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ELEMENTARY TEACHERS' LIVED EXPERIENCES IN HANDLING LEARNERS WITH READING DIFFICULTIES IN MAINSTREAM CLASSROOMS

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ABSTRACT
This study emphasizes more on the lived experiences of elementary education teachers who handles learner with reading difficulties. A qualitative phenomenological design is used, using semi structured in-depth interviews and focused group discussion of 5 teachers from an elementary school of Barangay Nangan who handles learners with reading difficulty through purposive sampling. The data is analyzed using a thematic analysis that revealed the essential statements of the challenges, coping mechanisms and insights of elementary teachers handling learners with difficulty. Furthermore, teachers' experiences challenge in handling learners with reading difficulty but they also manage to handle the challenges through coping mechanisms that widened their perception as an elementary teacher who handles learner with reading difficulty, that influences teachers' self-efficacy. This only shows a clearer picture of the education in public schools, the reality that was expressed by the teachers especially in the rural area of Barangay Nangan. Further research is recommended in the influence of learner's condition in the aspect of reading difficulty.

KEYWORDS: *Reading Difficulty; Elementary Teachers; Experience*

1. INTRODUCTION

PISA- Programme for International Students' Assessment 2022 results have shown that in terms of reading, the Philippines scored lower than the average points of OECD countries, which only means that the country is far lagging even with the advantage of being a multilingual country (OECD, 2023).

Elementary teachers in public schools across several grade levels are responsible for instructing classes of 30 to 40 children, who possess varying degrees of reading competency that can influence the teacher's ability to impart in the teaching-learning process specifically in a general education setting that is identified in accepting students with different learning capacities based on the Republic Act 11650 (2021), the act of instituting a policy of inclusion and services for learners with disabilities in support of inclusive education signed by former President Rodrigo Duterte have declared to promote inclusivity for learners with difficulty in the accessing to quality education. Reading is a crucial determinant that may influence a child's academic achievement. The primary obstacle to creating an effective learning environment is often the variety of factors that affect a kid with reading difficulties, with the teacher being particularly influential in imparting knowledge.

In the study of Gabejan & Quirino (2021) it is confirmed that reading is an essential element of academic learning that enables the reader to become knowledgeable in the wider community. If a child lacks proficiency in reading, he will face challenges in all academic disciplines. Lack of adequate reading skills impedes the learner's ability to acquire the necessary resources for higher education. Therefore, it is imperative for a teacher to prioritize individuals who struggle with reading by providing them with extra support and attention. It was determined that public elementary kids in the Philippines were performing far below their grade level in reading, with a difference of three grades. This completely demonstrates the significance of the issue faced by the teacher and school officials who are concerned about the escalating, insufficient, and below-average standard of Philippine Education at the basic level. The COVID-19 pandemic has only worsened the learning problem, resulting in anticipated long-term consequences for the human capital of this generation (Adao et al., 2023).

Furthermore, the prevalence of learners with reading difficulty is increasing in Barangay Nangan of the Municipality of Governor Generoso, Davao Oriental, as the number of learners in an inclusive classroom is growing. There are factors that influences the experience of teachers who handles learners with reading difficulty that leads to failure in the class. Teachers who teach lower grades often encounter challenging situations inside the classroom that includes the struggle to gain retention among students with short attention span in learning reading that can lead to difficulty in reading when

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addressed for a long time, also, teachers in the higher grade determines problem in educating complex topics because of some students who find reading as a challenge that will drag the teacher in teaching the basics instead of the subject matter. The teachers' expertise in managing students with reading challenges in an inclusive classroom, considering their own emotions, feelings, and responses during the teaching process. The researcher proposes that this study will be advantageous not only to people with experience in managing students with reading challenges, but also for new teachers working in an inclusive setting, as well as parents involved in their child's development. The aim is to enhance their understanding of the experiences encountered by teachers in classrooms with students facing reading difficulties.

Hunter-Johnson, Newton and Cambridge-Johnson (2014) suggested conducting future research on the perception of teachers in inclusive settings, specifically focusing on a specific variable which was also connected to the recommendation of Paguirigan (2020) that an in-depth study that should be carried out to gain a deeper knowledge of teachers' real-life experiences in inclusive classrooms with a focus on identifying the elements that cause stress, as well as those that promote resilience and protection. These findings have the potential to benefit the area of counseling psychology and promote a broader spectrum of learners in inclusion. Further research is required to strengthen the methods of instruction employed by teachers in inclusive education classrooms. Phillips (2021) also suggested that further investigation is needed to ascertain the viewpoints of both special education teachers and general education teachers regarding the inclusion of diverse learners and its efficacy, not only for students with special educational needs but also for students in general education settings that includes their varied ability inside the classroom. Furthermore, Gatcho and Bautista (2019) highlighted the crucial necessity of investigating the encounters of remedial reading teachers to establish effective strategies that promote educational advancement.

In this light, the researcher decided to conduct this study to expose aspects that general education teachers experience in handling learners with reading difficulty that encompasses their insights, feelings, and solutions on arising problems inside an inclusive environment, this will benefit the newly hired teachers, experienced teachers and parents that is with the learner with reading difficulty.

1.1. Purpose of the Study

The objective of this study is to explore the experiences of 5 general education teachers who bear the responsibility for managing children with reading difficulties in a classroom that promotes inclusivity in Governor Generoso, Davao Oriental, Philippines. Additionally, the study aims to uncover the experiences, coping mechanisms, insights gain by these teachers while working with a varied group of students in an inclusive environment.

1.2 Research Questions

This study aims to provide information about the experiences, concerns and feelings of general education elementary teachers handling learners with reading difficulty in an inclusive environment. Furthermore, three objectives were formulated to use as a guide for this study:

1. Identify the experiences of teachers in handling learners with reading difficulty;
2. Enumerate coping mechanisms of teachers who handles learners with reading difficulty;
3. Derive insights from the experiences of elementary teachers handling learners with reading difficulty in the mainstream.

1.3 Review of Related Literature

Teaching Reading in Elementary Grades

The study of Tandika (2018) have acknowledged that children started their reading journey at an early age in the familiar environment of their homes, prior to entering formal education. While children may begin their exposure to reading at home through observation of others or engagement with written materials, the process of learning to read is multifaceted and commences far before a kid enters school, oral language is recognized as a fundamental basis for this educational development. Moreover, the study claimed that schools play a vital role in fostering children's reading proficiency through classroom instruction, which results lead to a statement that reading resources in both home and school settings, as well as assistance from parents and teachers, played a key role in increasing children's reading, which was also supported by the study of Moswane (2019) that teachers have the potential to greatly influence children, yet this opportunity also brings numerous difficulties.

The significance of these emerging literacy activities is evident. These assessments anticipate the proficiency of children when they begin kindergarten. Children who demonstrate higher proficiency in letter recognition, phonological awareness tasks, and reading words at the age of five are more likely to experience better freedom in acquiring reading skills (Murnane, 2012). Proficiency in reading is necessary for acquiring knowledge in various academic disciplines. Hence, the acquisition of reading abilities is crucial for the development of literacy among students. Proficient reading skills are undoubtedly the most crucial asset in students' educational skills. Hence, the significance of reading in the process of teaching and learning is undeniable. The significance of reading corresponds with the effort given forth by teachers in instructing students on the skill of reading. Therefore, it is undeniable that teaching and strengthening reading skills among kids is challenging. The task of instructing students in reading has become increasingly arduous in the aftermath of the pandemic (Mocorro, 2021). Students who struggle with reading are highly probable to spend the most, if not all, of their time in regular classrooms, especially if reading is their main area of difficulty. This demonstrates the growing support for educational strategies that promote inclusivity rather than segregation for kids with various needs (Serry, 2022). According to Westwood (2008) as cited in Moswane's (2019) study, it is argued that children who do not learn to read well at an early stage may struggle with other literacy skills and may not perform well academically. This difficulty in reading and writing has a significant negative impact on their self-esteem, confidence, attitude, and curriculum. Additionally, students have

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difficulties such as limited vocabulary, susceptibility to boredom, and difficulty concentrating on the topic, resulting in a lack of comprehension. In order to enhance students' understanding of texts, it is imperative for the teacher to possess effective ways for teaching reading comprehension. Teachers employ several tactics in their teaching to achieve the desired learning outcomes. A teaching strategy refers to the deliberate methods employed by a teacher during the instructional process to achieve predetermined objectives. Teachers employ many tactics to facilitate the learning process for students, enabling them to comprehend the content more easily and engage in activities that contribute to achieving certain educational objectives (Fernanda, 2022).

Challenges in Handling Reading Difficulties

Our understanding of the scientific principles underlying reading surpasses our understanding of how to effectively teach reading. In simpler terms, our understanding of the factors that contribute to better results at different stages of reading development is more extensive (e.g., recognizing individual sounds and understanding the relationship between letters and sounds are crucial for early readers) compared to our knowledge of how to effectively instruct a group of students with varying learning requirements in all these factors (Vaughn, 2021). Moreover, considerable methodical effort has been devoted to studying the underlying factors that contribute to challenges in reading acquisition. Although it is crucial to promptly identify students with reading difficulties and provide them with effective assistance, there is less understanding of how teachers and other school staff perceive their ability to assist these students based on the study of Serry (2022).

The study carried out of Tandika (2018) demonstrates that the major challenges faced by teachers in the sampled schools in Bahi and Kongwa, to provide effective classroom instruction, are a lack of facilities (71.4%), a shortage of teachers required to work with the enrolled pupils (71.4%), insufficient supply of teaching resources (71.4%), and overcrowded classrooms (66.7%). Under such circumstances, educators contended that instructors would face challenges in attaining the class objectives, resulting in a significant number of students being unable to acquire adequate reading abilities. This implies that the community and the government should engage in a cooperative effort to construct buildings, particularly classrooms and teacher residences, to attract both students and educators for enhanced education in Tanzania. In the study of Murnane (2012), proficient readers do not struggle with this routine; they apply the reading abilities they have developed, primarily through fiction, and apply them to comprehend science and history textbooks. Knowledgeable students are also unlikely to struggle, as they possess well-developed cognitive frameworks to assimilate the new information presented in their texts. However, pupils who have low reading abilities, as well as proficient readers with limited information, face new and frequently overwhelming challenges.

Liebfreund (2017) mentioned struggling readers require extra education of high-quality to respond with speed their development. Students who are highly susceptible to experiencing difficulties in reading need concentrated, clear, and intellectually and emotionally supportive education in small groups or individually. This instruction should offer personalized guidance and feedback. Effective teachers must make rapid multilevel decisions to adequately support struggling readers and lower group sizes may enable teachers to do this more successfully. Millrood contends from the study of Stagova (2006) that insufficient emphasis is placed on failing learners, who, in his view, are disregarded when teachers fail to provide adequate encouragement and fail to take notice of them. As an educator, particularly when dealing with adolescents, it is crucial to recognize factors contributing to students' challenges that extend beyond their academic pursuits. Considering this perspective, individuals are better equipped to comprehend their "failure" and its underlying causes. Consequently, as the author aptly highlights, employing motivation as a tactic can effectively demonstrate increased attentiveness and foster improved performance. Teachers employ diverse strategies and techniques when dealing with students who have difficulties in reading. As clearly demonstrated in the four interviews, a significant number of students express discomfort regarding reading. There are multiple factors contributing to this issue, with the primary common factors being a lack of focus, social discomfort among peers, and the presence of dyslexic students struggling with reading and comprehending texts. Their study also expounded that insufficient focus is directed towards underachieving students, who, in his view, are being disregarded due to teachers' lack of encouragement and failure to recognize their presence. As observed in the interviews, the learners' lack of desire and low self-confidence frequently lead to their neglect of reading. It is crucial for teachers to motivate students to generate their interest and engage them in the learning process. The study was also related to Serry's (2022) in the Australian context which states that available evidence regarding teachers' self-reported ability to effectively handle inclusive classrooms indicates that they perceive themselves as inadequately trained, while there is limited knowledge regarding their proficiency in teaching reading. The results indicate a varied and conflicting assessment of participants' perceived self-confidence and ability to assist struggling readers. The findings indicate that a significant number of participants lack confidence in their ability to work with struggling readers. This shows that students who are already vulnerable may face further disadvantages due to both their learning issues and the quality of instruction they get. If teachers lack the necessary skills to instruct kids with reading challenges, it is probable that they will be incapable of offering sufficient assistance and appropriate accommodations for these pupils.

A large proportion of participants encountered difficulties when working with struggling readers, which is likely to influence the connection between self-efficacy and work performance. Additionally, it is important to consider the very low levels of confidence exhibited by our participants, given the alarmingly high rate of reading difficulties among Australian pupils. Moswane (2019), believed that teachers can achieve literacy and competence by actively engaging in reading to enhance their competitive edge. Teachers can only accomplish this if they have sufficient help from the higher

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education department, which includes exposure to reading strategies, programs, instructions, and regular training. Research indicates that the challenges faced by teachers in teaching reading are not limited to South Africa but are prevalent worldwide. Teaching reading requires the expertise of an expert, despite the common belief that learning to read is a natural and effortless process. Learning to read is a sophisticated linguistic accomplishment. In India, instructors encountered the significant obstacle of dealing with enormous class sizes. Teachers had challenges in supporting struggling readers due to the high number of students in the classrooms. Indian educators were discovered to instruct reading without employing appropriate pedagogical techniques. Teachers were seen instructing without adequate expertise, employing different methods that were personally suitable.

Existing literature on the investigation of the difficulties and encounters faced by general education teachers has revealed a range of factors that are relevant to the topic. Exploring their experiences expanded our understanding of that is helpful in enhancing the advancement of our education and broadened our comprehension of being a general education teacher.

1.4 Theoretical Lens

The teaching-learning process is primarily composed of two factors: the teacher and the student. However, the effectiveness of a teacher's instruction is influenced by various elements related to their working environment. The researcher based the study on Bandura's concept of self-efficacy, which is a key component of his Social Cognitive Theory. In the study conducted by Lazarides and Warner (2020), self-efficacy is described as the extent to which an individual's achievements are influenced by their behavior, personal beliefs, and contextual variables. Furthermore, self-efficacy can be assessed based on an individual's perception of their own abilities, which is shaped by personal experiences and how they interpret their environment. An essential factor in the teaching profession is the context that influences a teacher's approach to teaching, which is shaped by their personal experiences. The concept of self-efficacy plays a crucial role in determining a teacher's motivation to teach, and it can be influenced by various factors such as personal circumstances, classroom environment, school culture, and the support of school administrators. In Hassan's (2019) study, it was established that teachers who utilize their full educational and pedagogical abilities to help their students achieve higher scores are only effective if they possess strong self-efficacy.

This study aims to explore the effectiveness and confidence of 5 general education teachers in instructing students with reading difficulties, drawing on their experiences and perspectives. By employing in-depth interviews and focus group discussions, the researcher can ascertain the problems, emotions, and the best practices involved in educating a student with reading difficulties.

2. METHODS

This study will choose to conduct a qualitative study to explore and understand the experiences of Elementary General Education teachers with their relationship of learners with reading difficulty in an inclusive classroom. With that, the researcher will employ phenomenology as the chosen research design.

The researcher designed a semi-structured interview for the participants. More precisely consisting of a series of open-ended questions aimed at uncovering the experiences and views of general education educators who work with students experiencing difficulties in reading. A school located in the district of Governor Generoso South, is recognized as a prominent institution of learning. The researcher will purposely select 5 teachers to serve as research participants in this study based on their inclusion in the Learner Information System (LIS) as pupils who struggle with memory retention, concentrating, paying attention, and understanding, the researcher will personally meet with the teachers involved to introduce and explain the goal of the study. Following the interviews, a qualitative thematic data analysis will be employed to categorize the main topics that can encapsulate the narratives derived from the collected data.

3. RESULTS AND DISCUSSION

In this section, the results of the experiences, coping mechanisms and insights of teachers handling learners with reading difficulty is presented. It is evident that a contributing factor in the experiences of teachers is the learner factor served as a challenge as well as the teaching process, and the interview has concluded that teachers cope through various resources being provided by the department or techniques used as teacher's resources, and with these experience teachers' insights have transformed their perceptions as a teacher in every different situation they are in.

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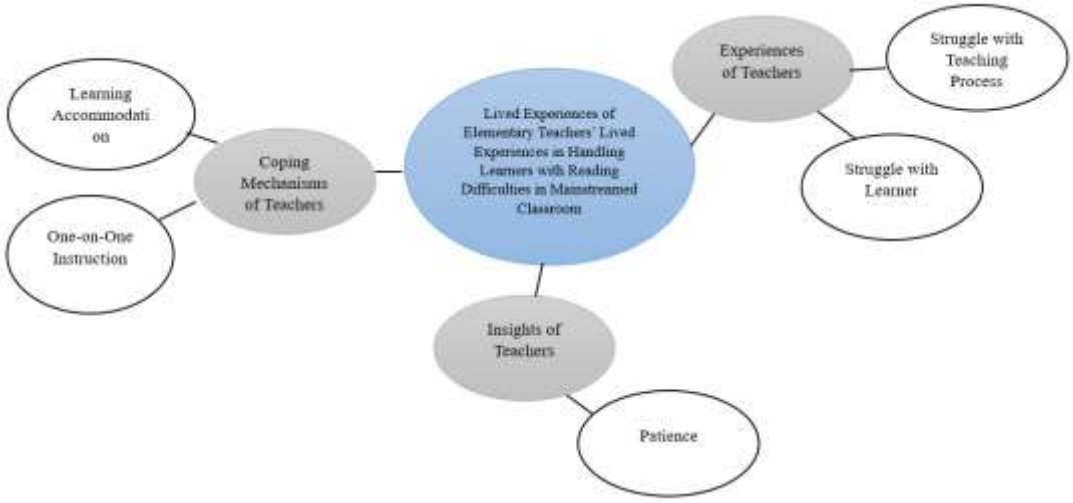


Figure 1. Conceptual Map of the Lived Experiences of Elementary Teachers in Handling Learner with Reading Difficulty

Experiences of Teachers

Struggles with Learner

Jones (2011) have concluded that learning to read is the most basic skill that a child needs to develop, for the learners to make use of the relevant subjects and to be able to work well with the community. The impact of the learners in teaching, influences the classroom environment. Identifying the needs of learners with reading difficulty is easy to recognize, however difficult to address especially if the learner is in higher grade. The mind of an empty slate as a child must be filled since the beginning until the child learns to do things independently, yet learners like them have different ability and needs adequate attention from the teacher. Adao et al (2023) have concluded that these types of learners have low participation in class discussions because of their struggles in reading. The study revealed that learner factor can affect the experiences of teachers in inclusive education.

Most learners with reading difficulty have almost the same ability in decoding and comprehending texts being read. Two (2) teachers, Teacher I and Teacher S have confessed that learners with reading difficulty are commonly identified as slow learners not to mention their slow reading speed at their age. Learners with low reading skills on their level are most likely to drop out of school, Furthermore, the reading skill level of a learner is a reason for dropping out of school (Jones, 2011).

"*These learners can't comprehend and are often slow learners because of their difficulty in reading*". *(Teacher S, from an in-depth interview)*

"*Struggle to read, slow reading speed or poor comprehension in reading*". (*Teacher I, from the focus group discussion*)

"*It's very difficult, because these learners hardly recognize or remember even letters, some can read but is having a hard time to comprehend*". (*Teacher M, from an in-depth interview*)

Teacher M (one of the participants) have mentioned that learners with reading difficulty are often those disruptive students in class that was confirmed in the study of Fauzati , Prastiwi, and Rahmawati (2023) that states difficulty in learning especially reading is a contributing factor of emerging disruptive behavior inside the classroom.

"*They create unnecessary noise, they involve (into) bullying". (Teacher M, from an in-depth interview)*

The teacher's motivation to teach is also affected by these learners in promoting a 100% rate of learning, that only means that the learner factor is big impact when calculating the success chances of a teacher to achieve her learning goals meaningfully. This only leads to a challenging experience teachers encounter in their day-to-day experiences as they teach different kinds of learners as well as those with reading difficulty. It only contributes to the claim that teachers have trouble in receiving learners with reading difficulty.

Struggle with Teaching Process

In relation to as mentioned above, learners' low ability in reading are a common problem in the inclusive setting. Moreover, this affects the teaching-learning process in the learning environment since the learner is the centre of this process. Teachers have answered that this problem increases the chances of delaying the lesson and needs to extend more time to achieve a higher rate of the mastery level of your lesson, since these learners have shown no reaction or no participation at all.

"It delays the lesson and needs more time" (Teacher F, from an in-depth interview)

"During evaluation of the lesson, it is evident that they don't have learning at all,
so, you need to reteach and find ways on how to address the problem". (Teacher S,
from an in-depth interview).

Just like Teacher F and Teacher S, Berg and Lyke (2012) have claimed that there is a significant improvement in reading with the use of repeated reading strategy, which recent research of

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Indarsari and Utomo (2022) also approved that repetition being used as a technique in elementary school can improve the learning of learners with difficulty, in which a lot of virtues emerged by teachers in handling learners with reading difficulty.

The teacher behaviour is affected that often leads to burnout, frustrations, and stress, but the burning passion to teach is what makes them eager to address these problems. They are heroes hiding in masks as they are called for this profession, they never stop finding ways to find solution to the children's learning condition.

"As a teacher, it is really difficult, but since this is our chosen profession, we need to insert more effort in teaching". (Teacher S, from an in-depth interview)

"It is frustrating in my part and at the same time challenge, because it affects the teaching-learning process, it seems to me like I'm not an effective teacher since the learner still struggles in reading". (Teacher F, from an in-depth interview)

"It is tiring, because it needs constant practice for the learner to be familiarized with what you taught".(Teacher J, from the focus group discussion)

"It leads to stress for teachers, deteriorating energy and it is frustrating".
(Teacher I, from the focus group discussion).

These stressful experiences contribute to the teaching behaviour of educators as this serves as an obstacle in promoting holistic learning for all. These reasons could lead to burnout which forces to lessen the motivation of teachers and their eagerness to impart learning, however, they have justified the role of a modern hero resolving problems in the classroom setting, finding ways to address reading problems.

Teachers' Coping Mechanisms and Resources

Negativity aside, in every problem there really is a solution. It may take a longer route to see the success, but it is fulfilling when a teacher gets there, as she journeys herself together with the child as they overcome reading difficulty. Teachers' may take this as a challenge within the 10-month goal for her learners to read independently. Department of Education have issued trainings and workshops to improve professional development of teachers, to address the burden of receiving learners with reading difficulty inside the classroom. Chen et al (2019) have claimed that teacher resources can directly affect the reading literacy of learners effective learning strategies. Also, based on the interview, teachers are innovative and resourceful in finding solutions to every learner with reading difficulty. Two (2) teachers have shared that they use the reading intervention and peer tutoring,

"I always make sure there is remedial reading, and I always include their peers in teaching them, which I find effective". (Teacher F, from an in-depth interview)

"Reading intervention, teach them how to read, teach them how to approach the readings so that they can work with their comprehension".(Teacher I, from an in-depth interview)

One-on-One Instruction

However, three (3) teachers denied the idea of having peer tutoring since it is not an effective technique for them and mentioned one-on-one instruction. The idea of one (1) teacher who uses reading homework as a strategy is also apparent in the discussion of Liziwe and Makeleni (2020) as one of the themes resulted in which reading materials provided to learners with reading difficulty, also supplemented by the study of Escuadra, Francisco and Rivera (2023) shows positive results that home reading partners plays a vital role in encouraging reading habits.

"While their classmates are performing, they will be with me for reading exercises, since in my case it's not helpful to include peer teaching because it will only lead to dictation and not learning". (Teacher M, from an in-depth interview)

"Every vacant time, I always call them out of the class to spend some reading time with me, then the material I used will be their reading homework which I follow up the day after". (Teacher S, from an in-depth interview)

"I will isolate them from others who can read, always one-on-one, I multitask with teaching them to read and other teaching related activities". (Teacher J, from the focus group discussion)

Learning Accommodations

Having difficulty in handling heterogeneous class means having varied learning styles, however these types of learners are delayed in grasping the concepts because of their challenge in reading so the participants have applied learning accommodations for the equity of learning, this was supported in the study of Almutairi (2018) that formative assessment tools conducted by the teachers includes modifications to simplify the assessment given for students with reading difficulty.

"I will explain thoroughly, or I will lessen the difficulty of their activity".(Teacher F, from an in-depth interview)

"I separate them from the class, and I will give them an activity much easier than the difficulty of the lesson but still connected to the lesson". (Teacher S, from an in-depth interview)

"From the beginning of your lesson, you need to

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differentiate the activity of the learners who can read and the learners with low capacity of reading, because if you generalize the lesson, they surely will be left behind". (Teacher J, from the focus group discussion)

This only proves that despite the demotivating actions from the learner factor, and the slowly loosing motivation and energy of teachers, the participants are focused only on the main goal within the 10-month period of being together with the learners, to become independent readers as well as learners.

Teachers' Insights and Perceptions

In every class there really are some struggles and challenges in educating heterogenous learners. Veerabudren, Kritzinger, and Ramasawmy (2021) have determined that the perspectives of the general education teachers towards including learners with reading difficulty is one of the key to achievement. The five (5) participants have learned a lot throughout the years of being the receiving teacher as it reflects their effectiveness in teaching. Two (2) of the participants have answered that these learners needed more attention in the class to address their learning needs, the study of Chaudhuri, Muhonen, Pakarinen and Lerkkanen (2022) resolved that teacher's attention is linked with the students' learning together with the support of the teachers as they excel in academics.

"You need to give them time to learn in their own learning phase.". (Teacher F, from an in-depth interview)

"These types of learners don't actually participate or cooperate that is why you need to be more attentive in their learning needs". (Teacher S, from an in-depth interview)

Patience

Which leads to include patience, understanding and love on insights gained as a teacher handling learners with reading difficulty. The learner can learn through constant repetition and guided practice. Also, one of the participants have mentioned that being an inspiration for those learners with reading difficulty to improve their ability to read.

"For me, you only need patience". (Teacher F, from an in-depth interview)

"If you are in the teaching field, you need to bring more patience".
(Teacher S, from an in-depth interview)

"Understanding, patience, and love, for you to teach effectively, and teach without the boundaries of hate, because they will truly remember the learning that 've imparted from them.(Teacher M, from an in-depth interview)

"We need to inspire them by introducing them to great ideas and improving their ability to think". (Teacher I, from the focus group discussion)

Loving and compassionate teachers are designed in situations like this. Teachers become the inspiration and the model for these individuals who needs love, care, and attention. The results of Lu (2022) have shown that one of the characteristics needed for teaching to be effective is having patience and concern for the learners especially learners inside the learning environment are always distracted.

Begum and Hamzah's (2018) results have exposed that teachers' self-efficacy of teachers create a contributing factor for students learning skills that improve their reading ability to 80%. Also, self-efficacy of teachers influences academic achievement of the students. Furthermore, Gunduz (2022) discussed that teachers with positive self-efficacy is perceived to be an inspiration for learners to be motivated and boosts their morale. This concept from the theory of Bandura's Social Cognitive Theory can be easily inferred that there is a significant connection between teachers' self-efficacy and academic area specifically reading.

4. CONCLUSIONS AND RECOMMENDATIONS

Elementary teachers experience challenges in handling learners with reading difficulty. Learners with reading difficulty contributes to the feeling of efficacy of teachers to impart knowledge to learners and burnout. However, despite the challenges, teachers find and modify resources for learners with reading difficulty because of their goal as a teacher. The participants claimed that they fulfil their goal as a teacher to intervene with the undeniable problem of receiving learners with reading difficulty that have caused them to widen their views as a teacher and extend their empathy to these learners.

Researchers should consider effective reading strategies of teachers that shows good practices that would be beneficial for beginning teachers and teachers who are with the same experience. It is also a good inquiry for research to include disruptive behaviour caused by reading challenges of learners and the factors that contribute to these distractions inside the classroom. Moreover, it would be pleasant to find out the influence of a learner's condition of reading difficulty, especially around localization.

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