how to pronounce words—making the path toward deeper reading comprehension more complex and time-consuming.

Theme 4: Utilization of Assessment Tools

Filipino teachers use assessment tools to evaluate the reading abilities of their students. Through these tools, teachers are guided in identifying areas that need to be developed and improved in students' reading skills.

Category 1: Answering Various Texts

One of the practices carried out by Filipino teachers is assessing students after reading to help them process the information and ideas from the texts.

Four (4) participants gave similar statements regarding using assessment tools to measure students' reading proficiency.

Participant 1 stated,

“Pero kung dun po sa Phil-IRI po, may mga ispesipikong teksto at bawat teksto may bilang tapos...” (L38, p.176).

The participant's response is supported by documented photographs showing the assessment tools used by the teacher to measure the reading proficiency of secondary students.

Participant 2 responded,

“Kaya malaking bagay ‘yung mga gamit na ginagamit-gamit sa pagpapabasa sa Phil-IRI sa kanila.” (L131, p.182) “tapos ano ahm... dahil una pala ‘yung magbigay muna tayo ng ano ng exam, ayan. Tapos ahm kung sino ‘yung mababang iskor sila ‘yung ano natin kinoconsider natin.” (L65-66, p.184)

Participant 3 mentioned,

“So, lahat ng estudyante, nagbasa ‘yang mga ‘yan at may assessment diyan ku- so, kung sino ‘yung may pinaka ahm, may- mayroong bracket ng score na sila lang then kung- kung ‘di sila nakapasa.” (L149-150, p.193)

Participant 6 stated,

“So, lahat ng mga mag-aaral noh binigyan namin sila ng pagsusulit ah babasahin nila ‘yung teksto at may mga sasagutan din sila don.” (L91-92, p.215)

Given the current awareness of the gaps between education and expected learning outcomes, it is imperative that reading teachers critically evaluate the texts used to ensure they contain elements that develop students' reading skills (Dallari, 2024). The study of Mulatu and Regassa (2022) affirms the importance of teachers using the most appropriate methods to improve reading instruction. Different types of texts and diverse teaching strategies must be ensured as effective and beneficial. Teachers use the Phil-IRI assessment tool to categorize students' reading proficiency levels (Aboejo et al., 2022).

From the participants' responses, it can be inferred that assessment tools used by Filipino teachers in developing students' reading skills serve as instruments and strategies to identify students' reading levels. Through these assessments, teachers gain a clearer picture of the specific areas that need focus and development. On the other hand, students are given opportunities to reflect on the texts they read as they answer related questions. These tools allow teachers to evaluate students' comprehension and critical thinking skills based on their assessment responses.

The Influence of Filipino Teachers' Experience in Developing Reading Skills among Secondary Students in Public Schools

The influence of Filipino teachers' experience in developing reading skills among secondary students yielded forty-seven (47) codes, followed by five (5) categories, forming two (2) themes based on the data.

Theme 5: Divided Attention in Reading Development

Filipino teachers in public schools experience divided attention due to their dual responsibilities—teaching academic lessons in class and developing students' reading skills.

Category 1: Concern for the Subject Matter

Filipino teachers admit that their attention is divided between two essential tasks: teaching the scheduled lesson for the day and focusing on students who need support in reading. Both are equally important and demand sufficient time allocation.

Four (4) participants shared consistent responses regarding the divided attention between reading instruction and subject teaching.

Participant 2 said,

“mag-iisip ka na lang ng teknik o estratehiya kung paano mo maisagawa ‘yung dalawa nang sabay.” (L123, p.186)

Participant 3 stated,

“Kaya nga, dapat kailangan talaga may allotted time na kung saan hindi naaapektuhan ‘yung regular time na idi-discuss ‘yung mga lesson.” (L127-128, p.189)

Participant 4 remarked,

“Na ang trabaho dapat namin, ituro kung ano ‘yung lesson na dapat ituro namin. Pero dahil may mga ganitong sitwasyon, kailangan naming i-give way mag-give way kami, noh.” (L129-130, p.203)

Participant 7 responded,

“So, ang tanong diyan, paano naman ‘yung klase mo? e, ‘di ‘yung lesson nai-interrupt kasi nagpapabasa ka...” (L139-140, p.223)

The responses of Participants 2, 3, 4, and 7 are reflected in the documentation, which shows how reading development is conducted alongside regular class instruction within the academic year.

Vaughn et al. (2024) emphasized that secondary reading teachers often only allocate one hour weekly to focus on students' oral reading. Filipino teachers experience stress and pressure due to concerns that reading is essential at this grade level.

Like the students who need support, teachers—who serve as conveyors of knowledge—deserve the necessary tools and recognition for their role (Moats, 2020).

The participants' responses indicate that Filipino teachers' attention is split between reading development and teaching their assigned subject matter. This affects the quality of their effectiveness as reading instructors due to overlapping responsibilities.

The limited time hinders the implementation of suitable strategies tailored to students' needs. Teachers also struggle to meet weekly

lesson objectives, which impacts the knowledge transfer to the rest of the class. Filipino teachers hope for a clear schedule and structured reading plan to fulfill both tasks effectively.

Category 2: Rushed Reading Sessions

Participants shared their experiences of limited class time for lesson discussions, leading them to rush through reading sessions to keep up.

Four (4) participants expressed similar responses regarding the rush in conducting reading activities.

Participant 1 said,

“... mapabilis din ang pagpapabasa sa kanila at ako din po ay makapagbigay ng kaalaman dun sa nili-lesson namin sa linggong ‘yun. ‘Yung mga vacant hours ko po, ‘yun ‘yung ginagamit ko para mapabasa ‘yung ibang mga bata.” (L136-138, p.179)

This response is documented in records indicating the time allocation for reading development alongside regular class instruction.

Participant 3 stated,

“ahm tawag dito dahil gahol tayo sa oras, sa tingin mo Ma’am K.C., ‘yung forty student, makakaya.” (L108, p.192)

Participant 4 shared,

“Anlaki, nakakalungkot ‘yun kasi nababawasan e. ‘Yung oras, ‘yung panahon na kung saan dapat umuusad na ‘yung pagtuturo mo.” (L165-166, p.204)

Participant 7 responded,

“Tsaka mo tutukan ‘yung kailangang pabasahin ngayong araw para walang matetenggag trabaho o walang maaapektuhan na mga lesson.” (L144-145, p.223)

Confirming the teacher's role was emphasized in the study of Mulatu and Regassa (2022), where the success of students' reading development depends on the teacher's abilities. A competent reading teacher maintains organized lessons tailored to students' needs while supporting learners requiring reading intervention.

While teachers use various metacognitive reading strategies, their ability to develop students' reading skills is constrained by limited class time. This prevents them from fully executing these strategies alongside their classroom responsibilities (Amiang & Rolida, 2024).

Based on the participants' responses, it can be inferred that secondary teachers cannot fully provide reading instruction due to the need to address other students not included in the reading group during class hours. Teachers strive to share the weekly academic content with all students. On the other hand, they utilize available moments—even outside class hours—to ensure reading skills are developed without compromising student learning.

Category 3: Valuing Reading Development

Teachers improve their role in shaping and nurturing their students' reading skills to contribute to their moral and intellectual aspects. Although reading facilitation may be burdensome for Filipino teachers, they willingly accept this responsibility for the benefit of their students.

Three (3) participants responded similarly in sharing their personal goals in developing students' reading abilities.

Participant 2 stated:

“Ah dapat- dapat talagang ano dapat mong pahalagahan ang paglinang ng pagbasa kase kawawa naman ‘yung bata ‘pag di mo bigyan ng importansya ‘yung ano (L137-138, p.187).”

Participant 5 said:

“Sobrang pinahalagahan ko kasi kumbaga ‘yung future ng bata, nakasalalay sa akin (L130, p.210).”

Participant 7 expressed:

“Pinapahalagahan ko ito nang sobra o todong pagpapahalaga, bakit? Kasi ito ‘yu-, e ‘yung pagpapabasa sa kanila, hindi lang naman ito gawain na binibigay sa atin e. Eto ‘yung gusto rin natin silang matuto para magamit rin nila ito sa buhay nila (L185-187, p.224).”

The responses of Participants 2, 5, and 7 are further supported by their illustrations, which relate their answers to their role as teachers in fostering reading among their students.

The study by Quick and Erickson (2024) emphasized that teachers share their methods, perspectives, and abilities in building connections with students who need additional reading support to succeed in various life domains. From the participants' responses, the teachers' perseverance to guide, support, and nurture their students in reading stems from a genuine sense of responsibility. Teachers

take on this task to help students attain a better future. They believe that student learning in reading depends on how much they value it. On the other hand, challenges such as limited time to monitor students' progress hinder their ability to fully assist them in reading.

Theme 6: Developing One's Own Capability

Filipino teachers recognize that teaching reading to secondary students demands specialized skills and additional knowledge. They seek to improve their own abilities for the sake of their students' reading development.

Category 1: Attending Workshops or Seminars

Attending workshops that sharpen teachers' skills in reading instruction helps broaden their knowledge and enables them to apply appropriate strategies for diverse learners. It also opens opportunities to strengthen reading programs in schools.

Four (4) participants shared aligned responses:

Participant 1 said:

“Kinakailangan na i-adapt, mga kinakailangan na i-adpat, dumalo pa rin po ng mga seminar lalo... (L145, p.180).”

Participant 3 responded:

“Kailangan pa ng mga seminar, ng mga training, ng mga teacher na nagka-conduct ng reading program (L233, p.196).”

Participant 5 expressed:

“Kasi kailangan pa rin kumabaga kada taon ay madaragdagan ‘yung kaalaman mo para sa... (L292, p.237).”

Participant 7 stated:

“Kung kailangang mag-seminar, mag-seminar para lang lumawak ‘yung kaalaman (L212, p.225).”

Participants' illustrations support These responses, which link their statements to their role in reading development.

Moats (2020) confirmed that the teacher's skills, capacity, professional growth, and preparedness determine their effectiveness in helping students learn to read. Just as students need support, teachers—who serve as sources of knowledge and learning facilitators—also require sufficient training to fulfill their duties. Bautista et al. (2021) added that Filipino teachers deeply understand their role in developing reading skills. He explored their experiences employing various reading strategies and how their expertise improves comprehension of Filipino texts. It is also believed that the motivation of reading teachers is intrinsic, driven primarily by their interest in the subject. According to Dixon & Oakhill (2024), a teacher's behavior, personality, and knowledge significantly affect their effectiveness in pedagogy and overall instructional capacity.

From all these findings, attending workshops is essential for teachers' personal and professional growth in reading development. Such engagements enhance their knowledge and equip them with innovative strategies tailored to students' needs. However, at present, teachers have limited access to such opportunities. Consequently, their readiness to mentor and share knowledge with students remains insufficient.

Category 2: Preparation for the School Year

Many secondary teachers recognize the importance of early addressing students' basic reading skills. Despite curriculum goals aiming for higher-order thinking and analysis, many teachers face difficulties due to students' lack of proficiency in reading. Therefore, some teachers try to address these needs before the academic year officially begins.

Here are the aligned responses of three (3) participants regarding early preparation for student reading:

Participant 1 said:

“...School Year enrollment pa lang po, alam na rin po ng mga magulang na bago maka-eroll sana... (L167, p.180).”

Participant 4 stated:

“Dapat sa simula pa lang, sa pagpasok pa lang ng bata, enrollment pa lang nasasala na (L209, p.206).”

Participant 5 mentioned:

“Kung sa enrollment pa lang, naisasama sa plano, kung naiimbitahan ang mga reading coordinator sa pagsasagawa ng plano sa enrollment. Para enrollment pa lang naisasagawa ng ang pre-test, mas napapadali sana ang trabaho ng reading coordinator... (L178-181, p.212).”

These results are consistent with the findings of Adao et al. (2022), who observed that while secondary teachers face various reading-related challenges, Filipino teachers strive to be proactive in identifying and addressing students' reading deficiencies. In Filipino subject areas—where text analysis and creative interpretation are emphasized—teachers must prepare even before the school year

begins.

It is vital for reading teachers to conduct immediate diagnostics on students' reading levels to design appropriate strategies that can enhance their reading proficiency.

Structural Description

Elements of the Universal Structure—such as time, space, bodily concerns, materiality, causality, and relation to self and others (Moustakas, 1994)—were identified to deepen the understanding of how teachers experience reading development in secondary students.

Time

Time refers to the aspects of experience related to duration and how time affects the individual's lived experience. For Filipino teachers fostering reading skills, time pertains to how much is allocated for reading instruction. The participants described how time is crucial in enhancing students' reading proficiency.

Participant statements include:

“Sa isang estudyante, ten minutes sa pagbabasa pa lang ‘yun ah then mag-a-answer pa ‘yan (K3, L204, p.195).”

“Forty five minutes, isang estudyante lang ‘yun (K4, L187, p.205).”

“...ah pinakamatagal na ‘yun ‘yung thirty minutes (K6, L134, p.217).”

“Kung gaano naman katagal ‘yung oras ko ay mga nasa forty to forty five minutes (K7, L160, p.223).”

They explained how time limits hinder reading instruction:

“Pabasahin. Kung pag-uusapan po talaga ‘yung oras, kulang na kulang ‘yung apatnapung minuto para magbabasa ka ng isang bata o dalawang bata sa baitang sampu (K1, L178-179, p.181).”

“Ngayon nakakaubos tayo ng oras na isang subject tapos isang bata lang napabasa mo (K4, L179, p.205).”

“Kagaya sa amin sa reading class mismo, ‘yung isang oras para sa isang bata, hindi ka makakatapos ng isang teksto e, lalu na’t non-reader (K5, L98-99, p.210).”

“Malungkot, kasi nalaman ko, malalaman ko na may mga bata pa pala... (K7, L58, p.220).”

Space

Space refers to the physical setting where the phenomenon takes place. This includes the environment that influences the individual's experience. Reading sessions typically occur inside the classroom, outside, or in designated reading areas. Teachers emphasized that the location affects how effectively they can guide students during reading activities.

Participants described these spaces:

“So, ang nangyayari po, may mga pagkakataon na nasa labas po kami ng corridor, meron naman din pong ‘yung estudyante dinadala po namin dito sa center namin para dun namin mapabasa (K1, L19-20, p.175).”

“Ah mahirap kasi minsan ano ‘yung sa hallway ‘di natin maiiwasan na may mga dumadaan (K2, L8, p.182).”

“Sa loob ng klasrum o kaya naman sa... department ng Filipino kung saan medyo maluwag (K3, L20, p.189).”

“Ah dun mismo, sa labas ng aming klasrum na kung saan nakikita mo pa rin ‘yung mga batang... (K4, L41, p.200).”

Teachers also described the challenges posed by the conditions of these locations:

“Kasi kung ito ay isasabay namin sa pagkaklase, hindi magiging... kumbaga tss ah hindi namin maintindihan ‘yung isa’t isa... (K4, L20-21, p.199).”

“Magbigay ka ng activity sa loob, sa labas ng klase ka magpapabasa (K5, L17, p.207).”

“So, naisasabay namin siya noh don sa mismong pagkaklase namin dun sa aming mga estudyante (K6, L5, p.213).”

“Minsan maingay kasi nga dikit-dikit. So, kahit nagbabasa ‘yung bata, hindi niya naiintindihan (K7, L4-5, p.219).”

They also elaborated on how environmental distractions affect students' comprehension:

“...‘yun naiistorbo sila sa ingay nung mga katabing room o klase (K2, L14, p.182).”

“...kanilang binabasa kaya sa ingay sa paligid hindi nila nauunawaan though nakakabasa naman sila kaso nga lang kulang sa pag-unawa. (K3, L16-17, p.189).”

“Kasi kapag nasa crowd, nasa maraming ano tao, maraming estudyante, walang pagkakaunawaan. (K4, L28, p.199).”

“Mahirap magpabasa sa koridor kasi una, mainit, maingay, mainit at tsaka ‘yung focus ng bata wala, wala duon sa tinuturo mo. (K5, L21-22, p.207).”

“Masasabi ko na hindi siya gayun kakomportable din. Ah, syempre ‘yung bata na aming pinapabasa, hindi siya gayun kapokus dun sa pagbabasa. Nahahati ‘yung atensyon niya... (K6, L6-8, p.213).”

Bodily Concerns

Bodily concerns refer to the physical and mental expressions of experience that relate to the individual's body, based on the phenomenon. In the experience of teachers in developing students' reading skills, participants highlighted the physical and emotional effects of the task of enhancing students' reading abilities. They shared the mental and physical toll of their role as reading teachers.

Participants responded with the following statements:

“kailangan kong pabasahin at the same time din po ahm... kumbaga ‘yung pagod din po pisikal at mental (K1, L156-157, p.180).”

“yun nga ‘yung pagpapabasa na agad-agad pinapapasa ‘yung ano... ‘yung... report parang nai-stress tayo pero sa kabuoan, okey lang naman K2, (L172-173, p.188).”

“... napapagod, naiinis, naistress kasi hindi mo na alam, ano ba talagang ahm trabaho mo (K3, L245-246, p.196).”

“andaming pagod, andaming pa-god ‘di ba? ‘Yuun (K6, L162, p.218).”

Due to the impact of this responsibility, the teachers also shared how they felt while facilitating students' reading.

“Nasisiyahan (natatawa) parang ano po 50-50 nasisiyahan at sa kabilang banda, totoo rin po na napapagod din po na damdamin... (K1, L80-81, p.177).”

“Hmm... ako bilang guro sa Filipino medyo nalulungkot ako kasi... (K3, L70, p.191).”

“Medyo nakakadismaya lang minsan kasi nung kapanahunan natin, (K4, L64, p.201).”

“nakakapang-ano lumo kasi kung babasahin ko ‘yung mo co- conversation... (K5, L29, p.207).”

Materiality

Materiality refers to a phenomenon's physical, sensory, or tangible aspects. In developing reading skills, materiality pertains to the instructional materials used by Filipino teachers, which influence student reading development.

These are tangible tools that help assess students' reading levels and comprehension. The teachers described specific materials commonly used in teaching reading.

Here are some of their statements:

“May manual po kasi ‘yung Phil-IRI na ginawa (K1, L35, p.176).”

“ito ‘yung ah... booklet o parang mga printed materials na naka-categorize...(K3, L43, p.190).”

“Kaya, meron tayo nung assessment tool e, para malaman ‘yung progress ng bata (K5, L102, p.210).”

“Okey. Meron- meron tayong gamit o ‘yung tawag ay mga, ‘yung mga manual... (K7, L39, p.220).”

Through the assessment tools they used, the participants explained how these materials support reading development.

“mahanap ‘yung tatlong bahagi or passage, teksto ng mga mag-aaral. Kung alin dun, kung saan dun ‘yung mahina ‘yung bata... (K1, L44-45, p.176).”

“Maliban don, magkakaroon pa sila ng karagdagang kaalaman don sa mga binabasa nila (K2, L32, p.183).”

“Para malaman natin kung ‘yung bata talaga marunong sa pag-unawa, marunong bumasa (K3, L45, p.190).”

“...Subalit ah ano po higit na mahalaga na ang malinang natin sa kanila ‘yung pagbasang may pag-unawa (K6, L66-67, p.215).”

The teachers also clarified how these materials benefit their reading instruction.

“‘yung mga guro po ng Kagawaran ng Filipino duon na po bubuo ng remediation ng gagawin o dun sila magbabatay sa mga data (K1, L47-48, P.176).”

“Oo naman, itong kagamitan na ibinigay sa Phil-IRI malaki din naman ang tulong noh (K3, L64, p. 190).”

“Kaya malaking tulong ‘yung mga manual, ‘yung mga tools na ginagamit sa kasalukuyan para... (K7, L51, p. 220).”

Causality

Causality refers to the connection between cause and effect in a given experience. It includes the relationships among events, problems, and solutions in addressing a phenomenon. The teachers described the primary challenges in developing students' reading skills by identifying common causes for the continued struggle of many learners, even at the secondary level. The following statements were given:

"Kung iisa-isahin po natin, una po siguro muna number one po talaga sa pamilya (K1, L100, p.178)."

"elementary sila, ano hindi maaaring hindi sila natutukan kasi nauso 'yung tinatawag nating mass promotion, 'yun tapos ang bagsak, pagdating sa haykul 'yung mga hasykul teacher... (K2, L56-57, p.184)."

"number one syempre kailangan diyan 'yung suporta ng magulang, noh (K3, L81, p.191)."

"... sa baitang siyam na. hindi pa rin sila marunong umunawa, maraunong magbasa (K7, L59, p.220)."

Relation to Self and to Others

Relation to self and others involves how individuals perceive their own experiences and interact with others. Filipino teachers employed various approaches to guide their students in reading.

Here are their statements:

"... 'yung pinapabasa isa-isa 'yun po. Ah... nagagabayan sila dahil one-on-one po (K1, L87, p.178)."

"bigyan talaga ng one-on-one na pagbabasa, e natutulungan namin... (K4, L137, p.203)."

"Unang hakbang ko syempre tutok-basa (K5, L40, p.208)."

"Ah... ah ano, one-on-one. Oo, one-on-one 'yung pagpapabasa namin (K6, L114, p.216)."

The teachers pointed out the connection between this practice and their students.

"pagpapabasa nakikita po namin mismo, kaming mga gurong nagpapasaba kung paano nila binibigkas 'yung salita, kung alam ba talaga nila bigkasin 'yung salita (K1, L88-89, p.178)."

"Kung magtulungan 'yung pamilya, komunidad para lalo, ayun (K2, L114, p.186)."

"... So, tayo 'yung parang messenger dun sa pamilya kasi nga nandito tayo sa skul (K3, L191, p.194)."

"Nagpapabasa, nakaka- tapos kakausapin 'yung magulang, malalaman din ng magulang... (K7, L122, p. 222)."

Meanwhile, the teachers also described their engagement with the parents to strengthen students' reading development.

"Mahalaga po kasi talaga na si teacher din ay... kumbaga open ang pakikipag-komunikasyon dun sa magulang... (K1, L101-102, p.178)."

"kinausap muna 'yung mga magulang, in-oreint sila, bakit? Kasi kasali 'yung anak nila (K4, L128, p.203)."

"Nagpapabasa, nakaka- tapos kakausapin 'yung magulang... (K7, L122, p.222)."

Essence

The essence of Filipino teachers' experiences in developing students' reading skills is a complex process where the teacher's role becomes a vital conduit for enabling students to acquire reading proficiency. Beyond teaching reading, the teacher seeks to guide students in deepening their understanding—an essential aspect of academic success and a crucial foundation for their future.

Filipino teachers employ various strategies and methods to sustain interest and enhance students' reading abilities. They assess students' comprehension levels using tools that help determine appropriate reading materials. However, teachers encounter recurring challenges during reading instruction. The location of the reading sessions and the limited time available for reading training significantly influence the effectiveness of their approach. The restricted schedule limits how much strategic reading intervention can be implemented.

Despite these obstacles, teachers endeavor to provide high-quality instruction and impart essential knowledge for reading development. They acknowledge the importance of continually improving their personal and professional awareness in this task. Yet, their dedication and concern for their students' reading growth remain inherent in their role as reading educators.

Conclusions

The findings of this study reveal that the development of reading skills in secondary students is a multifaceted challenge for Filipino teachers, shaped by time constraints, competing curricular demands, and the lack of focused support. Despite their commitment, teachers often struggle to provide individualized instruction due to the limited time allotted for reading. However, strategies like Tutok

Basa and appropriate assessment tools have proven instrumental in identifying students' strengths and weaknesses, enabling more targeted interventions. The teachers' potential to foster reading development remains evident, but sustained professional development, institutional backing, and access to relevant materials are essential to enhance the effectiveness of their efforts.

To address these challenges, a collaborative and inclusive approach is recommended. Students should be encouraged to practice independent reading and deepen their comprehension through reflective activities. Parents must actively support reading at home, while teachers are urged to conduct regular assessments, attend training programs, and share best practices. School leaders should ensure access to diverse reading resources and implement remedial programs tailored to struggling learners. Curriculum developers must integrate reading strategies across all subjects and provide clear standards for competency development. Lastly, future researchers are encouraged to explore the effectiveness of culturally responsive reading materials, teacher-student relationships, and leadership roles in the success of reading programs.

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