SALBABIDA AS A READING INTERVENTION PROGRAM: THROUGH THE LENS OF THE MENTORS

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ABSTRACT

Teachers stumbled a lot of challenges during the pandemic and one of the most challenging parts was the poor reading skills of the students. Consequently, the teachers come up with a reading program that can ease this problem. However, along the process teachers experienced a lot of unexpected things and trouble. Hence, this qualitative phenomenological research study explored the lens of the teachers of Sagayen Elementary School. The purpose of this study is to explore on teachers' experiences, challenges, coping mechanisms, and insights on the Salbabida Reading Intervention Program. There were nine purposively selected teachers who participated in the conduct of the study. Conducting the reading program during the pandemic presented difficulties and challenges for teachers, according to the findings. The study found that teachers were fulfilled with the result of the program despite all the challenges they had encountered. Findings showed that there was indeed a reduction in the number of pupils considered as non-readers. The study concluded with recommendations for the Salbabida Reading Intervention program to be continued in the school.

KEYWORDS: *reading problem, reading intervention program, experiences, challenges, coping mechanisms, insights, phenomenological research*

INTRODUCTION

Reading is fundamental in our society, everything that we do involves reading. Reading development is essential for student growth and success throughout their educational career (Graham et al., 2018). Now, that we are facing pandemic, teachers can hardly reach out their pupils due to face-to-face restrictions. As a result, as the cases of COVID-19 raging around the world so does the non-readers. According to Jenkins et al. (2021) more and more, children around the world are failing to read and it is expected to get worse due to COVID-19 pandemic.

Teachers are contemplating on what to do with these numerous numbers of non-readers. Reading intervention is one of the actions undertaken by different schools in the world. In fact, Jackson (2016) discovered that the educational methods employed by the instructors doing remediation matched the efficient methods identified in the most recent study literature. Teachers intervene with students until they are able to read or get back on track. However, not all programs are successful and beneficial; in fact, several original studies that have been published have shown contradictory findings about the success of remedial classes.

Due to a greater focus on addressing their reading disabilities over the past several years, an increasing number of reading programs for struggling adolescent readers have emerged. At Ankara University in Turkey there are children with learning disabilities and most of the children with reading difficulties have special needs students, who participate in inclusive education. A child with a learning disability was defined as an individual who performs significantly poor on reading and writing tests compared to their IQ and grade level. The school has studied this issue and developed competency and performance-based techniques. The school called it the Tablet Computer Aided Intervention Program, based on a qualitative data the program rated positively by the students and found it effective to the students learning (Ozbek & Girli, 2017).

Triviňo (2016) found that after the implementation of the intervention, the students' assessment results and participation in remedial and regular classes both significantly improved in the Philippines. According to Sommerhalder (2018), who showed in his study that there were no discernible improvements in students' academic performance when intervention materials were implemented, these findings are in contradiction. Furthermore, Wang et al. (2017) stated and agreed by Asio and Jimenez (2020) that the efficacy of remediation remains one of the thorniest issues in research and practice. Reading Intervention Program still need more substantial evidence to prove its effectivity especially on the changing tide of time processes of learning

In Sagayen Elementary School, Sagayen, Asuncion Davao del Norte there were 26 identified non-readers for school year 2020-2021 that is why the school initiated a reading intervention program that will ease this problem, it is called SALBABIDA. This program is designed to assist pupils who are challenged by the acquisition of early reading skills or older students with continued reading difficulties. This program was created because of the pandemic that we are facing today, pupils missed the opportunities to fully acquire the basic reading skill in the normal classroom setting.

However, the teachers were challenged in implementing this program because they were also adjusting due to the left and right work since the pandemic started and this program has limited resources, so aside from the materials the teachers need to spend their own money for the snacks and even for the fare of the children and also the threat of the virus, which is very risky both for teachers and pupils. From this, there was a need to conduct this study to delve more the experiences, challenges, coping mechanism, insights, and the perspectives of the teachers to the SALBABIDA reading remediation program. The researcher believe that the perspectives of the teachers will have a great review to the said program.

OBJECTIVES
The purpose of the study was to explore the lens of the teachers regarding the intervention program which was the SALBABIDA for Non-readers in Sagayen Elementary School, Sagayen Asuncion Davao del Norte specifically the Grade 1 to Grade 3 teachers' experiences, challenges, insights, coping mechanisms and how this reading program yield to the students reading progress.

METHODS
This chapter explained the research design of the study and discussed the methods that was used in collecting data about the lens of the teachers regarding the SALBABIDA reading intervention program specifically their experiences, challenges, insights, coping mechanisms and how this reading program yield to the students' reading progress.

This study was a qualitative study employing a phenomenological approach because it sought to explore teachers' experiences, challenges, insights and how this reading program yield to the students reading progress. This research study utilized phenomenology as the research design. Phenomenology is a qualitative research approach that helps in describing the lived experiences of an individual. The phenomenological method focuses on studying the phenomena that have impacted an individual (Harrapa education, 2021). This approach highlighted the specifics and identified a phenomenon as perceived by an individual in a situation. The researcher aimed to extract the purest data and explore the experiences, challenges, insights, and how this reading program yield to the students' reading progress.

Purposive sampling, a non-probability method of sampling, was used to pick the participants for this study. This study's sample preference was based on the researcher's own opinion and discretion and was based on one subgroup in which all sample members are comparable, specifically teaching primary graders. These teachers have at least nine years of teaching experience from various grade levels and these teachers that were chosen to be the participants of this study have a bigger number of non-readers compare to other teachers due to modular product because of pandemic. The participants were asked to sign a consent form stating that they are freely engaging in the study and that they were willing to share their expertise as needed.

The researcher followed the data analysis after the interview. The initial stage in data analysis was converted the recorded interviews or the MP3 format, which was manually transcribed by the researcher to obtain the raw transcription for the primary data.
The researcher used the coding as well as manual transcriptions. It was during this stage that data transcription was performed solely by the researcher using his or her own inherent abilities. After transcribing, the researcher allocated codes to the text segments of the participants' responses. Then, the researcher created the essential ideas using the codes that evolved. As a result, the codes were classified into categories.

Finally, the researcher used thematic analysis combined with data reduction techniques to identify important themes and essential concepts that emerged from the participants' responses.

RESULTS AND DISCUSSIONS
The structured themes and the emerging therein were made as bases in broadening the discussion of the findings in this study. As each theme was linked to related literature and studies, substantial discussion was made in order to find their alignment with the theme.

Table 1
The formulated theme and central ideas on the experiences on the Implementation of the SALBABIDA Intervention Program.

Themes	Central Ideas
Having difficulty on its initial implementation	Teachers were still surprised by the poor reading abilities of the pupils as compared to their corresponding grade levels.
Fulfilling despite the pandemic	Teachers feel fulfilled as they tried their best to address the needs of the pupils
Risky experience	Risky experience for the teachers as they encountered different situations.

Experiences on the Implementation of the SALBABIDA Intervention Program.

The emerging themes in this structured theme are: (1) having difficulty on its initial implementation, (2) fulfilling despite the pandemic and (3) Risky Experience

Having difficulty on its initial implementation
The findings revealed that the teachers were having difficulty on the initial implementation. This is somehow expected as part of the adjustment period, but teachers were still surprised by the poor reading abilities of the pupils as compared to their corresponding grade levels which explains why the Philippines once scored the lowest in reading comprehension among 79 participating countries in 2018 Program for International Student Assessment (PISA, 2018). They were having difficulties even on the basic letter sounds or phonemics. Respondents also struggled with mobilization as some pupils were from remote areas. Moreover, some purok leaders which were significant community partners in the SALBABIDA weren't cooperative towards the said project resulting to its failure in some areas due to absence of designated reading corners. Such poor response might be due to COVID scare which the teachers, themselves, also admitted despite loosened IATF restrictions.

Fulfilling despite the pandemic
However, teachers still considered the program as a nice experience and made them feel fulfilled as they tried their best to address the needs of the pupils and extended help even from their personal pockets for discovering your fulfillment as a teacher is to commit to a more joyful teaching practice and positivity (Mendler, 2014). The teachers were also excited to be part of the program where they reached out their pupils despite the pandemic time. Teachers then had a chance to teach these pupils as the child sees the joy and excitement learning brings to life (Becton, 2022). Some of the teachers felt happy after extending help to the students who had poor reading skills.

Risky Experience
The conduct of the program was a risky experience for the teachers as they encountered different situations, and some were dangerous for their own lives as pandemic still there. Though they had a risky experience they still manage to finish the program successfully.

Table 2
The formulated themes and central ideas on Ways SALBABIDA Yield student Reading Progress

Themes	Central Ideas
Reducing number of non-readers	There is reduction of non-readers
Reading improvement	The pupils shows improvement after the program was implemented

Ways SALBABIDA program yield student reading progress
From the data collected, two (2) themes emerged: (1) reducing number of non-readers,and (2) reading improvement shown among students

Reducing number of non-readers
Findings show that there is a reduction in the number of pupils considered as non-readers. One of the teachers stated that out of 26 non-readers there is only 10 non-readers left during that school year. With this we can already call the program a success (Namdi,2005) as reading is one of the few academic areas in which teacher's demand success from all the children.

Reading Improvement shown among students
It is also emphasized the improvement among pupils specially in identifying letters and their respective sounds in which the teachers considered it as an accomplishment as Adler, 2001 said phonics instruction helps children learn the relationships between the letters of written language and the sounds of spoken language. As children advance they learn about the vowels and the various sounds associated with each vowel. Many teachers accomplish this by teaching letter-sound relationships in an organized sequence. Some of the benefits of systematic and explicit phonics instruction are increased word recognition, spelling, and reading comprehension among students. Though there were pupils who didn't show enough progress, a majority depicts that the SALBABIDA program was overall effective.

Table 3
The formulated themes and central ideas on Hardest Aspect in the Program Implementation

Themes	Central Ideas
Risk of being infected with virus	Teachers were at risk during the implementation
Reading capabilities of students and various reading needs	Teachers having hard time dealing with the different reading capabilities and reading needs of the pupils
Lack of time for preparation and hardship in dealing with various reading needs	Due to lots of workloads teachers were unable to prepare instructional materials.

Hardest Aspect in the Program Implementation
This structured theme generated 3 emerging themes which are: (1) Risk of being infected with virus, (2) reading capabilities of students and (3) lack of time for preparation and hardships in dealing with various reading needs.

Risk of being infected with virus
In implementing a program, obstacles are considered given in the process especially that the program was implemented during the pandemic time, there are lots of hustles in the making as stated. Despite the best efforts to incorporate effective practices for educating young learners, schools should expect to face challenges when designing and implementing supplemental interventions for underachieving readers (Velten & Mokhtari, 2016). The first challenge was the risk of being infected with the virus, as we had heard in the news that the virus killed a lot of people. According to World Health Organization (WHO), there were 14.9 million deaths associated directly and indirectly with the COVID-19 pandemic described as excess mortality between January 1, 2020 up to December 31, 2021. During that time, teachers were naturally afraid of being infected but they still chose to teach the children despite the risk of being infected.

Reading capabilities of students and various reading needs
Reading capabilities of the students. Based on the school's performance indicator for school year 2020, there were 26

failed students, and the reason was that they were still non-readers at the end of the schoolyear. According to the responses of the teachers, one factor is that these children were not followed up by the parents because the latter themselves were also non-readers. Another one is that these pupils easily forget the things taught to them so the teachers cannot move forward to the next step in teaching reading. In dealing with various reading needs as these identified pupils were all non-readers but they have different grade levels which was a notable challenge because the ratio of the teacher -student in the SALBABIDA was far from ideal as the teacher can't provide enough focus attention to everyone's reading issues. Considering that everyone learns differently is one of the most important steps to take when it comes to effective teaching (Smith, 2021). Thus, the teacher can't expect that one approach which is effective to a particular pupil can be also effective to the rest of the group.

Lack of time for preparation and hardship in dealing with various reading needs
Lack of time for preparation, due to the overwhelming regular tasks of teachers making them unable to prepare materials for the program which was unfavorable as one of the critical components of effective teaching is preparation and planning, if the teacher lacks behind in planning, then it will lead to failure (Ecole, 2021).

Table 4
The formulated themes and central ideas on Effects of Program

Themes	Central Ideas
Project simply adds more burden to the teachers' workloads	The program is an additional work to the teachers.

Effects of Program School Responsibilities and Obligations.
Another structured theme is the effect of the program to the school responsibilities and obligations of the teachers which has only one emerging theme meaning all the respondents have the same sentiment regarding this matter in which the project simply adds more burden.

Every program in the school adds another set of tasks which usually ends up in the hands of the teachers. Of course, they will have to support and cooperate with the school programs but sometimes it may take a toll on their focus and schedule and will cause a burnout. In the attempt to cope up with the

pandemic, new systems of learning were abruptly introduced which also brought new challenges and workloads for the teachers. They need to do a lot of printing, sorting, attending webinars and a lot more for the modular learning. The situation only proves the hectic work schedule of the teachers even before SALBABIDA started which could make the program ineffective specially at the beginning phase due to the lack of attention given by the preoccupied teachers. Burnout among teachers or commonly referred to as teacher burnout is a condition in which teachers are no longer able to work effectively because of excessive workload and stress (Freudenberger, 2012).

Table 5
The formulated themes and central ideas on Progress children show from baseline to current result

Themes	Central Ideas
Unguided children show poor results	Poor result for children without support.
Students showing progress in reading	Majority of the students shows progress after the program.
Some have difficulty identifying letters and sound	Some can hardly remember the things that were taught to them even sounds of the letter
Children with parental support show better results	Pupils who received constant support from parents show better result.

Progress Children Show from Baseline to Current Result.
The themes derived from this structured theme are: unguided children show poor results, students showing progress in reading, some have difficulty identifying letters and sound, and children with parental support show better results.

Unguided children show poor results
The first theme, unguided children show poor result, isn't that surprising. Parental involvement in the education of students begins at home with the parents providing a safe and healthy environment, appropriate learning experiences, support and a positive attitude about school (Whitaker & Fiore, 2001). On the contrary, children without parental supervision led to have poor results in school. Sometimes, school lessons won't be as effective and can be easily forgotten if there is no follow up made at home.

Students showing progress in reading
Students showing progress in reading, majority of the respondents mentioned the effectiveness of the program based on the result of the post assessment that was conducted by the teachers. Assessments are considered as important part of instruction, so teachers use them for many reasons and using the right ones at the right time is a useful teaching skill (Linde, 2018). This proves that the program is effective because majority of the teachers were testifying that their children showed progress if they were to compare the result of the pre assessment and the post assessment.

Some have difficulty identifying letters and sound
The third theme discusses about the pupils having difficulty identifying letters and sounds. Usually, non-readers are from lower grade levels as they can hardly remember the things that were taught to them. But with the help of the SALBABIDA program, these non-readers were now able to identify some of the letters and sound. Not to an amazing extent but at least there was still notable progress to their reading skills. The program somewhat opens the readiness of the child in reading and reading readiness has been defined as the point at which a person is ready to learn to read and the time during which a person transitions from being a non-reader into a reader (UNICEF, 2012).

Children with parental support show better results
Lastly, children with parental support show better results. Many studies prove that children having a supportive parent on their studies tend to excel academically. To comply with the system of integrated support for their students, schools need to build partnership
with parents and develop mutual responsibility for children's success in the educational system. In this way, parental involvement is increased, parents' effort to support schools are encouraged, and they are directly making a positive impact to a successful educational system (Durisic, 2017).
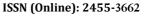
CONCLUSION
With the SALBABIDA as a reading intervention program as the main focus of the investigation, the experiences of the teachers during the implementation of the program, the challenges encountered, mechanisms utilize in coping with the challenges, and insights of the teachers regarding the program, the experiences of the teachers stated in this research can help the school leaders and curriculum-makers to identify common issues within remediation programs as well as corresponding solutions to deal with them. This can also give educators a realistic view of the status of our education and the aspects to prioritize to enhance its quality.

The challenges that the teachers encountered were noted for future implementation to avoid or at least minimize the same identified issues for smoother and more effective results. As the challenges were addressed, the coping mechanism of the teachers can also be enhanced for them to easily deal and adapt to future obstacles Partnerships with different counterparts and stakeholders should be strengthened since children's education is a major social concern and can greatly affect our country's future.
Thus, everybody is responsible and should take active part in this kind of programs. The teachers' insights towards the SALBABIDA program give us a review on the program itself, whether it was effective or not. Findings show that there is indeed a reduction in the number of pupils considered as non-readers with every respondent still committed to continue the implementation of the program for the next school year specifically pointing version school-based as the better implementing style.

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