EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:7 |July 2024

A PHENOMENOLOGICAL STUDY ON THE 30-MINUTE READING INTERVENTION PROGRAM

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Article DOI: https://doi.org/10.36713/epra17755
DOI No: 10.36713/epra17755

ABSTRACT

The research aimed to examine the conduct of the 30-minute reading intervention program in the selected secondary schools of Davao de Oro Division. Further, this undertaking aimed at knowing the experiences of the students and the teachers, the problems encountered, mechanisms used in coping with the problems experienced, and the best practices developed conducting the reading program. It employed a qualitative research design specifically phenomenological study. Using validated interview guide questions, the researcher conducted an in-depth-interview among the selected reading teachers and reading specialists of Davao de Oro Division. The results of the study revealed that teachers' experiences in the conduct of the reading program varied such as dwindling interest of the students, reading program not implemented, students getting bored, students improving in reading, problem with reading materials. With these experiences, teachers have made preparations to effectively conduct the program like equipping the teachers first, set the tone for the program, prepare learning materials and ask students to do advance reading which led to positive results and many inspiring experiences like program good for the students because they have seen that students improved and learned. It also revealed that the commonly encountered problems were the lacking of participation of the teachers, denial of non-readers in their condition, support from parents, time allotment for the program, poor comprehension, unmanageable number of students, and lack of reading materials. As they have experienced such problems and difficulties, the mechanisms used were involvement of concerned individuals, introduce interventions, improve vocabulary, individualized session, introduce varied teaching strategies, and provide learning materials. To some extent, the best practices revealed the usage of different strategies, adoption of slow readers, make reading opportunity regular, on time conduct of reading program, make reading part of the class program and existence of reading corners in the classroom. The recommendations suggested that teachers must embrace the importance of reading preparations, and set the tone of the program to avoid technical errors and discrepancies. Proper trainings and workshops implementing effective reading strategies should be done to cater the students' reading needs and difficulties. Lastly, a strong support system among the school administrators, parents, and stakeholders in terms of reading needs.

KEYWORDS: *Reading Program, Phenomenological Study*

Chapter I
INTRODUCTION

The Problem and its Background

Reading intervention is a vital aspect of systematic learning for struggling students who need additional support in developing skills to improve comprehension (Boulay et al., 2015) and read at grade level. Intervention is imperative at the intermediate school levels and provides systematic and targeted instruction for struggling students (Kosanovich & Foorman, 2016). Ultimately, the purpose of reading intervention is to meet the needs of the students as they venture into the process of decisive reading, which will help them learn and grow as literate individuals and positive contributing members of society.

Biancarosa and Snow (2004 as cited by Smith, 2015) reported that approximately eight million adolescents struggle with reading. In the United States, the National Assessment Education Progress reported that 38% of fourth-graders

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and 29% of eighth-graders are reading below basic levels (National Center for Education Statistics, 2005). Thus, a considerable number of the nation's pupils have not acquired the necessary reading skills. However, reading is undoubtedly one of the most fundamental skills that permit a person to survive and thrive in an ever-growing technological society (Joseph, 2007). This data only shows that the students' reading performance will generally affect the performance not just in schools but also in work.

In the Philippine context wherein English is considered the second language, Luz (2007) stressed that many Filipinos could barely read and write despite the supposedly high literacy rate. Many Filipinos do not have the reading habit required in learning. Without comprehension, reading will not be successful. Undestanding is the prime goal of a lesson, and comprehension failures can lead to school failures. Despite the Philippines' supposedly high literacy rate of 88.6 %, many Filipinos can barely read and write (Juan Miguel Cruz , 2007, cited in Selangan, 2015).

Balinas, et. al. (2017), found out that in Angeles City, the Philippines, a survey in public schools revealed that most Filipino and English texts are at the instructional level. Among these pupils, 10,889 are slow readers while 420 are non-readers.

In Camanlangan National High School, reading performance data shows that students of all grades have low reading rates in the pre-test and short improvement in the Philippine Reading Informal Inventory (Phil-IRI). The development of the Philippine Informal Reading Inventory (Phil-IRI) is one of the initiatives supporting the Every Child A Reader Program (ECARP). Simultaneously, the program for Junior and Senior High School lasted for about 30 minutes as part of the class program. The educators first implemented the reading program in the school year 2011-2012 by the Bureau of Elementary Education (now Bureau of Learning Delivery) (Nava, et.al., 2017). Educators created this material to provide classroom teachers with a tool for measuring and describing reading performance. It is an assessment tool composed of graded passages designed to determine a student's reading level (The Philippine Informal Reading Inventory Manual 2018).

Though teachers conducted the reading intervention program four years ago in Camanlangan National High School, the results showed that the students' reading performance was fair. This result demonstrated that some reading factors constitute reading materials, teaching reading strategies, and full knowledge about the program's implementation in the whole school year. This scenario is still a problem by the teachers who are conducting the program, especially those teachers who are not English majors.

Purpose of the Study

The qualitative study's primary purpose is to examine the teachers' experiences in the 30-minute reading intervention program. Secondly, identify the encountered problems/difficulties. Another is to determine coping mechanisms to the issues/challenges. Fourthly, to discover best practices in the conduct of the said program from different schools. Lastly, to craft a learning module as guidelines for the 30-minute reading program.

Figure 1. Conceptual Framework

Research Questions

The study addressed the following research questions:

1. What are the experiences of the participants in the conduct of the 30-minute reading program?
2. What are the problems encountered in the conduct of the 30-minute reading program?
3. What mechanisms are used to cope with the problems experienced in the conduct of the 30-minute reading program?
4. What are the best practices in the conduct of the 30-minute reading program?
5. What learning materials can be developed from the findings of the study?

Chapter II
RESEARCH METHODOLOGY

This chapter first described the study's research design, followed by a description of the research locale, the researcher's role, and the process of selecting the research participants, the data gathering procedure, and the data analysis procedure. Lastly, it justified study's quality of by discussing its credibility, confirmability, transferability, and dependability of the results.

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Research Design

In this study, the researcher utilized qualitative phenomenological research to explore the phenomenon of the phenomenological research on the 30-minute reading intervention program and understand teachers' perspectives and experiences on this program's conduct. Phenomenology is considered an immense sense that aims to create a bigger picture of what was happening and incidents experienced by a person. This design contributes to a more profound understanding of lived experiences of the individual. Essentially, phenomenological research is looking for the universal nature of an incident.

Sokolowski (2000) argued that phenomenological statements, like philosophical statements, states the obvious and the necessary. They tell us what we already know. They are not new information, but even if not unique, they could be still essential and illuminating because we often are baffled about just such trivialities and necessities. Hence, to expose teachers' and students' necessary English language education experiences, this design is used in this research.

Research Participants

In this study, I utilized purposive sampling under the non-probability sampling technique. Hence, I only included a limited number of participants, particularly those reading specialists, reading teachers, English and non-English Major teachers.

To specify further, I listed eight reading specialists and two reading teachers for In-depth Interview (IDI) who were coming from seven different schools in Davao de Oro with a total of ten participants.

Data Collection Procedure

The researcher submitted a letter to the Schools Division Superintendent to facilitate the in-depth interview administration, asking permission for the study's conduct. After the Superintendent's approval, the researcher sent a letter of request addressed to the School Principals. Then I informed the participants about the nature of the research and the topic to be discussed.

After seeking their permission, I scheduled an in-depth interview based on the participants' availability.
In-depth Interviews. The in-depth interviews provided a more profound understanding of specific viewpoints. In-depth interviews became research tool for gathering the data needed for this study. Some open-ended questions, however, were based on the informants' responses. These questions created a free-flowing discussion with the said informants and provided and secured a non-threatening environment during face-to-face interactions.

The participants felt the utmost desire to be part of this research undertaking. The interviews lasted for 30 to 45 minutes. All were audio-recorded, transcribed, and coded immediately after the said interviews.

Data Analysis

The analysis started during the data collection period. Almost every day, the newly collected data was reviewed, synthesized, and recorded to keep absolute, careful, and detailed records to everything that comes out in the open. After gathering sufficient data, I employed a thematic analysis to analyze further the results and check all responses gathered disparities and likeliness. In exploring, I categorized the responses and organized into themes.

The use of the said two different processes helped me form and in hold these themes together to converge into one holistic powerful argument or result, making the study more appealing and credible.

Chapter III
FINDINGS

This chapter presents the research findings that explored the teachers' experiences during a 30-minute reading intervention program and their insights in its implementation after determining the students' challenges in the said program that may craft new guidelines.

The researcher preselected the key informants through a survey conducted at the schools in Compostela Valley. Specifically, Camanlangan National High School, Bantacan National High School, and New Bataan National High School in New Bataan District; Kao National High School and Nabunturan National Comprehensive High School in

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Nabunturan District, Compostela National High School in Compostela District; Maragusan National High School in Maragusan District to know their viewpoints on the implementation of the reading intervention program.

The researcher subjected the responses to content analysis. In keeping with the research ethics for qualitative research, the researcher used codes to conceal the research participants' identities. The researcher presented the result according to the order of specific research questions used in this study.

What are the experiences of the participants in the conduct of the 30-minute reading program?

This section presents the results to the 1st central research question; '**What are the participants' experiences in the 30-minute reading program's conduct?**

The researcher used four specific research questions to gather data and information for this critical research question. The questions were intended to collect data on the on the conduct of the 30-minute reading program.

Experiences in the Conduct of the 30-minute Reading Program

This section's themes were coming from the specific research question 1.1 **What are your experiences in the 30-minute reading program?** The responses generated eleven themes: dwindling interest of students, not implemented, students getting bored, students influenced by incentives, students improving in reading, reading program a big help, the problem with learning materials, reading program steps followed, students excited with the program, students having problem with comprehension, different reactions from students.

Dwindling Interest of Students. This theme constituted the primary experiences/problems in the conduct of the 30-minute reading program. It meant that the teacher or the reading specialist should employ different teaching approaches, strategies, methods and techniques to get readers' interest and attention. Informant 1 observed that students are eager to participate in the reading program at first, but later on, students are not enthusiastic anymore because of the activities.

Not Implemented. The 30-minute reading program will be evaluated as useful or not if implemented. What you planned should be implemented and put into practice or action. The teachers should implement it to assess this program's effectiveness and help them develop their reading skills. However, some teachers have not fully implemented the program but alter in a different strategy.

Challenges. One common experience/problem in conducting a 30-minute reading program are students getting bored. The attention span of the students is concise when it comes to reading. This program's conductor should employ different techniques to make it more exciting and lively because they are not used to read; they are used to play.

Students Influenced by Incentives. To gain the attention and interest of the students, the teachers will give incentives. Incentives or rewards are some motivating actions to the readers. It is another way of encouraging your students to read and do their part.

Students Improving in Reading. If the student is willing to learn so, they find a way to read and love reading. Through constant practice, students can improve their reading skills. Though also working with your peers, you can make the learning more efficient and effective.

Reading Program a Big Help. Reading is an interaction between the reader and the text. Through reading, students/readers can get information from the text. Through constant reading, it can also increase their reading comprehension.

Problem with Learning Materials. In teaching and learning process, you must also consider the teaching materials to achieve the goal or the intended learning outcomes. It is the same in conductiong a 30-minute reading wherein the learning materials should be appropriate and sufficient.

Reading Program Steps Followed. The reading specialist must consider some steps in conducting a 30-minute reading program to make the program more effective and efficient. The following the steps can help the learners and the teachers identify a concrete task to accomplish or do in conducting this reading program.

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Students Excited with the Program. To avoid boredom in reading programs, teachers should establish and provide a healthy and active environment for students to learn independently and freely. Also, to maintain the students' interest, a teacher must use different teaching-learning styles to deliver this reading program depending on the students' skills needs.

Students Having Problem with Comprehension. Comprehension is another problem in reading. Teachers should make sure that the students comprehend the text they are reading. Teachers should deepen the knowledge and develop students' comprehension skills by asking higher order thinking skills (HOTS) questions.

Different Reactions from Students. In reading, participants experienced many things. You can somehow evaluate if the students learned from the text depending on their reactions. Some students give all their efforts and gained skills, but some of them read just for compliance.

Preparations Made for the Program

This section presents the results to the specific research question 1.2 '**How did you prepare for the 30-minute reading progam's conduct** under the 1st major research question '**What are the commonly encountered problems/difficulties in the 30-minute reading program?**' The following themes served as results, which were: equipping the teachers first, identify references for the program, set the tone for the program, prepare learning materials and ask students to read in advance.

Equipping the Teachers First. You cannot give what you don't have. Teachers who conduct the reading program should be fully equipped with knowledge and skills. As a facilitator of learning and the source of experience, you should be equipped with those attributes to be more effective and efficient.

Identify References for the Program. Resources or references for the information is vital in implementing or conducting the 30-minute reading program. You have to make sure that the references used were up to date, reliable and accessible.

Set the Tone for the Program. Setting the tone of every program can make it more convenient. As a reading specialist, you should prepare and arrange the materials to be used and the schedule. You also need to set the specific learning outcomes you want to achieve at the end of the reading program.

Prepare Learning Materials. After equipping the teacher with the knowledge and skills and setting the program's tone, the reading specialist should prepare the learning materials to avoid technical errors. Learning materials should be sufficient for the number of students, and it should be readable and error free.

Ask Students do Advance Reading. Students should not rely on teachers, they should have the initiative to read in advance to gain advanced information, and through reading in advance, they can formulate questions from the text that they don't understand. It is more effective because the student can learn by doing.

Inspiring Experiences Encountered

This section presents the results to the specific research question 1.3 '**What inspiring experiences have you encountered in the conduct of the 30 minute reading program?**' under the 1st major research question '**What are the commonly encountered problems/difficulties in the conduct of the 30-minute reading program?**' The following themes served as results, which were: seeing improvements of students, seeing student eagerness to learn, independent readers extending help, hearing positive remarks from students, inspired to help struggling students.

Seeing Improvements of Students. As a teacher or reading specialist, it is very flattering when your students show improvements in their reading skills. It was very fulfilling when you know that you have been useful as a teacher or a reading specialist.

Seeing Students' Eagerness to Learn. The willingness and eagerness of the students to learn could be more beneficial to the teachers. Teachers won't have a hard time pursuing students to read because they already have personal eagerness to study. It can also be possible if students are receive rewards and incentives.

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Independent Readers Extending Help. Peer tutoring is an effective way of teaching because students can freely exchange ideas and ask their peers questions, which they can't do to their teachers. Peers can also be sources of information aside from the text, reading materials, and teachers or reading specialists.

Hearing Positive Remarks from Students. If the students are actively involved in the reading process, they can give remarks or feedback to the teacher or reading specialist. If the students provide a positive response to the teacher, the student probably loves what he/she was reading that makes the reading acitivity worth it.

Inspired to Help Struggling Students. It is the primary role of the teacher to help the struggling students academically. As a teacher, you should have the dedication and commitment to teaching your students. Helping a struggling student is a better way around than wasting your time scolding your students.

Positive Results Experienced by Informants

This section presents the results to the specific research question 1.4 '**What are the positive results experienced in the conduct of the 30 minute reading program?**' under the 1st central research question '**What are the commonly encountered problems/difficulties in the conduct of the 30-minute reading program?**' The following themes served as results, which were: students knowing how to read, program good for students and showing interest in reading

Students Knowing how to Read. One goal of a reading program is to help students know how to read. As a teacher or reading specialist, you should build necessary and concrete foundations for your readers, especially vocabulary. A teacher must strengthen the students' reading skills since it is very vital in their future career.

Program Good for Students. This program aimed not only to develop their reading skills and abilities but also to develop their comprehension skills. These reading programs will give a big help to the students and the teachers as well.

Showing Interest in Reading. Giving students the freedom to choose their own reading materials and preferred text, freedom to participate in the reading activity will get the students' attention and interest. Students can learn better if they are actively engaged in reading activities.

What are the problems encountered in the conduct of the 30-minute reading program?

This section presents the results to the 2nd second research question, '**What are the problems encountered in the 30-minute reading program's conduct?**' The researcher used four specific research questions to gather data and information for this critical research question. The questions were intended to collect information on the problems/difficulties encountered by the research participants regarding the 30-minute reading program's conduct.

Problems Encountered

The themes derived from the research informants' responses to the specific research 2.1 '**What are the problems you have encountered in the conduct of the 30-minute reading program?**' under the 2nd central research question '**What are the problems encountered in the conduct of the 30-minute reading program?'** The themes were: lacking participation of teachers, denial of non-readers of their condition, support from parents, time allotment for the program, poor comprehension, unmanageable number of students, and lack of reading materials.

Lacking Participation of Teachers. Learning is a give-and-take process between the teacher and the learner. Teachers can learn from the students, and students can also learn from their teachers. Both sides should cooperate to make the learning more meaningful.

Denial of Non-readers of their Condition. As a student, you should evaluate your learning. You should know your strengths and weaknesses to know and be able to remediate yourself. Acknowledging your failures and liability is one determinant that you are willing to be taught and learned.

Support from Parents. Stakeholders play a very significant impact in the students. Parents are one type of stakeholder. The parent should build the child's necessary foundation basic foundation in terms of the physical,

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emotional, spiritual, and mental aspects. Parents should give their all-out support to their children. Parents should monitor their children as well as what they were doing and their performance in school.

Time Allotment for the Program. Time is significant in learning; students cannot learn in just a blink of the eye; it takes much effort and time to teach children, especially in facilitating the reading program.

Poor Comprehension. Reading facilitators should not just present the text or the passage, but they should also focus on teaching and developing their students' comprehension skills. Low comprehension skill is a problem evident in reading; teachers should innovate different reading program teachniques.

Unmanageable Number of Students. To maintain the students' attentiveness, reading specialists must limit the number of students per teacher to ensure effective and healthy learning environment. Ideally, every teacher or reading specialist should have at least two to three students.

Lack of Reading Materials. Reading materials should be sufficient and appropriate to the type of students and the number of students. If this problem arises, the teachers should innovate to make different reading materials out of the classroom's available resources, school, or in the environment.

Difficulties Encountered

The themes derived from the responses of the research responses to the specific research question 2.2 '**What are the difficulties you have encountered in the conduct of the 30-minute reading program?**' under the 2nd central research question '**What are the problems encountered in the conduct of the 30-minute reading program?'** The themes were: poor comprehension of students, phonetics, issues with time allotment, difficulty in keeping students' attention, problems with learning materials, the unwillingness of students, and attitude towards reading.

Poor Comprehension of Students. Teachers or reading facilitators should not merely present the text or the passage, but they should also focus on teaching and developing their students' comprehension skills. Low comprehension skill is a problem evident in reading; teachers should innovate different reading program techniques.

Problem with Phonetics. Students should have a strong foundation in phonemes during their early years. It would be challenging for them to understand something that they are reading if they lack the knowledge about letters' sound.

Issues with Time Allotment. Proper allocation of time is vital in reading because students cannot learn in just a bink of the eye, it takes much effort and time to teach children, especially in facilitating a reading program.

Difficulty in Keeping Students Attention. Distractions are some reasons why students can't focus. As a reading facilitator and teacher, you should make your presentation clear and relevant to the students. You can also involve your students to your lecture to get their attention and interest.

Issues with Learning Materials. Learning or reading materials should be sufficient and appropriate to students' type and the number of students. If this problem arises, the school head and administration should release funds to supply reading materials. On the other hand, teachers should innovate in making different reading materials out of the available resources in the classroom.

Unwillingness of Students. An unwilling reader is, quite simply, any student who does not show any interest in reading. These students may actively resist reading, mask their dislike by clowning around or misbehaving when asked to read, become easily frustrated during reading, or need to be coaxed into picking up a book. As a teacher, you can select different relatable reading materials for the students.

Attitude towards Reading. Teachers assess students' reading perspectives through classroom observations. When students lack interest, they tend to take it for granted, especially if the reading specialist is ineffective. To improve their reading and comprehension skills, they should love reading first, and they will only love reading if the teacher encouraged book choice, turn it into a healthy competition and make reading a fun way.

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Lacking Essential Materials

The themes derived from the responses of the research'sresponses informants to the specific research question 2.3 '**What essential materials are lacking in the conduct of the 30-minute reading program?**' under the 2nd central research question '**What are the problems encountered in the conduct of the 30-minute reading program?'** The themes were: lacking reading materials and an appropriate reading passage.

Lacking Reading Materials. Reading materials should be enough and relevant to the type of students and the number of students. Lack of reading materials deprived students of learning. But as a teacher or reading specialist, you can improvise your reading material and create big books. It is more colorful and engaging. Technology integration can also help the reading program successful through searching different reading materials, providing pictures, and many more.

Appropriate Reading Passage. Aside from designing different reading activities, you should consider the level of your students. It should be suited to their reading comprehension skills. To make the learning effective, students read reading materials/passages that are suitable to students' level. It will be useless if you will exert more effort to the reading activity that was not in line with students' ability.

Causes of the Difficulties

The themes derived from the responses of the research informants to the specific research question 2.4 '**What are the causes of the difficulties experienced in the conduct of the 30 minute reading program?**' under the 2nd central research question '**What are the problems encountered in the conduct of the 30-minute reading program?'**. The themes were: lack parental support, orientation from lower grades, no reading opportunities, limited reading materials, lack of interest, and improper program implementation

Lack Parental Support. Parental support enhances academic performance and has a positive influence on student attitude and behavior. A parent's interest and encouragement in a child's education can affect the child's attitude toward school, classroom conduct, self-esteem, absenteeism, and motivation.

Orientation from Lower Grades. Students should be equipped with proper knowledge and skills during their lower years because it will be hard for them and the teacher to proceed to the more complex topics.

No Reading Opportunities. Lack of facilities and equipment is also an emerging issue in conducting reading programs because some shools do not have reading centers to use in the said program. It is more convenient to the teachers and students if they have a conducive learning and reading environment.

Limited Reading Materials. Reading materials should be sufficient and appropriate to the type of students and the number of students. If this problem arises, the teachers should make varied reading materials out of the classroom or the school's available resources.

Lack of Interest. The reality is that many students lack reading interests nowadays; it may be because from the perspective of students themselves, their laziness, language ability, motivation, and health status, and so on may affect their desire to read.

Improper Program Implementation. Proper implementation of the reading program is very essential. It should be the school heads, the teachers, the school staff, the students, and other stakeholdersl. The school should give support via funds to produce appropriate and sufficient reading materials.

What mechanisms are used to cope with the problems experienced in the conduct of the 30-minute reading program?

This section presents the results to the 3rd central research question; '**What mechanisms are used to cope with the problems experienced in the conduct of the 30-minute reading program?'** Four specific research questions were used to gather data and information for this critical research question. The questions were intended to collect information on the mechanisms used to cope with the problems experienced in the 30-minute reading program's conduct.

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Coping Mechanisms

The themes derived from the responses of the research informants to the specific research question 3.1 '**What are the mechanisms you used to cope with the problems in the conduct of the 30-minute reading program?**' under the 3rd central research question '**What mechanisms are used to cope with the problems experienced in the conduct of the 30-minute reading program?**' The responses generated the following themes: involvement of concerned individuals, introduce interventions, improve vocabulary, indivudalized session, introduce varied teaching strategies, resourcefulness in looking for materials and provide learning materials.

Involvement of Concerned Individuals. To ensure an effective learning environment and student's acquisitions of knowledge, the teachers, students, school staff, and parents should collaborate. Learning does not just stop at the four-cornered room; it should take occur at any place and any time.

Introduce Interventions. To address the students with deficiency in reading, interventions should be implemented. Reading intervention strategies includes repeated reading, assisted reading, QAR- Questions-Answer relationship and visualization of the text.

Improve Vocabulary. Vocabulary refers to the words we must understand to communicate effectively. Through improving the students' vocabulary skills, it will be easier for them to understand the passage, especially if they encounter different words.

Indivudalized Session. It is way effective than group reading because all the teacher's attention is only for one student, which a teacher can maximize the opportunity to teach the student in reading.

Introduce Varied Teaching Strategies. Learners are different. As a teacher or reading specialist, you should design different teaching strategies to cater to the students' individual needs.

Resourcefulness in Looking for Materials. The school cannot provide all the learning materials, but as a teacher, you need to be effective and efficient even without proper learning resources; that's why the teacher should innovate ways to deliver learning or reading activity in a most organized and effective manner.

Provide Learning Materials. If the supplies are not enough to cater to all the students in the reading program, it is the teacher's initiative to provide their learning materials. It is an advantage on the part of the teachers because you can develop your reading materials.

Dealing with Difficulties Experienced

The themes derived from the responses of the research informants to the specific research question 3.2 '**How did you deal with the difficulties experienced in the conduct of the 30 minute reading program?**' under the 3rd central research question '**What mechanisms are used to cope with the problems experienced in the conduct of the 30-minute reading program?**'. The responses generated the following themes: assign teachers certain tasks, adjustment with students' level, by being resourceful, let students choose materials, apply intrinsic motivation, discuss difficulties with colleagues and administrators, look for reading materials and accept shortcomings.

Assign Teachers Certain Tasks. Teachers can't do any tasks at the same time. It will be more beneficial to the teachers if they only have a specific job to do for them to focus and maximize their time. With the specified task, teachers will be more effective.

Adjustment with Students' Level. You should make or design reading materials according to the needs and level of the students. Your teaching strategy should be dynamic to cater to the different learning abilities of the students.

By Being Resourceful. Teachers should use and modify what are the available reading resources. But teachers should not stick only to what is available but also think and create ways to improve the reading activity.

Let Students Choose Materials. Forcing students will lessen their interest in reading, that's why teachers should give themthe freedom to choose the reading material that they wish to read because a teacher can assure them that they an the interest in the text. No one can learn if it is forced.

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Apply Intrinsic Motivation. Intrinsic motivation refers to behavior that is driven by internal rewards. In other words, the motivation to engage in a behavior arises from within the individual because it is naturally satisfying the readers or the students.

Discuss Difficulties with Colleagues and Administrators. Just like curriculum, reading difficulties should be discussed, assessed and modified. Through a discussion of the problems arising during the program, various interventions should take into place.

Look for Reading Materials. When a teacher cannot find reading materials, then they should innovate for alternatives. It should be appropriate to the level and type of learners.

Accept Shortcomings. There is no such thing as perfect teachers. Educators must accept shortcomings and look for some techniques to address those failures and correct those the next time around since teachers invested more time and effort in the program.

Coping with Lack of Essential Materials

The themes are derived from the research informants' responses to the specific research question 3.3 **'How did you cope with the lack of essential materials for the conduct of the 30 minute reading program?'** under the 3rd central research question '**What mechanisms are used to cope with the problems experienced in the conduct of the 30-minute reading program?**' The responses generated the following themes: do internet research, take some initiatives, take turns in using materials, and use spiral learning.

Do Internet Research. Do not stick with the traditional way of designing learning materials, use technology instead. Through the help of the internet or technology, learning will be faster and more convenient as long as the source is legit and reliable. Everyone can also learn from surfing the internet.

Take Some Initiatives. Be initiative enough to look or produce different reading materials. Taking initiative means going the extra mile or going above and beyond your normal job responsibilities to make things happen. Maximize your learning materials by keeping them durable for you to be able to use them again. As a teacher or reading specialist, the initiative is your ability to see something that needs to be done and deciding to do it out of your own free will without someone else telling you to do it.

Take Turns in Using Materials. Lending a hand to your co-workers can make the teaching-learning environment more productive. Since the reading materials are limited, it will be useful if you take turns on the available learning materials.

Use Spiral Learning. Learning should be a step by step process. Spiral learning is a teaching-reading method based on the premise that a student learns more about a text each time the passage is reviewed or encountered. The idea is that each time a student encounters the topic; the student expands their knowledge or improves their skill level.

Mechanisms in Avoiding Problems in the Conduct of the Reading Program

The themes derived from the responses of the research informants to the specific research question 3.4 '**What are mechanisms in avoiding the problems experienced in the conduct of the 30 minute reading program?**' under the 3rd central research question '**What mechanisms are used to cope with the problems experienced in the conduct of the 30-minute reading program?**'. The responses generated the following themes: monitor attendance of students, support learning with reading materials, monitor the participation of students, use varied teaching strategies, prepare materials ahead of time, let students learn at their own pace, and teachers do the follow up.

Monitor Attendance of Students. Learning is a process of combining the effort of the teacher, students, and even parents. It is difficult for the teacher and the class to develop their skills and progress if a large number of students are frequently absent. Parents and teachers should encourage their students to regularly go to school.

Support Learning with Reading Materials. It is more convenient if teachers or reading specialist would employ different reading materials. Remember to identify what multiple intelligences your students have. It will be more efficient if they have reading materials.

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
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Monitor the Participation of Students. Motivation is one way to make your students participate in the reading activity. One great benefit of monitoring student progress is that it allows the teacher to evaluate the effectiveness of their teaching. If the majority of the class is finding it difficult to understand or demonstrate a specific reading material, it may not be the ability of the students that is the issue.

Use Varied Teaching Strategies. Students have different learning styles that is why teachers should use different teaching styles. Varied the teaching strategies to avoid boredom and make your students participate.

Prepare Materials Ahead of Time. Teachers need to prepare the reading materials before the reading activity to fully make use of the 30-minute reading schedule and avoid technical and unwanted errors. It is better to prepare the materials ahead of time because not all materials are available, so you still have the time to innovate materials.

Let Students Learn their own Pace. Forcing students to understand and read the reading materials is not helpful. As a teacher, you should give your students the freedom to learn at their own pace.
Teachers do the Follow up. Do not settle on what was taught. Follow up the learning of your student because learning does not only occur in just one blink of the eye, it takes time and effort and the parents should monitor their children.

What are the best practices in the conduct of the 30-minute reading program?

This section presents the results to the 4th central research question '**What are the best practices in the conduct of the 30-minute reading program?**' Four specific research questions were used to gather data and information for this central research question. The questions were intended to gather information on the best practices in the conduct of the 30-minute reading program.

Best Practices in the Conduct of Reading Program
The themes derived from the responses of the research informants to the specific research question 4.1 '**What can you consider as the best practices in the conduct of the 30-minute reading program?**' under the 4th central research question '**What are the best practices in the conduct of the 30-minute reading program?'** The themes were: the use of different strategies, adopting slow readers, make reading opportunity regular, on time conduct of reading program, introduce self-learning, can hardly identify best practices, the commitment of teachers, make reading part of class program and existence of a reading corner.

The Use of Different Strategies. Use varied teaching strategies to avoid boredom and encourage your students participate. Students are different in learning styles that is why teachers should use different teaching styles to keep the attention of the readers and motivate them to participate.

Adopting Slow Readers. Teachers or reading specialists should adopt the slow readers to monitor closely. It is helpful when one teacher is assigned to slow readers to keep the focus and design teaching methods for the convenience of the student.

Make Reading Opportunity Regular. The big challenge for teachers is not simply getting students to read – it's getting them to enjoy it too. Teachers should help the students see the beauty in reading.

On Time Conduct of Reading Program. Since it was a 30-minute reading program, it should be conducted on time to maximize the time. So that teachers and students can do many tasks and activity in 30 minutes.

Introduce Self-Learning. Self-learning is important because when learning, you get to learn other important skills such as time management, self-assessment, and setting your own goals. People who are good at self-learning have an increased ability to develop other skills as they often have to employ a certain set of skills to learn.
Can Hardly Identify Best Practices. Teachers can hardly identify the best practice/s because educatorsdo not implement the reading program regularly. It needs support from the school heads, parents and students as well.

The Commitment of Teachers. Committed teachers always put their students' wants, needs, and interests first. They meet the needs of each learner by providing a variety of unique teaching methods and techniques. They strive to motivate and engage students in reading, and they understand that not every child will learn in the same way.

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Make Reading Part of Class Program. Conducting the reading program should be reflected in the class program so that it will be given a corresponding schedule and proper classroom or center. Teachers should be creative in conducting reading program.

Existence of a Reading Corner. It is more convenient if every classroom has a reading corner to properly display all the reading materials and organize them well. It will also be easy for the students to access the resources in reading.

Training for Teachers Conducted

The themes derived from the responses of the research informants to the specific research question 4.2 '**What teachers training have you conducted to prepare the teachers in the conduct of the 30 minute reading program?**' under the 4th central research question '**What are the best practices in the conduct of the 30-minute reading program?'**. The themes were: no training on reading program, school level training, echo on Phil-IRI and LAC sessions.

No Training on Reading Program. The higher authority of education did not yet focus on training for conducting the reading program because they are still busy doing some relevant matters. Even without training as of the moment, teachers can still learn through asking, exploring and through research.

School Level Training. Training is vital for teachers to be equipped in implementing and conducting the reading program. It is very useful since teachers can gain knowledge and ideas on different teaching approaches in conducting the program.

Echo on Phil-IRI. The Phil-IRI used as a classroom-based assessment tool aims to measure and describe the learners' reading performance in both English and Filipino languages in oral reading, silent reading and listening comprehension.

LAC Sessions. Successful teachers know and care for their students including learner diversity and student inclusion in the LAC (Learning Action Cell) sessions which emphasizes that learners are the reason for all education processes. It is the central role of teachers to establish learning environments that are responsive to learner diversity.

Strategies Employed

The themes derived from the responses of the research informants to the specific research question 4.3 '**What strategies have you employed in the conduct of the 30 minute reading program?**' under the 4th central research question '**What are the best practices in the conduct of the 30-minute reading program?'**. The themes were: more on reading strategies, varied strategies, individualized reading intervention, use of reading materials and back to basics.

More on Reading Strategies. In conducting a reading program, you must not stick only to one strategy since you have different kinds of students so you should vary your teaching strategies to cater to the individual needs of your readers or students. You can also consider the multiple intelligences of your students to keep them interested on reading.

Varied Strategies. Teachers should vary their strategies in conducting the reading program. Teachers can consider the available reading materials and resources, the learning objectives, the skills and abilities of the students, and the type of student or reader you have in choosing the appropriate teaching strategies. The interest and learning of your students depend on the teaching strategies that you employ.

Individualized Reading Intervention. One-on-one teaching is very effective since teachers are given all the opportunity to maximize the time and do all the possible ways to help the reader understand the text. It is convenient also for the student since the student will not hesitate to ask questions to the teacher and they can freely exchange ideas.

Use of Reading Materials. Everything will not be provided that is why teachers should have the initiative to find some reading materials from the available resources or/and make their reading materials.

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Back to Basics. Phonetics or phonemes is the primary foundation of reading; if the students have a hard time in distinguishing the sound of the letter then it will be difficult for them to understand the sentence and the whole passage. If this is the case, the teacher should introduce and discuss again the basic foundation.

Materials Used in the 30-minute Reading Program

The themes derived from the responses of the research informants to the specific research 4.4 question '**What materials are used in the conduct of the 30-minute reading program?**' under the 4th central research question '**What are the best practices in the conduct of the 30-minute reading program?'** The themes were: varied materials and teacher-made materials.

Varied Materials. Aside from designing varied teaching strategies, teachers should also vary their reading materials in conducting the reading program. Teachers can consider the available reading materials and resources, the learning objectives, the skills and abilities of the students, and the type of student or reader you have in designing your reading materials.

Teacher-made Materials. Costumized reading materials by teachers are much more engaging for the students especially if it was designed for the benefit of the readers. It takes strong commitment and passion to the teachers in making reading materials.

Informant 8 supported by saying;

The commitment of teachers for the teacher-made materials, any downloaded materials.

Chapter IV
DISCUSSIONS AND CONCLUSION

This chapter discusses, concludes and provides a recommendation of the study to examine the 30-minute reading intervention program. The researcher conducted this study in the selected schools of Davao de Oro.

Ten reading specialists served as study participants. All these 10 participants have undergone in-depth interview. They were the sources of pieces of information and data for the phenomenon under study.

The researcher sequenced this chapter based on the order of the research questions in the interview guide. The discussions section highlighted the themes, which were the study results, and corroborated with related literature and studies.

Discussions

The structured and the emerging themes were the basis for broadening the discussion of the findings. The related literature and studies supported the result.

Experiences in the Conduct of the 30-minute Reading Program. The emerging themes in this structured theme are: dwindling interest of students, not implemented, students getting bored, students influenced by incentives, students improving in reading, reading program a big help, the problem with learning materials, reading program steps followed, students excited with the program, students having dilemma with comprehension and different reactions from students. These were the experiences of the teachers in the conduct of the 30-minute reading program in school. The finding revealed that dwindling with the students' interest will be avoided if the teachers employ different strategies. On the other hand, some informants say that the coordinators did not implement the program yet. Reading success is dependent upon opportunities for "teachers to reflect on their own instructional practices with colleagues and using student data to drive their instruction decisions" (Ko and Hughes, 2015). In reading, we cannot deny that the students get bored; hence, a teacher can get their attention again by giving them incentives. Students improve their reading since the reading program is a big help. The learning materials are lacking in most schools if the school and other stakeholders do not support them.

In conducting the reading program, the learners should follow the reading steps to ensure efficacy. Instruction must match student needs. Determining which intervention type serves student needs best will change a reading intervention in intermediate schools (Ralston, Waggoner, Tarasawa, & Jackson, 2016). Though students are excited to take the program during its first implementation, there are still problems regarding comprehension. But reading can also give different reactions from the students, some may exert efforts; however, others read for compliance only.

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Preparations Made for the Program. The emerging themes in this structured theme are: equipping the teachers first, identify references for the program, set the tone for the program, prepare learning materials and ask students to do an advance reading. These were the preparations of the teachers to make the conduct of the 30-minute reading program efficient.

The study revealed that teachers have different preparations for the reading program. The first and the most important theme is equipping the teachers first, of course, someone cannot give what they don't have. Reading program teachers should be fully equipped with knowledge and skills. The references or materials used in the program should be identified, up to date, accessible and reliable. Setting the tone of the program can make it more convenient. Also, preparing the learning materials avoid technical errors and discrepancy. Telling students to do advance reading in their home can improve self-learning. This result has aligned with Bandy's (2017) implementing procedures: preparation, action, reflection, and evaluation.

Inspiring Experiences Encountered. The emerging themes in this structured theme are: seeing improvements of students, seeing students' eagerness to learn, independent readers extending help, hearing positive remarks from students and inspired to help struggling students. These were the inspiring experiences of the teachers in the conduct of the 30-minute reading program efficiently.

When a teacher see improvements in the students' performance, it is very fulfilling. Aside from that, informants also say that the students' eagerness to learn is beneficial to the teachers because it will be easier for them to conduct the program. Teachers are not the only source of learning. It is also relevant if the independent readers extend help to their classmates. When teachers hear positive remarks from students, it will make them satisfied and fulfilled. Inspired teachers help struggling readers since the students' performance affect their credibility as a teacher. Balinas, et.al (2017) stressed that the remedial reading program enables people to be successful readers. It is a resource pullout program to provide remediation to children after they have demonstrated reading difficulty. Providing corrective reading programs is imperative to improve reading fluency and reading comprehension, particularly to elementary school students. Fluency and understanding are valuable at the early stage of development. Early intervention can impact the progression of reading difficulties.

Positive Results Experienced by Informants. The emerging themes in this structured theme are: students knowing how to read, program good for students and showing interest in reading. The informants experienced these in the 30-minute reading program in school. It is fulfilling to the teachers' part if they see positive results from the students' performance.

The goals of a reading program are the following: help students read; and strengthen the reading skills of the students by giving them reading interventions. The reading program may supplement students' learning. Guth (2013) highlighted that reading interventions can help students achieve their full academic potential by providing them with a strong foundation of knowledge and skill. Interventions that utilize one-on-one tutoring that cater to the student's specific reading needs. Interested students indicate that the teacher's strategy and the reading materials are functional.
Problems Encountered. The emerging themes in this structured theme are: lacking participation of teachers, denial of non-readers of their condition, support from parents, time allotment for the program, poor comprehension, unmanageable number of students, and lack of reading materials. These were the problems encountered by the informants in the conduct of the 30-minute reading program in school.

Some informants confessed that some teachers lack participation in the reading program. In developing a school-based culture, many secondary school teachers view their expertise as sufficient for teaching in a particular content area but inadequate for incorporating reading strategies (Goodlad, 2004). Learning is a give-and-take process for the teacher and the learner, so both sides should cooperate to make the learning more meaningful.

Paterson & Elliott (2006) pointed out that students at the secondary level received a decreased amount of direct support for fluency and comprehension. Teachers should monitor nonreaders denial to read. When a student acknowledged failures and weaknesses, it is a determinant that a students is willing to be taught and learned. Stakeholders' support like from parents is very vital in the success of the reading program. The program's time allotment should be according to the students' and teachers' convenience. Student engagement is minimal in the area of reading during class time

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(Goodlad, 2004). Furthermore, the unmanageable number of students will result in a shortage of lacking reading materials. Ritchey & Goeke (2006) concluded that students have no support for decoding, spelling, and handwriting.

Difficulties Encountered. The emerging themes in this structured theme were poor comprehension of students, a problem with phonetics, issues with time allotment, trouble to keep students' attention, issues with learning materials, the unwillingness of students, and attitude towards reading. These were the difficulties encountered by the informants in the conduct of the 30-minute reading program in school.

Indeed, the reading program's primary problem is the students' comprehension skills. They cannot understand the text they are reading and cannot dig deeper into the word's meaning. Problem with phonetics will arise if the student has no foundation from the early years.

Learning is an ongoing process; hence, sufficient time is critical in reading. Students have a short attention span in reading; therefore, teachers should make the reading program engaging and entertaining. What motivates students to spend a lot of time reading are similar things that encourage people everywhere to engage in certain behaviors; they see a real-world value for it provides pleasure (Lipman, 2000).

Teachers should utilize and improvise learning materials. Students who are not willing to participate in the reading materials don't catch their interest. The teachers should make the students love reading as their positive attitude towards learning. Teachers need to invite children into the world of literacy (Lipman, 2000).

Lacking Essential Materials. The emerging themes in this structured theme were: lacking reading materials and an appropriate reading passage. These were the essential materials that lack in the conduct of the 30-minute reading program in school.

Reading materials should be sufficient and relevant to the type, abilities and, number of students. Lack of reading materials deprived students of learning. When materials are available, reading teachers ensure that students receive accurate reading passages suitable for their level, abilities and, needs (Swanson, E, et al. 2011).

Causes of the Difficulties. The emerging themes in this structured theme were: lack of parental support, orientation from lower grades, no reading opportunities, limited reading materials, lack of interest, and improper program implementation. These were the causes of the difficulties in the conduct of the 30-minute reading program in school.

Difficulties arise in the conduct of the reading program due to a lack of parental support. Parents are the most significant stakeholders in the curriculum. Parents affect the behavior and the learning behavior of the student. Students should have a strong foundation in their primary grades for them to understand the more complex ones. Reading opportunities should be present in every school or every classroom. Without a reading opportunity, students cannot practice reading. When the reading materials are not enough, teachers should initiate and innovate ways to make reading materials at their own cost. Catching the readers' interest is essential to make reading worthwhile. So teachers need to employ different reading strategies. Lastly, educators need to check the program implementation. The stakeholders should plan it well before putting it into practice. Through this, they could intervene. Deshler & Hock (2006) specified that the need for effective intervention strategies for adolescents is tremendous.

Coping Mechanisms. The emerging themes in this structured theme were: involvement of concerned individuals, introduce interventions, improve vocabulary, individualized session, introduce varied teaching strategies, resourcefulness in looking for materials, and provide learning materials. These cope with the problems experienced in the 30-minute reading program in school.

This study revealed that the individual's involvement ensures an effective learning environment and a student's acquisition of knowledge and skills. Reading interventions should be introduced to address those students who have reading difficulties. Teachers need to remediate struggling readers. Through improving the students' vocabulary skills, they will understand the passage quickly. Individualized session ensures efficient learning since the teacher focuses on the student only. Weikert (2018) underscored that successfulness of a reading program may be contingent on the individualization and personalization strategies. Introduce varied teaching strategies since learners are different. Teachers should be resourceful in looking for materials that suit to the students' needs and interests. Lastly, if the

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materials are not enough, teachers should provide learning materials at their own cost. These materials need "ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension" (Kosanovich and Foorman, 2016).

Dealing with Difficulties Experienced. The emerging themes in this structured theme were assigning teachers' tasks, adjusting with students' level by being resourceful, letting students choose materials, apply intrinsic motivation, discuss difficulties with colleagues and administrators, look for reading materials and accept shortcomings.
The findings revealed that assigning teachers' tasks is one way of dealing the difficulties experienced. They are more specific about their jobs. Teachers vary their teaching strategies to cater to different learning strategies, interests, and students' needs. Instruction must match student needs. Determining which intervention type serves student needs will help promote reading intervention in intermediate schools (Ralston, Waggoner, Tarasawa, & Jackson, 2016). Resourcefulness is being creative. Let the students choose the reading materials. Apply intrinsic motivation that is driven by internal rewards. Moreso, discussing the difficulties with colleagues and administrators can lead to different interventions. Teachers should innovate learning materials if there is none. Lastly, accept shortcomings because there is no such thing as perfect.

Coping with Lack of Essential Materials. The emerging themes in this structured theme are: do internet research, take some initiatives, take turns in using materials, and use spiral learning.

The finding of the study tells that doing internet research can cope with the insufficient materials for reading. Through the help of the internet or technology, learning will be convenient provided that your source is reliable. As a teacher, creativity should always be part of the system, take some initiatives to look at or produce different reading materials. Since the reading materials are limited, it will be useful to take turns with the available learning materials. Learning should be a step-by-step process, thus using spiral learning/approach is essential (Hines, S.J. 2009).

Mechanisms in Avoiding Problems in the Conduct of the Reading Program. The emerging themes in this structured theme were: monitoring the attendance of students, support learning with reading materials, monitor the participation of students, use varied teaching strategies, prepare materials ahead of time, let students learn at their own pace, and teachers do the follow up. These were the different mechanisms to avoid problems in the conduct of the 30-minute reading program.

Monitoring students' attendance is essential for avoiding problems in the reading program, and then teachers and parents should encourage the students to go to school regularly. Supporting learning with reading materials will make learning more concrete. Motivation is one way to make your students participate in the reading activity. Teachers assess students' performance to know the proper remedial program for students with reading difficulty. Flynn et al. (2012); Hwang, Lawrence, Mo, & Snow (2015); Kibler (2009) suggested that building an effective and impactful instructional program begins with assessing of skills and skill deficits and determining a remediation path to mastery of content. Since students are different, teachers should use varied teaching styles. They prepare kits ahead of time. They should also give the students the freedom to learn at their own pace. Lastly, do the follow up session.

Best Practices in the Conduct of Reading Program. The emerging themes in this structured theme were: the use of different strategies, adopting slow readers, make reading opportunity regular, on time conduct of reading program, introduce self-learning, can hardly identify best practices, the commitment of teachers, make reading part of class program and existence of a reading corner. These were the best practices in the conduct of the 30-minute reading program.

The finding of this study revealed that students have different learning styles. The teachers should use varied teaching strategies to keep the readers' attention and motivation. Adopting slow readers is helpful if teachers will conduct remedial classes for the students. Make the reading opportunity regular to the students and make use of the time during the conduct. Introduce self-learning to the students to increase their ability to develop their learning. However, some informants said they could hardly identify the best school practices because the reading program is not mandatory in their school. Committed teachers always put their students' wants, needs, and interests first. Make reading a part of the class program to give a corresponding schedule and a classroom or center. Reading corners should exist in schools and at home for students to have an avenue to learn even after the reading program. Weikert (2018) stated that

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educational practices suggested improving reading skills included increasing library time, homogeneous grouping, reading blocks, and differentiation in reading instruction.

Training for Teachers Conducted. The emerging themes were no training on reading program, school-level training, echo on Phil-IRI, and LAC sessions. These were the trainings of the teachers conducted in the conduct of the 30-minute reading program.

This study revealed that teachers without proper training about conducting the reading program affect the program's efficacy. Zipperer, Worley, & Sisson (2002) underscored that many secondary school administrators have no formal training in literacy development in their school administration program. However, even without training, teachers can still learn by asking, exploring, and research. School-level training is helpful since teachers can gain knowledge and ideas on different teaching approaches in conducting the program. The Phil-IRI used as a classroom-based assessment tool aims to measure and describe the learners' reading performance in English and Filipino languages. Lastly, successful teachers know and care for their students. Including learner diversity and student inclusion in the LAC sessions emphasize that learners are the reason for all education processes.

Strategies Employed. The emerging themes in this structured theme were more on reading strategies, varied strategies, individualized reading intervention, usage of reading materials, and back to basics. These were the teachers' strategies employed in the 30-minute reading program to make it more effective.

In conducting the reading program, teachers may employ more reading strategies to cater to students' needs and interests. There is a need at the secondary school level to identify practical approaches to address reading deficiencies (Nichols, 2014). Teachers' plan of action will be a great help to maintain the attention of the students. Besides, individualized reading intervention puts all efforts of the trained teacher on the students' needs. One-on-one intervention targets individual needs and skill deficits in a meaningful way (Elbaum, Vaughn, Hughes & Moody, 2000). The teachers should have the initiative to find some reading materials from the available resources or/and make their reading materials. A teacher may go back to basics to deliver the reading material easier.

Materials Used in the 30-minute Reading Program. The emerging themes in this structured theme were varied materials and teacher-made materials. These were the different materials used by the teachers in the 30-minute reading program for further reading.

Reading materials should vary depending on the type of learner and their needs and interest. Teachers consider the available reading materials, the learning objectives, and the students' skills and abilities. Teacher-made materials are more helpful for teachers because they are more familiar with the material since they are the one who made it. However, it takes a courageous and committed teacher to do such. Many, Dewberry, Taylor, and Coady (2009) stated that teachers who had a good understanding of language and literacy development provided more responsive and meaningful reading instruction to students' needs. Some of the scaffolded teachings included making connections to students' experiences and prior knowledge, making the most of teachable moments, and using multiple resources to support students' reading.

Implications for Practice

On Experiences in the Conduct of the 30-minute Reading Program. The finding revealed that dwindling the students' interest will be avoided if the teachers employ different strategies. The Research Council of the National Academes (2010) highlighted that there should be a range in applying instructional strategies to develop reading skills. On the other hand, some informants say that the educators did not comply. In reading, we cannot deny that the students get bored. Nevertheless, a teacher can get their attention again by giving them incentives. Collins, et. al (2008) suggested that using incentives can help attract and retain children and youth by promoting program attendance and making young people feel invested in programs. Students improve their reading since the reading program is a big help. Problems with the learning materials are visible in most schools if the school lacks support from other stakeholders. By this, teachers are encouraged to creatively employ different reading strategies to facilitate meaningful performance in reading. The finding suggests the need for intensified implementation that will address scarcity, instructional creativity and resourcefulness, and administrative support. This will magnify and solidify the purpose of offering the quality intervention to the students.

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On Preparations Made for the Program. The study revealed that teachers have different preparations for the reading program. The first and the most important theme is equipping the teachers first, of course, someone cannot give what they don't have. Teachers who conduct reading programs should be ready with knowledge and skills. The references or materials used in the program should be identified, up to date, accessible, and reliable. Setting the tone of the program can make it more convenient. Also, the learning materials should be ready to avoid technical errors and discrepancies. Telling students to do advanced reading in their home can improve self-learning. With these findings, teachers as dispensers of knowledge are setting everything into proper place and perspective. The need for preparation for instructional materials, mental presence, and the physical countenance is significant. Chavez and Hernandez (2017) pointed out that the more knowledgeable, skillful and prepared the teacher is for developing the class, the more smoothly the process will turn for the students to acquire reading skills.

On Inspiring Experiences Encountered and Positive Results Experienced by Informants. Even though teaching is tiring, it becomes fulfilling when a teacher sees students' improvement. Aside from that, informants also say that the students' eagerness to learn is beneficial to the teachers. It will be easier for them to conduct the program. Teachers are not the only source of learning. The independent readers may extend help to their classmates. When a teacher hears positive remarks, it will make them satisfied. It will give them glory and honor as a source of information. Since the students positively feedback, the administration may continue the pedagogical reinforcement. Their development may positively complement the learners' needs. On a study conducted by Menzies et al. (2008), where he used intervention model, teachers were excited that their students were able to achieve academic success because of the intensive reading instruction. In fact, they were affirmative about the intervention process.

On roblems and Difficulties Encountered. Some informants tell that one problem encountered during the program was teachers' participation. Learning is a give-and-take process for the teacher and the learner. According to Shaywitz (2003) effective intervention programs for students with reading disabilities provide systematic, direct instruction in phonemic awareness and phonics for the students to apply these skills to reading and writing. To some extent, denial of nonreaders should be remediated hence acknowledging failures and weaknesses are some determinants that a student is willing to be taught and learned. Hence, these findings may resort to implicate that stakeholders' support especially from parents is very vital in the success of the reading program. Time allotment for the program should be based on the convenience of the students and the teachers as well which can help on issues of the poor comprehension skills of the students. Furthermore, the unmanageable number of students will result in a shortage of lacking reading materials.

On Coping Mechanisms. This study revealed that the involvement of concerned individuals ensures an effective learning environment and student's acquisitions of knowledge and skills. Interventions in reading should be introduced to address those students who have difficulties in reading, they should be remediated. Smith (2015) found out that purposeful instruction and early intervention is an important component in the process of helping students to become good readers. Through improving the vocabulary skills of the students, it will be easier for them to understand the passage especially if they encounter different words. Individualized session ensures efficient learning since the teacher is focusing on one student only. Thus, it is clearly emphasized from the findings that stakeholders are enjoined to address problems on reading literacy of the students. Not only for the administration and teachers, but parents are also encouraged to get involved as partners in the proliferation of this endeavor. The finding of the study tells that doing internet research can cope with insufficient materials for reading. Through the help of the internet or technology, learning will be easier and convenient provided that your source is reliable. As a teacher, creativity should always be part of the system, take some initiatives to look at or produce different reading materials. Since the reading materials are limited, it will be useful if you take turns the learning materials that are available and learning should be a step by step process, thus using spiral learning/approach is essential (Hines, S. J. 2009).

On Best Practices in the Conduct of Reading Program. The finding of this study revealed that students have different learning styles so the teachers should use varied teaching strategies to keep the attention of the readers and motivate them to participate. Adopting slow readers is helpful if teachers will conduct remedial classes for the students. Make the reading opportunity regular to the students and make use of the time during the conduct. Introduce self-learning to the students to increase their ability to develop their own learning. This finding is purposively implying that the administration may conceptually scheme innovative practices and programs aiding the reading-related issues of the students. This can be done through collaboration of the stakeholders and solid participation of the teachers. Thus, pieces of trainings and workshops for the teachers are deemed to be of prime consideration that must be given due

consideration by the administration. Gersen and Baker (2000); Guthrie, Schafer and Huang (2001) recommended that critical elements of reading instruction that constitute an effective reading intervention for English-language learners at risk were systematic and structured instruction, students' opportunity to read and to experience frequent success, adequate feedback and practice, and direct and frequent monitoring to all the persons involve in the said program.

Implications for Future Research

Since the study was limited to the issues and concerns raised by the teachers in the selected schools in Davao de Oro, the following implications are offered for future researchers:

First, future research may be conducted by selecting other groups of teachers as key informants vis-à-vis the experiences relating to the implementation of the said program. Second, different area of study may be suggested with the same area of concern to be focused to further investigate and have some validation on the underlying issues on the said academic phenomenon. Third, a re-interview of the same key informants may be conducted to see whether their understandings about the implementation of the reading program have changed over a while.

Fourth, this study was done in public secondary schools. Further research could be done to investigate the same phenomenon among private secondary schools. Finally, the findings of the study are viewed from the lens of the selected grade school research participants and informants, hence, another research could be conducted to find out the understanding of reading program implementation among the teachers of Camanlangan National High School.

Concluding Remarks

The implementation of the conduct of 30-minute reading intervention program has been the focus of the investigation, where issues, concerns, and experiences of teachers on its implementation offered vivid transcript of its academic and social significance.

Teachers must embrace the principle on the importance of preparation. The study revealed that teachers have different preparations for the reading program. A mentally-equipped and prepared teacher may defy odds as he/she explores in this academic journey. Setting the tone of the program can make it more convenient. Also, the learning materials should be prepared to avoid technical errors and discrepancies. Telling students to do advanced reading in their home can improve self-learning.

Even though that teaching is very crucial and tiring, but when a teacher sees improvements in the students, it is very fulfilling. Teachers are not the only source of learning, instead, it is very useful if the independent readers extend help to their classmates. When a teacher hears positive remarks from students, it will make them satisfied and it gives them glory and honor as a source of information. Teachers are more inspired to help struggling students in reading since the performance of their students somewhat affect their credibility as a teacher.

One goal of a reading program is to help students know how to read and the teacher must strengthen the reading skills of the students by giving reading interventions. The reading program may supplement learning to the students and students showing interest can be an indicator that the strategy and the reading materials used by the teacher is effective. By this, teachers with proper training and workshop vis-à-vis the conduct of the reading program can positively affect the literacy of the students. Successful teachers know and care for their students. Including learner diversity and student inclusion in the academic undertaking emphasize that learners are part and parcel of the learning continuum.

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