Reading Program Delivery In Public Elementary Schools: Students’ Perspective

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Abstract: This study investigates the phenomenological experiences of pupils in reading program delivery in public elementary schools, their coping mechanisms and insights utilizing qualitative data gathering techniques through in-depth interview and focus group discussion to solicit responses from 21 key informants in Sarangani Division for the School Year 2016-2017. The students shared that among their experiences were sense of learning inadequacy; sense of insecurity; lacklustre strategies in teaching reading; and disinterest and lack of enthusiasm. As to the coping mechanism of the students, the themes generated were: family assistance and involvement; reading consistently and regularly; being resourceful and seeking help; and being focused and self-controlled. Finally, the students stressed their insights as to: good reading brings advantages and benefits; good reading requires focus and hard work; and good reading requires discipline.

Keywords: Educational Management, Reading Program Delivery, Public Elementary School, Student Perspective, Philippines

1. INTRODUCTION

“Reading should not be presented to children as a chore or duty. It should be offered to them as a precious gift” -Kate DiCamillo-The quotation explains how reading should be loved among children without forcing them to read but letting them embrace the passion, for them to appreciate its importance. The fascination and the joy of reading in their primal years is a vital achievement among children in school and subsequently, they will grow successfully in the future. They find pleasure in the construction and creation of chunky and folly words on games and utterances. Global publication of the National Endowment for the Arts(NEA) showed an alarming data that less than one third of 13-year olds are daily readers, a 14% decline from 20 years earlier and which has been found to continually decrease. Most are engaged in other things like texting, watching videos, games and the like; as a result to their interest and amusement brought by reading is non-enjoyable anymore (Moss &Schutz, 2001; Riley, 2010; Dyslexia International, 2014).Nowadays all facets of life are linked to reading. Reading and studying foreign or local news journals to appreciating classical materials, make an individual grasp and understand its meaning and importance but still millions worldwide in needy places hover to improve literacy, while others in modern countries, refuse to learn more and prefer not to learn despite the innate capacity to improve themselves, making them steadily illiterates (UNESCO, 2005). Researches show that despite reading interventions, a number of slow and non-readers are still existing in schools. An argument on the potency of a Reading Program is still accessible among many specialists and investigators but developing sum of information showed that these programs are helpful for students educational learning (Dubois, Holloway, Valentine, & Cooper, 2002; Ritter, Denny, Albin, Barnett, & Blankenship, 2006; Zief, Lauver, & Maynard, 2006; Gordon, Morgan, OMalley, & Ponticell, 2007). To understand how the reading program is being delivered in schools, it is necessary to identify the gaps in the existing research. One of these is the very low results of the reading assessment in public schools in the Philippines, particularly in my handled district using the Philippine Informal Reading Inventory (Phil- IRI). More study is needed on the delivery of reading program in schools to better understand if and how much reading programs have impacted the learning of the students. This study reveals limited qualitative studies on students perspective as a whole. Although numerous researches on reading and its interventions were conducted, but few researches have aimed to understand students perspective, experiences, and thoughts (Denton, Solari, Ciancio, Hecht & Swank, 2010). The majority of my teaching experience has focused on teaching primary grade children how to read. As a district head, reading specialist, and a teacher, I have observed how a child's early successes or failures in learning to read notably influence the child’s life. Currently, I have had the opportunity to evaluate reading methods and K-12 language arts methods to students and supervise teachers as part of the reading delivery program. As a result of my experience, I have become increasingly interested to emphasize with the side of the students, as to their plights about the program.I have not come across a similar study that dealt with the reading program delivery in public elementary schools: students perspective. Therefore, in this context, I am interested to know the experiences of these students as these can raise concern to the intended beneficiaries of the study, and to come up with the implication to practice; thus, the need to conduct a study.

1.1. Purpose of the Study

The purpose of this phenomenological study was to describe how the reading program delivery is being conducted in public schools with the contention to gain better understanding on students perception in reading. This study envisioned to document the different experiences of students in reading on the context of their understanding and motivation in the reading program delivery in school. This will present the students information on their personal views in reading, their experiences in school and peers, how they cope with the challenges they have experienced,
and what insights they could give as students. In this study, the intention was to hear intently and to take the full grasp of the different unfolded stories of the students perception in the reading program delivery in schools as they shared and narrated the complexities they experienced.

1.2. Research Questions
1. What are the experiences of students in the Reading Program delivery?
2. How do students cope with the difficulties of improving their ability under the Reading Program?
3. What insights can students share in relation to the Reading Program of the school?

1.3. Theoretical Lens
This study is viewed from the lens of Bandura (1986) on Social Learning Theory since people learn from one to another via observation, imitation, and modelling which bridge between behaviour and cognition skills among learners. This encompasses attention, memory, and motivation with the belief that one is capable of performing in a certain manner to attain certain goals. Bandura also stressed that motivation, performance, and feelings of frustration associated with repeated failures determine behaviour relations. Since reading requires rigorous action, learners have the option to read or not to read. However, this still needs the personal willingness to learn (Baker & Wigfield, 1989). This is also supported by Lewins (1999) Expectancy-value Theory which stressed that when a learner felt resentful due to their low confidence to carry out an assignment, still their interest will fail to endure. This requires teachers to give immediate interference due to the absence of interest among students. The level of aspiration that man has stored strength is labeled as pressure. This pressure developed in human beings behaviour that gives absolute or adverse effect over his/her intentions. This explains that the affective domain of a certain individual such as behaviour, emotions, and experiences manifested unjustifiable and undetectable issues which contributed to students learning, particularly in reading. The significance of ones affective domain is considered one of the very important variables in the study of motivation, which is synonymously considered as the study of learning (Brophy, 2006; Kohn, 1999; Lewin, 1999; Lewin & Leonard, 1940; Schunk et al., 2013; Weiner, 1990). Furthermore, Social Constructivism Theory is viewed as the basics in the facilitation of instruction. In a constructivist class environment, various strategies are used in bracing students learning. One of this is a minute group which focuses on instruction of reading skills and pedagogies. Benefits to the constructivists learning approach include individualized or differentiated instruction with small groups proportionate to the number of learners and teachers (Tomlinson, 2001). This only shows that learning is highly determined by social interaction and enforces unique considerations (Gergen, 1985). This further tells us that each learner is special, and has the dimensions to facilitate and improve his/her knowledge, and is being influenced through the environment of peers, and the people surrounding him. Social constructivism emanated from Piaget (1954), Vygotsky (1978), and Jerome Bruner (1986).

It is well-understood that the learning perceived by the mind is the by-product of learners’ active presence within the environment he/she is playing in, which is so-called an open system (Vygotsky, 1978). Human beings’ social attributes have made their intellectual nature through the process of internalizing what is within the world where he/she had been immersed for quite some time (Luria, 1982). When a very young kid manifested ways of learning from the self, surely this is made through the influence and support of others. This further explains that the child’s cognitive development happens when there is a skilled and proficient person who would be an aid to him/her, and whatever learning they have perceived earlier will intervene in their intellectual exercise (Rogoff, 1990). Certainly, when a learner translates words into correct actions on which he/she perceives, the child is expected to grow as a productive individual in the community (Tomasello, 2003).

2. REVIEW OF RELATED LITERATURE

2.1. The Nature and Importance of Reading
The skills in reading is considerably crucial in the development of the learners proficiency in the second language (L2), which required integration from simple to complex through detailed learning in language and comprehension, making them at ease as they encountered class instruction. Reading skills can prepare learners to become better readers, making them achieve more in terms of learning performance, considering the effect which is contributory to the advancement of their academic situation, with the basic argument on how to develop learners reading skills to the fullest. The constant and frequent acquaintanceship of a learner to ample and substantial reading instruction is fairly generated as stated in current research to date (Anderson, 2012; Grabe 2009; Grabe & Stoller 2011; Rosenfeld, Leung, & Oltman, 2001). The call to carry out instructive resolution on the appeal for higher answerability among teachers, students, schools, and district levels has been enforced by the federal government which covered the Elementary and Secondary Schools Act, the Carl D. Perkins Act, Goals 2000, Individuals with Disabilities Education Act (IDEA), and No Child Left Behind (NCLB) Act of 2001. The prevailing objective is to give students a coping strategy to back up their weaknesses in the classroom setting (US Department of Education, 2009; Gerzel-Short & Wilkins, 2009). The very short span of eight-minute reading which the youngsters enjoy is less than an hour a week with different resources such as books, magazines, and newspapers. This only tells that reading is not their preference and they consider more essential the
pastime exercises than reading. Students of today who can read are predicted to resist reading due to the monotony of materials within the curriculum, which they have found so tough and uninteresting and not related to their interest. The 1987 Philippine Constitution also stressed the right to education of every Filipino and the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all. This has been reiterated in Republic Act 9155, on the accountability of school heads to facilitate innovative strategy to achieve higher learning outcomes among learners (Cornwall, 2010; Bureau of Labor Statistics, 2005). Reading is a fundamental need among schoolers before reaching third grade in school. Learners who have been identified with below-proficiency readiness crave a continuing reinforcement and has lesser opportunity to be in the formal program and most likely to be left behind from their classmates in reading performance and other subjects within the program. Poor academic performance, interest and self-confidence, and the struggle with attitude have had adverse result. Nonetheless, reading skills can be corrected by describing interference in the early grades. A Compelling reading plan, and actions of interference produce competent readers which would impede and cut down the figure of slow and non-readers (Duffy-Heslier, 1999; Allor, Mathes, Roberts, Cheatham, & Champlin, 2010; Sloat, Beswick & Williams, 2007). One of the most critical arguments and concerns in learning is the reading disparity among graders during their fundamental school years in school. Teachers are required to produce sound readers after learners are through with their prime years. It was revealed in a study that 40% of schoolers from the public is a taboo in reaching the ideal standards in reading. This consists of schoolers who belong to the deprived group, of an indigenous condition, and with few English-competent youngsters. Coping learners will gain from the teachers when given extra means of instructional delivery in their everyday routine in school, coupled with adequate intervention (Allington & Gabriel, 2012; Chambers et al., 2011; Haagar, Dimino, & Windmueller, 2007; Hester-Duffy, 1999). Reader is to resolve the reading problems among children through proper teaching. The choice of teachers in the delivery of teaching frequently thwart the process which satisfying readers demand. Given engaged teaching in reading, educators can be assure that each learner can read. The Number of good and engaging teachers need to be allowed and exposed to primary readers. The farther the learners will be exposed to reading, the better they will comprehend and endure reading in later years. In addition, connection to personal choice of words enhances reading skills (Allington & Gabriel, 2012; Honig, Diamond, & Gutlohn, 2000). To and hasten reading skills and understanding, learners are required to read with 98% mastery. Proper placement which is parallel to each learner, allows them the possibility to comprehend correctly what they have read. The availability of reading materials is not just the need of every learner to acquire and improve comprehension skills but they need to have a correct, fierce, and laudable advancement in instructional reading. Paragraph reading with appropriate words and correctness at their aligned level will surely develop word appreciation, translation, and text-inquiry proficiency. More exposure of learners to words that they cannot read will make them deprived of the skills and the more that they will be discouraged on the complexities of the words, the more they will fail to develop their comprehension, inspiration, and certainty of learning (Apthorp et al., 2012; Carlisle, Kecey & Berebitsky, 2013; Allington & Gabriel, 2012). In addition, reading fluency and effectiveness of interventions can be done in many ways. This can be made through small group discussion, individualized teaching, computer-aided facilitation, book provisions to bring home as reinforcement, auxiliary vocabulary programs and skills development for teachers. Educators therefore should give resources appropriate to each learners level to frame and flourish efficiency in skills and knowledge in reading, since the contention for every learner is to read (Chambers et al., 2011; Davidson, Fields, & Yang, 2009; Gibson et al., 2014; Harding, 2012; Kennedy, 2010; Tivnan & Hemphill, 2005).

2.2. Issues, Barriers, and Concerns on Reading Delivery
The barriers of achieving appropriate reading delivery in every classroom setting, also have obstacles such as reading materials appropriate to the younger age group are not applicable to the reading needs of the older age group. Specifically, every student has individual needs in the aspects of reading, like one should improve levels in reading comprehension while the other has a need for improvement in proper pronunciation through explicit method of teaching and demonstration of phonics. Therefore, teachers should evaluate and seek different interventions relevant to the contextual situation and individual needs of every student. Studies have revealed that there is a strong evidence in the increasing emphasis upon the effectiveness based interventions that support the efficacy of the approach (Brooks, 2007; Scammacca, Roberts, Vaughn, Edmond, Wexler, Reutabuch, & Torgesen, 2007; Slavin et al., 2008). Standardized test scores are often viewed as the most effective indicator in measuring learning progress, as they are adjusted to take into account to the students’ age, the most logical reason why they are commonly used as variables in academic research. However, there are alternative and more accurate methods of measuring progress in reading that sets a standard criteria in literacy interventions to assess the needs of failing readers. A study conducted in Ireland in 2003 found that children who performed poorly on nationally standardized tests were enrolled in the schools designated for children with low economic status, with almost thirty percent (30%) of students scoring below the 10th percentile rank (Eivers, Shiel, & Shortt, 2004). In contrast, the effectiveness of reading intervention has proven true in the ten year project in West Dunbartonshire Scotland, aimed to achieve the eradication of illiteracy from an entire education authority through a multi-strand literacy initiative program providing solutions that include not just effective teaching of reading in the ordinary classroom setting effective support as well to struggling readers. The ten year project proves that virtually all children can be reached by effective literacy practices which involved some 60,000 students with only three pupils remaining in the Neale Analysis scores to be below the level of functional literacy (MacKay, 2007). The teachers
role is very crucial and challenging upon identifying the different needs of struggling readers with various reading difficulties to provide the best reading intervention practices. Getting the proper instruction in reading from teachers is a very effective way to harness their knowledge building since reading is a very essential tool for learning. Becoming an effective reader affects all the learning areas of a student which therefore strengthens their foundation during their elementary years to achieve academic success that has a big impact in the success of their future career paths. Living in the information age poses a lot of challenges for educators in using technology to enhance reading instruction and reshape reading habits (Kruidenier, MacArthur, & Wrigley, 2010; McShane, 2005; Van Dyke, Fixsen, Blase, Duda, Metz & Naam, 2010). However, even if the teacher learns to meet this challenge, the principal concern today still has to do with how reading instruction can be improved using tested strategies and techniques by translating teaching theories into practice. In short, the main challenge to educators is to focus on effective classroom work and to help the readers-at-risk. Reading is the basic tool for learning in all subject areas to be successful in school, a child must have skills in reading (Brooks, 2007; Hidalgo, 2001). Because of this, reading has always been regarded as the primary key to learning in the total educational process. A child who learns this skill quickly and easily is often considered as superior and is likely to experience academic success. On the other hand, poor reading skills lead to a lower overall academic achievement and first grade seems to be a critical development period. It is possible that some children are falling behind their peers and they could be at risk of failure (Eurydice Network, 2011; Guthrie & Ludz Klauda, 2007). Furthermore, the population of students considered at high risk of reading failure is increasing. The gap between poor readers and their progressing peers widens over the elementary years. This is the reason why most schools organize remedial reading programs to fill the gap between children reading within the grade level and those who are reading below grade level. Reading gap is a term used to describe the difference between the target level of proficiency and the actual level of proficiency. With proper instruction, about 85% to 90% of students in any classroom should be able to read text for a particular grade level (Kennedy et al., 2012; Nugent, 2001; Nugent, 2010).

2.3. DepEd Reading Programs

Nevertheless, in the Philippines, few classrooms attain this goal. The Department of Education Region 1 implements the Every Child a Reader Program (ECARP) and administers a region-wide Oral Reading Diagnosis which is usually done in July. Another oral reading test is conducted before the school year ends. In July 2002, an Informal Reading Inventory (IRI) was given to Grades II-VI pupils in all schools in the region. Out of 346,625 pupils tested, 31,695 or 9.14 percent were found to be non-readers (most are from Grade II); 100,091 or 28.8 percent were on frustration level; 160,840 or 46.40 percent were on instructional level; and 53,999 or 15.58 percent were on independent level (Rief & Stern, 2010).This shows that some children are still reading below grade level. This even shows that by the end of Grade I, there are still non-readers. Remedial reading programs have been implemented in schools but lack a specific format that caters to the needs of readers-at-risk and a regular monitoring scheme on each child’s performance in every reading component. The current emphasis on first-grade reading intervention draws its impetus from New Zealand’s Reading Recovery Program, after which other early reading interventions have patterned their formats. Reading Recovery (RR), an intervention program designed to reduce reading failures for Grade I readers-at-risk, is based on the premise that intensive high-quality help during the early years of schooling will result in better performance in reading (Scammacca et al., 2007). All primary schools focus on literacy enhancement and various interventions have been examined to analyze the extent of a wide range of reading interventions and strategies and how it affects the progress in reading to find the most effective strategies for all types of students in kindergarten till fifth grade. A student’s reading skills are essential to learning and many conclusions have been drawn to know exactly the most effective methods or strategies to deliver teaching interventions in reading (Snowling & Hulme, 2011). All studies support that applying various reading interventions in the early elementary levels yields a positive result. There are no interventions in the studies linking a negative impact between reading interventions and learning although the research setting and demographic profiles vary. Furthermore, strategizing different degrees of interventions to all types of students, mostly to the struggling readers, have an overall positive impact. The results of the researches of Amendum, Vernon-Feagans, and Ginsberg (2011) (Loftus, Coyne, McCoach, Zipoli, & Pullen, 2010). Ruby (2006) says that it is far easier to prevent reading difficulties in the early grades before they emerge in higher grade levels than to remediate them when they’re no longer manageable. Becoming fruitful individuals in the world of academe, learners are required to be committed, responsive, and inspired to appreciate learning in schools. Negativity endurance, teamwork with the group, connecting dramatically, and a solution-finder are the fundamental basis to ones achievement. Seeing the minority who get in secondary schools with inadequate learning proficiency and the sum of learners who fail in schools yearly, a creative way among reading realization and institutions achievement is greatly apparent. Certainly, there are possible schemes and programs to improve reading competence(Collaborative for Academic and Social and Emotional Learning, 2007; Dyson, 2008; Moore-Hart & Karabenick, 2009; MacDonald & Figuredo, 2010 & Vadasay, Nelson, & Sanders, 2013). Learners with exposure on reading frustrations showed affirmation of deficiencies in societal readiness. These societal deficiencies have demonstrated alienated attitude and despair which caused adverse attributes among minor delinquents. Relatively, reading students will likely follow a conflicting lane on their lifespan in schools. Hence, struggles in reading can develop negative outcomes on learners feelings, holding ability on learned undertakings, attitude and interest to learn. Primary learners with defective societal and affecting competencies have difficulty in reading in their teen years (Chambers, 2008; Chapman & Tunmer, 2003; Schumaker, Hazel, Sherman, & Sheldon, 1982). Moreover, prevailing
constancy on the practices of learned experiences in school is a consideration of reading beliefs. The attitudes to reading of children mean appreciation and the feelings of antipathy is within their experience in reading. Statistics on various researches have been combined to prove the relation of reading attitudes and comprehension and prevailing feelings about reading. More so, emotion on the other hand is a very important element of the communal development of inspired schooling. The essential consideration on the features of the interest to acquire knowledge, is always considered as part and parcel of a huge integrated structure which consists of intellectual and physical segments of activities that persuade literature and wisdom (Conlon, Zimmer-Gemke, Creed & Tucker, 2006; Petscher, 2010; Reschly, 2009). Empathy as defined in relation to societal synergy and is a critical indicator for learners intellectual and interest. Adverse affection has verified to block the intellectual accuracy necessary to gain interest in learning while affirmed affection had displayed importance on rewarding attainment. Manifested success on interest is directly referred to the product of action of a certain individual. Triumph on accomplishing a function is an output of an achievement interest and the teacher-learner assessment had given impact on attainment disposition (Meyer & Turner, 2006; Pekrun, 2006). Retrospective or reflective affection is related to earning advancement or breakdown, and the sense of cheer, and grief, or resentment which is secondary or the by-product of a task. The decisive condition of affection can be capable immediately upon a learner awaits a common reading class full of cheers. A denying reflective affection may be felt when a learner will trash to join a meeting due to experiences which is related to low output. Emotions can be repeated which can advance to negative attitude’s, and continual adversity employs apprehension over the given task. This can recommend immediately an intervention or program addressing the negative emotions (Pekrun, 2006). Further, decisive and adverse emotions absorb strength, and can trim down the intellectual investment required to facilitate completion of a certain work. If decisive emotions is on the right track, absorption of cognitive development will prosper, and the pressing results will have a higher learning outcome which is formative and will create various approaches of learning. On the contrary, adverse emotions tend to develop minimal facilitation of learning. It portrays weaker ways in resolving issues and problems. This only tells that decisive emotions promote better learning and is independent, while adverse emotions are dependent on the outside (Pekrun, 2006). Many experiences have been encountered in reading. Monotony, failure, embarrassment are just but few of the emotions that learners have encountered. When the learner starts reading which resources are within his reach and meaningful, appreciation sets in, but when a learner starts reading of which materials not within his reach, the feelings of antipathy will be experienced, and no engaging development will occur. Outside forces which enable human beings to respond is an incitement that allows individual to balance or to stand with evenness and maintain the systems structure (D’Mello & Graesser, 2012; Schunk & Rice, 2018). Nonetheless, educators should implement the best possible instructional tools for reading while providing different reading programs. Only few published programs are actually based on research. A proven good reading intervention based on tested research clearly supports that there should be a need for a special attention in practicing the proper instruction enunciation of phonemic awareness and decoding skills, vocabulary, and comprehension, carried out through appropriate texts and good literature. The impact of various approaches to beginner readers has been investigated which showed results especially for students at risk for reading failure, that an explicit phonics approach would have a higher chances of achieving (Foorman, Francis, Fletcher, Schatschneider, & Mehta 1998). Similarly, the use of decodable books in early first grade as children develop insight into the code of written English has a strong evidence on improving reading efficacy. Using decodable books as an effective reading instruction material originated from practice theory and several large-scale, reading-program evaluation studies which cover systematic relationships between the connective learning of phonics strategies taught in the intervention programs and the text provided for the students to read (Stein, Johnson, & Gutlohn 1999). This is supported by numerous fundamental reading programs evaluating the relationship between the program of instruction and the text selections supplied to the readers. (Gustafson, Falth, Svensson, Tjus & Heimann, 2011; Kim, Capotosto, Hartry, & Fitzgerald, 2011). Over the decades, school reforms are innumerable to mention. All its promulgation have been systematically oriented but few have resulted into performance-based improvement in overall student achievement. Many of the reforms dealt with the processes of school activities (site-based decision-making and block schedules), with only focusing few details on effective teaching and learning. Others have focused on instruction but failed to address systemic objectives that provide easier steps in implementing new approaches. The best reforms should not just focus on introducing new teaching strategies but also on the important factors such as delivering a concise instruction and a systematic steps of processes. A good governance is the heart of every good leadership. Schools are also of bureaucratic organization with hierarchical positions. Leadership shouldn’t just be expected from principal or the district superintendents alone, but also from the teacher who are classroom leaders and mentors. Above all else, leadership requires determination, commitment, and perseverance so to attain an effective classroom management to maximize every students learning and potentials (Gorard, Siddiqui, & Beng, 2015; Lord & Opitz, 2002). As a school implements a new curriculum for reading instruction, frequent review, regular meetings for collective discussion and troubleshooting to enhance professional development for an effective implementation monitoring systems through coaching support for continuous improvement are necessary to achieve refinement and discover solutions in the process of ideas selection and brainstorming. The planning and assessment systems, for restructuring of classroom organization, budgeting instruction time and grouping activities in every differentiated coursework is an important aspect to acquire holistic approach learning. Teamwork and effective leadership should be made to guarantee a systematize difference. Collective efforts and unity of the
entire school staff in disseminating the vision of making reading instruction to deliver quality education is only attainable through effective leadership (Fong, Finkelstein, Jaeger, Diaz, & Broek, 2015; Gatti, 2016; Gatti & Miller, 2011) Effective research-based proven practices should be the school’s objective, and should be prioritized by the school principal through nurturing a culture that value research oriented reading programs, responsible for proliferating resources, allocating time, and continuing the course pattern maintenance. He should be armored with firm ideals that enable others to resist the stumbling blocks to implement effective reading program, and equipped with values and high spirit to proactively participate in other curriculum building areas or to any locality and state mandated reforms (IEE, 2016; Jaciw, Schellingner, Lin, Zacamy, & Toby, 2016). It is not just the task of the school principal but also the school administrator to create a working committee that will identify a leader in every specialized task to form an organization of unified leadership team. This team will be essential to successful program implementation. The first year of the implementation of a new reading program hosts the challenges of changing teachers beliefs about reading instruction and introducing and familiarizing the new reading research-based approach. The second year tackles about the refinement of the approach while promoting consistency and sticking to the design of the program. The third year, however, poses a new challenge, described by one Sacramento educator as domestication (Kidron & Lindsay, 2014; Kim et al., 2017). Educators familiarity with a program could result to innovation by wanting to alter, adjust and introduce personal ways in applying it or in simplest terms domesticating it that latter results to program diminished effectiveness, for other materials opposing the objectives with the selected program such as old ineffective reading methods may be put again into practice and the core elements of the chosen program may be neglected. It is during the second and third year of an implementation that the school leadership faces its most pressing obstacles. This is when staying in power is essential. During these periods the school leadership should have the best research to support the continuity of the reading program. The principals, will serve many roles as the responsibility implementer of the reading program. Principals should be able to come up to a strategic plan and research based evaluation through intensive intervention to measure teacher’s efficacy in implementing the reading program through assessing students achievement (King & Kasim, 2015). A summary of research findings shows that reading performance of students in Americas middle and high schools is one of the most important problems in American education. In 2015, the National Assessment of Educational Progress of American schools (NAEP; NCES, 2016) reported that only 34% of eighth graders scored at or above proficient. This is up somewhat from 1992, when 29% of eighth graders scored proficient or advanced. At the twelfth grade level, 37% of students scored at or above proficient, a slight decrease from 40% in 1992. Secondary reading is advancing very slowly, despite the schools substantial focus on reading at all levels, paired with massive federal and local reading programs and fund allocation. According to the OECD Program for International Student Assessment (PISA), the mean performance of American 15-year-old students have been from 2000 to 2009, proportionate to the struggling reader (King & Kasim, 2015; OECD, 2010). Furthermore, the OECD (2013) survey of adult competencies shows that the average reading level of American young adults (16-24 years old) is below the international average for developed countries. Significant gaps continue to exist between groups. While 44% of white eighth graders scored at or above proficient on NAEP, only 16% of African American students, 21% of Hispanic students, and 22% of American Indian/Alaska Natives did so (NCES, 2016). Among students qualifying for free lunch, only 20% scored at or above proficient. At the twelfth grade level, 46% of white twelfth graders scored at proficient or better, but the proportion was 17% for African Americans, 25% for Hispanics, and 28% for American Indian/Alaska Natives. In all of these groups, scores have been essentially static since 1992, the first year NAEP currently reports. The lack of progress in twelfth grade reading, combined with recent increases in high school graduation rates (from 73% to 82% from 2006 to 2013; NCES, 2016), suggests that the number of students graduating from high school with very low reading levels must be increasing substantially (Kushman, Hanita, & Raphael, 2011; Little, McCoach, & Reis, 2014). As a result, students who are not good readers during their high school years have higher chances of dropping out or to graduate, but landing menial jobs. Serious difficulties await those entering college, being poor readers in their high school, and passing remedial English courses would still be a tough deal. Building reading capacities as early as elementary level would prevent this untoward incidences to happen in child’s academic path. Building the reading habits and skills of students in secondary level requires even more advance strategies; nevertheless, innovating and devoting time for research and extension should be a never ending conquest for educators as oath to the commitment of delivering a quality education for all (Little et al., 2014; Lloyd et al. 2015; Lord, Bradshaw, Stevens, & Styles, 2015).

3. METHODOLOGY
In this research study, I applied the descriptive qualitative method or approach specifically phenomenology. Phenomenology is focused on the study of human perception of events or phenomena from the actual occurrence in the real world. It is reliving the experiences of the participants who were involved in the study and going deeper into their thoughts, identifying the essence of the experiences as it will be described by the participants, through long discussions (Campbell, 2015; Creswell, 2007; Speziale and Carpenter, 2007; Willis, 2007). I used the phenomenological approach because it is a dynamic means in getting a fair understanding of human experiences, dissecting into their deeper thoughts, feelings, emotions, and action to get real insights from their numerous experiences. It fairly illustrates the particular details of their experience and how they have seen the subjects in the situation. It is an appropriate instrument in my study, because I needed to envision and explore the actual experiences of my participants who will be interviewed and conversed with, in the focus group discussion. In phenomenological research, the use of bracketing is
applied to minimize presuppositions to prevent potential harmful effects of presumptions that may affect the research process, thereby improving the precision of the research study. The researcher will be vigilant at all times, aware of his/her own views and the pre-existing beliefs on the study, and must learn to set aside his/her own prior knowledge and experiences to fully capture the experiences being told by the participants with an open mind (Starks & Trinidad, 2007; Taylor, 2012; Taylor & Francis, 2012; Tufford & Newman, 2010). In the conduct of this qualitative study, I will be interested to know how things happened and how people interpret their experiences, and how they find meaning to these (Merriam, 2009). Through phenomenological reduction, the researcher will simply reduce the realm from its being perceived naturally, with all biases and judgement to a realm of pure phenomena (Dowling, 2007). Thus, the essence of the phenomena is allowed to surface. In addition, the participants own words will be used throughout the process of data analysis and phenomenological description. The process of bracketing will be employed throughout the course of the study. The method will be examined and phenomena scrutinized through the subjective eyes of the participants, which will be focused on subjectivity of reality and will continually pointing out the need to understand how humans view themselves and the world around them, and in the process, the researcher will set aside her personal experiences and opinion to fully grasp the experiences of the participants, identifying its essence (Creswell, 2007). This makes the phenomenological approach very good at surfacing deep issues. In my study, I needed to make the voices of the secondary students heard, regarding their experiences and challenges as they venture the reading delivery of teachers in school. It will be focused on what the participants have in common in their experiences of the phenomenon. I will consider the multiple realities experienced by the participants themselves—the insiders’ perspectives (Davis, 2007). Nonetheless, sources of qualitative data included interviews, observations, and documents (Creswell, 2007; Giorgi, 2009; Locke et al, 2010; Suter, 2012), emphasizing two ways of collecting data if one wanted information about the living experience of a phenomenon from another person, the traditional face-to-face interview and the written account of the experiences, both could not be broken down easily by statistical software. In this study, I will use specific methodologies such as in-depth interviews, focus group discussions, and note-taking, giving much attention to details and importance of the emotional content to open up an array of human experiences of the subjects in the study. What one seeks from a research interview on phenomenological research is a complete description as possible of the experience that a participant has lived through (Giorgi, 2009). By using a descriptive phenomenological approach, preconceptions about the students experiences will be documented before the study and will be compared to what will transpire and flexibility and openness will be observed, which will be connected and maintain a fair amount of ambiguity (Strauss & Corbin, 2008) have a useful and positive output. In this research study, I needed to classify themes of the phenomena with twelve participants for in-depth interviews and nine participants for focus group discussion. According to Creswell (2006) in qualitative research such as phenomenology, it is recommended that for in-depth interviews, researchers could interview 5-25 participants who had experienced the same phenomenon, if one would want to achieve the goal of representativeness and generalizability as criterion, from a small number of research participants. Nevertheless, sample sizes of 10-15 are adequate provided participants can to provide rich descriptions of the phenomena (Speziale & Carpenter, 2007). Moreover, Hancock et al., (2009) further stated that focus groups are considered to work quite well approximately with eight people.

3.1. Ethical Consideration

Since my research study involved secondary students, they were hesitant to disclose information due to fear of their teachers and the administration. To ensure they have trust, the study was guided with ethical principles namely respect, persons, beneficence, justice, consent, and confidentiality (Mack et al., 2005). Respect for persons requires a commitment to uphold the autonomy of the research participants. This will protect them from exploitation of their weaknesses. Before conducting the study, I secured permission from the Division Heads, Superintendents, and Head of Colleges or schools where the data from (Creswell, 2012). Informed and voluntary consent is a mechanism to ensure that people understand what it means to participate in a particular research study, for them to decide in clear and deliberate manner. This is one of the most important instruments for ensuring respect to the seated person in authority. Letter content bearing the objectives, purpose, beneficiary and all should be indicated to establish support from them. Participants will likewise be informed of the findings and results in respect to their participation on the research to be conducted. Beneficence requires a commitment to minimize the risks which may be associated to the participants, including psychological and social risks and to maximize the benefits that the participants may have (Mack et al., 2005). Confidentiality of the findings and protection of the identities of the participants by hiding their true names/identities. Participants need to be informed that Maree and Van der Westhuizen (2007) recommended that the entire database be destroyed upon completion of analysis. Justice requires a commitment in ensuring fair distribution of the risks and benefits resulting from the research. It is imperative to make a method of acknowledging the contributions that research participants will make to the success of the research process and to pay them or reimburse them in their efforts (Bloom & Crabtree, 2006).

4. RESULTS

4.1. Experiences of students in the reading program delivery

To generate a comprehensive discussion for the above research problem, the following questions were asked during the IDI and FGD: What are the experiences of students in the reading program delivery? As explain by your teacher, what do you know about the reading program of your school? How do you feel every time you heard reports of student misbehavior? What are your classification
in your reading ability after the pretest? How do you feel every time the teacher asks you to read in front of the class? What did your teacher do to improve your reading ability? Why? Do you think your teacher is successful in helping you improve your reading skills? How about your parents? What motivates you to read? From the data collected on the experiences of the study participants four main themes emerged as presented in Table 1. These are the following: Sense of learning inadequacy; Sense of insecurity; Lacklustre strategies in teaching reading; and Disinterest.

### Table 1
Themes and Core ideas on Experiences of Students in the Reading Program Delivery

<table>
<thead>
<tr>
<th><strong>Major Themes</strong></th>
<th><strong>Core Ideas</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sense of learning inadequacy</strong></td>
<td>Teacher need to strengthen her teaching so we will learn some more.</td>
</tr>
<tr>
<td></td>
<td>Teachers effort not enough; there are still many who can’t read.</td>
</tr>
<tr>
<td></td>
<td>She does not really teach reading all the time; only when she has time.</td>
</tr>
<tr>
<td></td>
<td>We are just told to read; teacher has other work to do.</td>
</tr>
<tr>
<td></td>
<td>We do nothing else but read by ourselves in class.</td>
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<tr>
<td></td>
<td>Teacher needs to push us some more; many still can’t read.</td>
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<tr>
<td></td>
<td>It seems our reading practice is not sufficient.</td>
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<tr>
<td></td>
<td>Sometimes we have no class; when teacher is called at the office.</td>
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<tr>
<td></td>
<td>We don’t really read every day; I have no confidence yet.</td>
</tr>
<tr>
<td></td>
<td>We just read; teacher does no explanation.</td>
</tr>
<tr>
<td><strong>Sense of insecurity</strong></td>
<td>I get frustrated because I know little about reading.</td>
</tr>
<tr>
<td></td>
<td>I don’t know much because there is more writing activity than reading.</td>
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<tr>
<td></td>
<td>My reading level is just ordinary; there are some words I can’t read.</td>
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<tr>
<td></td>
<td>I feel edgy because classmates might tease me when I read incorrectly.</td>
</tr>
<tr>
<td></td>
<td>I get tense and uneasy when I read; nervous that I might slip up.</td>
</tr>
<tr>
<td></td>
<td>I am rather slow in reading; can’t read some books in school yet.</td>
</tr>
<tr>
<td></td>
<td>I can’t read complex English words.</td>
</tr>
<tr>
<td><strong>Lacklustre strategies in teaching reading</strong></td>
<td>Sometimes we read then have dialogue; do puzzle.</td>
</tr>
<tr>
<td></td>
<td>We are told to read from 7:50 to 8:10 then answer questions.</td>
</tr>
<tr>
<td></td>
<td>She makes us read one by one in front of the class so that all will hear.</td>
</tr>
<tr>
<td></td>
<td>We read and then analyse the story teacher told us to read.</td>
</tr>
<tr>
<td></td>
<td>After reading, we answer the questions on the story we are reading.</td>
</tr>
<tr>
<td></td>
<td>We read individually and also as a group; she reads then we repeat.</td>
</tr>
<tr>
<td></td>
<td>Our teacher gives us activities like writing, listening; makes us behave.</td>
</tr>
<tr>
<td></td>
<td>If something is wrong with our reading, teacher corrects it right away.</td>
</tr>
<tr>
<td></td>
<td>We are made to read over and over again every afternoon.</td>
</tr>
<tr>
<td></td>
<td>I do not really listen in class; just keep clowning around.</td>
</tr>
</tbody>
</table>

4.2. Coping with the difficulties of improving your reading ability under the reading program.

From the data collected through the above questions, four main themes emerged from the responses as shown on Table 2. These are Family assistance and involvement; Reading consistently and regularly; Being resourceful and seeking help; and being focused and self-controlled.

### Table 2
Themes and Core Ideas on How Students Cope with the Difficulties of Improving Reading Ability under the Reading Program

<table>
<thead>
<tr>
<th><strong>Major Themes</strong></th>
<th><strong>Core Ideas</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disinterest and lack of enthusiasm</strong></td>
<td>I am busy with other school activities.</td>
</tr>
<tr>
<td></td>
<td>I just keep watching TV at home, don’t want to practice reading.</td>
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<tr>
<td></td>
<td>I do not concentrate on the reading tasks because of my gadgets.</td>
</tr>
<tr>
<td></td>
<td>I get tired and lazy to read at home, I just want to play.</td>
</tr>
<tr>
<td></td>
<td>I prefer watching TV than read at home.</td>
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<tr>
<td></td>
<td>I think I just need more practice; I seldom read.</td>
</tr>
<tr>
<td></td>
<td>Sometimes I have to be absent because of family emergency.</td>
</tr>
<tr>
<td><strong>Family assistance and involvement</strong></td>
<td>Mother helps me in reading, spelling and writing essays.</td>
</tr>
<tr>
<td></td>
<td>My tita helps me with my lesson; parents are not around.</td>
</tr>
<tr>
<td></td>
<td>My father, mother and sister help me with my reading subject.</td>
</tr>
<tr>
<td></td>
<td>Mother guides me in reading correctly.</td>
</tr>
<tr>
<td></td>
<td>Parents help me: also my grandma.</td>
</tr>
<tr>
<td></td>
<td>Mother and father wants me to read instead of watch TV.</td>
</tr>
<tr>
<td><strong>Reading consistently and regularly.</strong></td>
<td>My mother assists me in making my reading assignments.</td>
</tr>
<tr>
<td></td>
<td>It helps if someone guides me in reading, I easily learn.</td>
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<tr>
<td></td>
<td>I try to read every day at home; concentrate in reading.</td>
</tr>
<tr>
<td></td>
<td>I answer questions and practice oral reading especially of difficult words.</td>
</tr>
<tr>
<td></td>
<td>I read sometimes though I get bored reading.</td>
</tr>
<tr>
<td></td>
<td>I just practice reading books so that my speed in reading improves.</td>
</tr>
<tr>
<td></td>
<td>I read morning, noon and night time.</td>
</tr>
<tr>
<td></td>
<td>I study every day; practice reading; concentrate.</td>
</tr>
<tr>
<td><strong>Being resourceful and seeking help</strong></td>
<td>Read frequently; I keep practicing.</td>
</tr>
<tr>
<td></td>
<td>Keep practicing to increase vocabulary.</td>
</tr>
<tr>
<td></td>
<td>I read the dictionary to increase vocabulary words.</td>
</tr>
<tr>
<td></td>
<td>Reading Apps in the gadget can help a lot.</td>
</tr>
<tr>
<td></td>
<td>Learn to use the dictionary when reading.</td>
</tr>
<tr>
<td></td>
<td>I use E-book on Wattpad for my reading material.</td>
</tr>
<tr>
<td></td>
<td>I ask help from teacher for some difficult words.</td>
</tr>
<tr>
<td></td>
<td>Seek help from others if there is difficulty in reading some words.</td>
</tr>
<tr>
<td></td>
<td>Ask assistance from classmates and peers.</td>
</tr>
<tr>
<td></td>
<td>We have reading enhancement after flag ceremony.</td>
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<tr>
<td></td>
<td>I participate in reading remedial.</td>
</tr>
<tr>
<td></td>
<td>I try not to get lazy; keep reviewing lessons at home.</td>
</tr>
</tbody>
</table>
4.3. Students' insights on the value of reading

In support to this research problem, three questions were raised during the in-depth interview and FGD namely: What insights can you share as a student in relation to the reading program of the school? What advice can you give to your classmates in order that they can improve their reading ability? What do you think are the importance of reading in your study? The responses of the informants are presented in Table 3.

Table 4
Themes and Core Ideas on Insights that Student can Share about the Value of Reading

<table>
<thead>
<tr>
<th>Major Themes</th>
<th>Core Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life is difficult for those who can’t read</td>
<td>Reading will help us understand our lesson better</td>
</tr>
<tr>
<td>Reading will help us understand our lesson better</td>
<td>Learning how to read properly is very important in life</td>
</tr>
<tr>
<td>Learning how to read properly is very important in life</td>
<td>Wherever one goes, reading will be an advantage</td>
</tr>
<tr>
<td>Wherever one goes, reading will be an advantage</td>
<td>When you grow up, you will easily get hired for a job</td>
</tr>
<tr>
<td>When you grow up, you will easily get hired for a job</td>
<td>We can use skill in reading when we get a job in the future</td>
</tr>
<tr>
<td>We can use skill in reading when we get a job in the future</td>
<td>When you have your own family, you can also teach your children</td>
</tr>
<tr>
<td>When you have your own family, you can also teach your children</td>
<td>If you know how to read, you will feel confident</td>
</tr>
<tr>
<td>If you know how to read, you will feel confident</td>
<td>When you apply for a job, your reading skill will be useful</td>
</tr>
<tr>
<td>When you apply for a job, your reading skill will be useful</td>
<td>Reading well will help me realize my goal to be a teacher</td>
</tr>
<tr>
<td>Reading well will help me realize my goal to be a teacher</td>
<td>Increase the effort to read with comprehension</td>
</tr>
<tr>
<td>Increase the effort to read with comprehension</td>
<td>Practice at home what teacher taught in the classroom</td>
</tr>
<tr>
<td>Practice at home what teacher taught in the classroom</td>
<td>Always remember for whom the efforts are for</td>
</tr>
<tr>
<td>Always remember for whom the efforts are for</td>
<td>Concentrate and keep trying even if it is difficult</td>
</tr>
<tr>
<td>Concentrate and keep trying even if it is difficult</td>
<td>Endeavour to understand the lesson</td>
</tr>
<tr>
<td>Endeavour to understand the lesson</td>
<td>Be hard working and exert more effort in reading</td>
</tr>
<tr>
<td>Be hard working and exert more effort in reading</td>
<td>Give value to your studies</td>
</tr>
<tr>
<td>Give value to your studies</td>
<td>Take to heart what teacher taught in the classroom</td>
</tr>
<tr>
<td>Take to heart what teacher taught in the classroom</td>
<td>Listen to teacher always even if reading is tiresome and boring</td>
</tr>
<tr>
<td>Listen to teacher always even if reading is tiresome and boring</td>
<td>Minimize playing computer games; high tech gadgets</td>
</tr>
<tr>
<td>Minimize playing computer games; high tech gadgets</td>
<td>Avoid cutting classes and being absent from classes</td>
</tr>
<tr>
<td>Avoid cutting classes and being absent from classes</td>
<td>Do not be lazy to read; do not misbehave in class</td>
</tr>
<tr>
<td>Do not be lazy to read; do not misbehave in class</td>
<td>Lessen play; behave properly; understand what teacher is saying</td>
</tr>
</tbody>
</table>

5. DISCUSSION

5.1. Experiences of Students in Reading Program Delivery

As the results of this study have revealed, the students experience on the delivery of reading program in their school particularly in the locale mentioned has this sense of inadequacy in learning. Teachers work overload is prevalent in the answers revealed by the informants. They said that their teacher is very busy and is sometimes called up to the office. That’s why they tend to do the reading without the assessment and evaluation of the teacher. According to the participant Sally, as she recalled her experience, that she feels inefficiency in the delivery because seldom they are taught by their teacher, it is just when she has vacant time for the said program which is also affirmed by Kevin (pseudonym) a grade four student of Malungon Central School. This is in parallel with the study by Stanovitch (2011) who observed that that early difficulties acquiring basic reading skills typically result in limited time engaged in text reading; because of this lack of exposure to text, a relatively mild decoding problem may eventually assume the appearance of a pervasive reading deficit characterized by low fluency, poor vocabulary, and limited world knowledge, all contributing to impaired reading comprehension. Furthermore, Jolly suggested an idea on developing reading skills, that the teacher will add more initiative as well as effort to expand their learning and to develop more effectively with comprehension in reading. It was also being said by Jane a grade six student, that she wanted to improve her communication skills. Meanwhile during the FGD, participants revealed that teachers were exploited in their teaching functions, they are actually reading with their own expense. Many researchers, said that this poor result in reading skills of the students can be prevented if and if the performance gap between typically developing readers and students at risk for reading difficulties is addressed aggressively in the early stages of reading acquisition, so that more serious reading problems may be prevented (Simmons et al, 2010). Some participants shared that they are being told to read because of overlapping functions of teachers. This was stressed by De Brujin and Leeman, (2011) that teachers have many roles. Another function now, beside being a teacher, taking on a coaching role, teachers actively guide, support, and facilitate students learning processes, by anticipating the different (learning) needs of individual students (Iredale & Schoch, 2010), and focusing in particular on their selfregulated and independent learning. In the above presumptions, the answers of Alden and Edmund revealed in their responses that they can read a little because they seldom read in their classroom. They are asking that they need to have extra time allotted to the reading program for them to learn enough and learn more things. Insecurity.

In view of the experiences that the informants have described, this study revealed that some study participants have shown the sense of insecurity. As I read in the book of Ephesians 2: 19-22, that whenever you feel unloved, unimportant or insecure, remember to whom you belong.
Yes, its definitely true, but how can we instil it in the young minds of the students. We do all know that confidence in reading is silence but insecurities are loud. Half of the participants revealed that they are so afraid to commit mistakes while reading in front because they will be bullied and teased by their classmates. Anna told me that she was nervous on reading then committing mistakes. This was also too the feeling of Edmund, he was afraid because his classmates will tease him if read the words incorrectly. With the study of L. Murphy (2012) the paradox that teachers face in developing students’ personal relationships to reading is that readers who do not feel confident about their abilities are less likely to take the risks involved in approaching new kinds of texts. Meanwhile, there are those who belong to the confidently beautiful reader, as they evaluate their skills in reading. Sally proudly said that she can read, she is confident. While Jane with humbleness in her heart said that she can read but she will be very happy if she reads correctly as she has now the idea of reading it right. Talking still about confidence in reading, Murphy (2012) also added that teachers can build confidence to students who have insecurities in reading. Moreover, during the FGD, some participants revealed that because they are too shy to read in front, when they were called up to read in front, they felt shocked and uneasy the moment they read. But unlike Daniel( pseudonym) a grade six student, he was excited to be called because he wanted recognition from his teacher. This was substantiated by Fletcher et al., (2011) and Daves et al., (2011) that at-risk students who respond inadequately to empirically validated instruction differ from at-risk students with adequate intervention responsiveness in the severity of their impairment in key cognitive domains and also in brain function, when engaged in reading tasks. Majority of the participants in FGD felt nervous and excited. So, teachers really need to extend hours a little bit in the reading delivery remediation. This would help enough them realize that reading is a cool, magical and interesting habit to develop. Lackluster Strategies in Teaching Reading. The participants also vented out their emotions towards the reading delivery program. In the case of informant Anna(pseudonym) she shared that they only have this reading program for 20 minutes. They read also in the afternoon, but after that the teacher will give activities. Comparing answers from the FGD participants two of them mentioned that they just read a short story then answer the questions after reading. Lackluster which means lacking of interest of teacher in reading activity, it was discussed a while ago on teachers overlapping of works as well as activities in school. As explained by De Bruijn and Leeman, (2011) that teachers have a lot of works. On this theme also some participants like Daniel, (not his real name) said that their teacher, just let them read, this was also concurred by Jane, she didn’t know about reading delivery program, all she knew that there is a so-called reading enhancement in English subject, if they pronounce incorrectly then they repeat it again for corrections. In the case of Kevin (pseudonym) they read sometimes and Jolly’s (pseudonym) statement is parallel also with Kevin. According to them both of their teachers were busy doing paper works and asked for cooperation not to disturb while they are working. As viewed by Fisher (2011), because of the workoverload of a teacher she/he will most likely have a loss of idealism and enthusiasm for teaching that will ultimately lead to poor teaching practices, thus leading to poor student achievement. Disinterest and Lack of Enthusiasm. While airing out their sentiments, it was also revealed that the problem on reading program delivery is this theme as based on the consensus of the participants answers. As quoted by Dennis Mannerering that enthusiasm is contagious, start an epidemic today. That’s why there are students influenced by their environment to engage more in leisure time than reading. They think that of reading as an obstacle in their lives. Yet, our students are called as the millennial as what they saying. Being a millennial you must be into high-end technology, which mainly students nowadays are engaged in. During the FGD (focus group discussion), one participant vented that she loves playing than reading, enjoys running, and playing more than anything. Some cases were, because of the gadgets given by his mother, he cannot concentrate then and others mentioned their being busy in school activities. According to Palani (2012) nowadays, reading habit has lost its importance as both the young and the old are glued to the television. Parallel to idea of Palani, she pointed out that many students nowadays prefer to watch movies and other shows on the television, listening to audio-CDs and watching video-CDs (Issa 2012). In the foregoing views of our participants, when analyzing, it seemed that they are confronted with not just their ability to read but the lack of interest. It was affirmed by Sally (pseudonym) that she always watches T.V and hang-out with friends rather do the reading enhancement program. In the case of Anna (pseudonym) she plays always than expanding her vocabulary through reading. With the statement of Edmund (not his real name) he is not listening to his teacher while having reading remediation, he straightforwardly said. Alden (pseudonym) revealed that he is not listening too and he likes talking much to his seatmate. Some says they are always absent in school. Adıgüzel and Karadǝş (2013) found out on their study that students with a high level of absenteeism will result poor attitudes towards school. It was stressed by Lin et.al (2012) that some of the reasons why student tend not to attend school more often associated with unfavorable school setting conditions. Participants also revealed their laziness during the reading program and being noisy in the class, talking a lot that annoys some classmate and even the teacher. There was also one participant bravely said, the lack of books, they shared most of the time, where the ratio is 1:2. So it disrupted her and she lost her motivation in reading. But, whatever their sentiments, they are just expressed what they feel and know.

5.2. Coping with the Difficulties of Improving Students Reading Ability Under Reading Enhancement Program
On the strategies adopted by the parents to address the challenges in the use of the mother tongue in the learning of their children, there were three themes which emerged: Family Assistance and Involvement. According to various studies, there is a great impact on students’ academic life if parents are involved in child’s education, as well as providing them a stimulating learning environment which can develop feeling of competence, self-control, curiosity and positive attitudes towards academe. Study participants
disclosed family involvement and assistance as a strategy in coping with difficulties in improving reading ability. The majority of the participants said that their mother took the initiative to develop reading abilities at home. Alden (pseudonym) said that sometimes his mother teaches him how to read. Unlike Sally and Jane (not their real name) that both their parents really assist them in reading, and seldom their siblings. Meanwhile in Anna’s (pseudonym) situation, because her parents were too busy at work, so her aunt took their place. Janine’s (pseudonym) statement agrees with Anna. Although, some parents’ time in assisting in their children’s needs were limited, but they can still be aware of and supportive on child’s progress (Grolnick, Friendy, & Bellas, 2012). Parents’ beliefs and expectation strongly influence students academic success. Gayle (2010) is of the opinion that parents who introduce their preschool aged children to books and read to them on a daily basis resulted in to greater reading knowledge and is linked to school readiness in later years. The earlier parents become involved in their children’s reading practices, the more profound the results and the longer lasting the effects. But, unlike Janine, although her both parents wanted her to read with their assistance, she was reluctant because she wanted much to play outside with friends. Remember the fact that the child who reads a lot out shines the one who does not read. Another theme which emerged from the study participants is reading consistently and regularly is a favored to be a coping mechanisms of the students in improving reading ability. As confirmed by the informants, persistent reading improves your ability in reading. Anna said that if you are a good reader then you can teach children in the future. Likewise Sally, expected the benefit of reading habitually is that if somebody asks your help in reading then you can share your knowledge. As substantiated by Green (2011) the reading habit is best formed at a young impressionable age in school, but once formed it can last a life time. When you develop it then it becomes your life. You cannot live a day unless you have read one book. Bashir and Mattoo (2012) pointed out that reading habit is the strongest weapon to excel in life. It is parallel to Janine and Jane’s responses, as reading will improved them so much, specially during the question and answer portion in teaching-learning processes. As far as Kevin’s statement is concerned, reading is needed to have comprehension. But, Daniel’s perspective was he needs to read regularly for him not to be bullied during the reading enhancement program. Some stated that reading consistently teaches you to be a fast reader and will improve you a lot. Reading habitually creates a literate society as Palani(2012) stressed in his studies on the reading habit. It shapes the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas. Additionally Issa (2012) pointed out that reading consists of the individual’s purpose- it’s either for relaxation or information. Like Jolly, she reads because she was entertained by the pictures. Reading is the most important skills to develop and reading is also the key to all forms of information for our survival and growth (Issa, 2012). Improving skills on reading ability is difficult, so you need to be resourceful and you must seek help. This theme emerged based on the participants’ points of views; generally, they seek help to improve their abilities in reading. Reading strategies must be taught explicitly in the school (Kontovourki & Campis, 2010). Sally stressed that if you want to improve your reading skills then everyday practice and asking for help from those who can read will help. According to Maheady and Gard (2010) that poor children are more likely poor readers rather than those from high-income families. Even you are poor but if you are willing to learn of course you will definitely achieve high. Anna’s idea agrees with Sally’s. Reading regularly plus patience equals a good reader. Similarly with the above responses of the participants, another participant from FGD(focus group discussion) shared that asking help from classmates helped him to improved, because he was automatically corrected when he reads the words incorrectly. This was substantiated by Lafrance & Miller (2010) that peer tutoring improves reading accuracy and comprehension. In a program that uses peer tutoring, one is older than the other or one is smarter than the other, the result was three-four times than the expected rates in accuracy and comprehension. Daniel stated that to be an advocate of the love of reading, then read a lot. Read more books. Be bookaholic. Fielden (2012) stated that good study habits have good effects towards the academic performance of the student. Gettinger and Seibert (2010) noted a link between poor study habits and low academic achievement in that a student with poor study habits tends to have poor achievements. In contrast, Kevin said that he has developed much because he reads a lot. This is affirmed by another participant that it good to be corrected immediately right after you read the word incorrectly. There is a saying that if you learn self-control, you can master anything. This is true based on the views presented in Table 3 on coping difficulties of improving reading ability under reading program. Typically they answer focused, self-discipline, self-control and determination. According to Jolly, focusing and trying your best in reading is what he has seen to improve reading ability. Avoid being unruly and nasty inside the classroom and learn to read, Janine exclaimed. Gauthier and Schorzman (2012) both pointed out that reading comprehension is a challenge for students who have difficulties in reading. Similarly what Jane shared, listening to the teacher carefully then ask for help if you did not know to read the words. In view of the coping mechanisms of some participants on how to improve reading ability, with her young mind, Anna unlocked that giving importance to their studies would motivate student to strive more. Jitendra, Burgess and Gajria (2011) substantiated the importance of strategies in enriching students ability in reading, it is when the teacher transfer that strategy letting them to think about thinking. Furthermore, poor readers are not strategic who thinks about what they wanted to read. Reading strategically is a higher order thinking skill. Kevin explicitly shared that putting full effort in reading would be the best thing the student can do to improve his reading abilities. Reading is a life-long skill that is used in school as well as in everyday life. Another participant disclosed, strive hard in reading for you to learn everything. National Assessment of Education Progress (NAEP), indicates that many children have difficulty in achieving success in reading.
5.3. Insights of Students about the value of reading

Typically the study participant disclose that reading is significant in helping others who do not know how to read. As Mentioned above, the NAEP found out that out of 10 students, 7 of them have difficulties in reading. It good to share to the students the benefits of reading; through reading you gained lot of ideas. Strive more in reading, because if not there was no learning at all, he exclaimed. On the other hand, Sally and Kevin shared that wherever you go there is reading. Reading is everywhere. Consequently, Capen (2010) stated that even if the student is a reader, she/he has an option to read or not; unless motivated, that is the time she/he reads. It is a challenge to teachers how to create a motivated reader. But as described by Becker, McElvany, and Kortenbruck (2012) a student is motivated if the setting of classroom environment is good and there is rapport. Teachers should begin having this intrinsic motivation in reading (Froiland et al., 2012). Thinking for the future brought the ideas of Jane and Kevin, that for them this is for their future. Reading is where their future life begins. They both have the same idea of using it in work. Sharing what you have learned in reading and helping others to be corrected is what some of the participants believed. In addition to the above responses, Gambrell (2011) stated that the most important thing the student can learn during her/his career is learning to read. Nowadays, as students belong to millennials, increasingly year by year, the habit of reading slowly fades away because of the gadgets, so teachers had this hard time to motivate children to read (Froilan et, al. 2012). So, therefore teachers must create and cultivate the love of reading in the students for them to become life-long readers. Jolly’s statement concurred with this. Learn to read for you to answer those questions asked by the teacher. Good Reading requires focus and hard work. The value of reading makes everything worth learning for. But reading requires focus and hard work. It is not simple, it is complex. Kevin reiterated that one must push harder and give more effort to improves one’s reading skills. Reading skills is needed to learn everything. In connection with Kevin’s statement, Jane too, answered that reading harder and balancing between in reading and playing is a must. She also added reading at home is significant and a key to uncovering difficult words. Edmund stressed the importance of listening to the teacher would be a great help. Furthermore, majority of the participants in the focus group discussion (FGD) responses focused on refraining from playing and concentrating on improvement. For a fact, it is advantageous on students’ part if she/he knows how to read. Reading needs discipline. Based on the general responses of the participants in their insights on the value of reading, good reading requires discipline. This major theme emerged because they believe it has many benefits, such as academic excellence, reading accuracy and speed and communication skills. Alden’s view is that listening and refraining from playing too much is discipline. Parallel to it Jane said laziness in reading is a hindrance towards achieving good reading skills. Unlike Sally, who said that seeking help from the teacher and siblings would help too. Behaving properly and understanding what the teacher is saying is part also of discipline.

5.4. Implications For Practice

Based on the findings, the following implications for practice are offered: On Sense of learning inadequacy. In view of the perspective of students, it was revealed that the participants lack adequacy in learning. There are of course reasons. We cannot blame teachers for they have overlapping functions at school. It has been described that students tend to lose their motivation in reading and get bored. For this reason, to intensify instructions on reading would be helpful to the students. Reading program delivery in public school should be given emphasis in developing students’ reading ability. This program should be more systematic and explicit with teachers’ high level of support, immediate corrective feedback, and more opportunities for the students to practice and respond to improving ability in reading (Vaughn, 2010). To Deped officials and school administrators and teachers should strengthen the value of reading and its benefits as a whole. On Sense of insecurity. Many research studies had already proven that when students have no confidence in their ability to read, they are most likely unsuccessful readers. Its effect will last long enough as they will belong to student-at-risks. Hughes (2013) pointed out that students are conscious on who they are as seen by their peers when they forget to do coursework. The study respondents on the locale disclosed that they lacked self-esteem. Students with a high-level of self-esteem or who are confident about their reading ability, feel excited whenever they are being called by their teacher to read in front. Unlike to those with low-esteem, they tend to have low reading abilities. Hughes, (2013) added that student who are shy are perceived to be having underdevelop academic skills. On Lacklustre strategies in teaching Reading. On the sentiments of the study participants, this theme emerged, the lack of interest in teaching reading. Few of them do understand the multifunctional job of their teachers as one of the problems in the reading delivery program. This study implies that to arouse students interest in reading program, teachers as well as school heads must introduce more approaches in improving reading ability. The mentoring program would also help, where the tutor is an adult schoolmate or classmate. The Deped officials will acquire new books sufficient enough for every student in the school and ensure training to all reading coordinators and teachers and upgrade techniques. On Disinterest and lack of enthusiasm. Motivated readers hold positive attitudes toward academic excellence (Wigfield & Guthrie, 1997). Readers at risks assume that they are responsible for their reading difficulties. Students’ perceptions about what they can do, their faith is a great factor for them to develop skills. It depends on how they perceive education in life and their engagement in learning plays a vital role. Some of the study participants revealed that because of the gadgets they were unfocused and distracted. Others also said that schools have overlapping activities and in some cases the habit of absenteeism too, leading students to disengage in reading skill enhancement. On Family Assistance and involvement. Education starts at home. Family involvement is an avenue for promoting academic performance. Many of the participants noted that reading was supported by their mother. Some said its their father but others mentioned...
their guardians and siblings. Summarizing their responses as a whole, it gives positive result if parents do promote the importance of reading. Those students with active parental involvement are most likely to excel at school and develop good relationship on their peers, teachers and principal. On Reading consistently and regularly. Through the responses of the study participants it was shown the effectiveness of reading regularly and consistently to develop the reading habit to bridged the gap between difficult words and their meanings. It improves their ability a lot. Furthermore, we know in fact that reading is the fundamental skills a child needs to learn. Developing reading habits early leads to a life long love of books. This implies that the Deped, again together with the whole department should provide enough books, more references, more variety of books to all places that have a school, whether the school is located in the rural or urban, books sufficiency should be visible. School heads and teachers should also promote the love of reading, do everything to awaken students interests to read. That printed materials are more important than those soft copies in internet. Neuman (2014) stressed the ways children will be motivated to read, first reading for them as early as the young age, be a model in reading habits and asking him what he/she reads all about. In that way, you can develop a good reader who is motivated enough to read through the rest of his/her life. The results of this study imply that students are more active in playing games rather reading. Teachers should promote also the reward system as part of discipline. Absenteeism will not help also. Students and teachers should collaborate to maintain the importance of focusing and having discipline in reading.

5.5. Concluding Remarks

The investigation on the students’ perspective on the reading delivery program has accentuated the relevance and the essential component to the learning process of elementary students. As a researcher and educator, I have done my contribution towards the realities behind the reading program delivery. I do believe that the findings of this study would lead towards students realization on the importance of reading. The results of this study clearly substantiated the effectiveness of the reading delivery program whose purpose is that, students ability in reading will be given the topmost strategic plan in the school implementation plan, as it addresses children with reading difficulties and for children to perform well academically to improve their reading accuracy speed and comprehension. The findings have proven that if a student will read regularly, the improvement in reading skills will follow through. The data from the two methods of data gathering employed in this study proved to be similar and parallel. The focused group discussion further validate the components of the qualitative method triangulation technique. Validation of data through cross validation comes from more than two sources: First, the literature on the reading delivery program; second, the in-depth interview, and the third, the focus group discussion. In this study, I learned that the most important lesson in the implementation of reading delivery is to make good use of time to maximize learning. In addition to student learning time, teachers need regular time to collaborate and plan together, and to analyze and plan from student assessment data. On the other hand, in the most effective schools, teachers spend more time in small-group instruction. This can be a powerful means of providing differentiated instruction to meet students needs. During small-group instruction, both the pace and complexity of teaching can be adjusted. To make the best use of small-group instruction, the most effective schools function as teams. For implementation to be effective, there must be a interrelated connection and interplay between the schools and the students’ parents. After class, reading through follow up reading assignments is so important to develop reading proficiency. Parents must thoroughly understand the school expectations for outside reading, as an important aspect of the nature of the reading program, so they can have strategies that they can use at home. Parent education and parent engagement are vital, in the early grades of developing children. Supplementary readings taken at home such as decodable books is necessary for fluency development. Parents should understand what these books are used for and how to help their youngsters use them. Parents can also fill vital tutoring roles. Children who need additional support can receive it through well-trained parent volunteers. This study contributes to the collection of experiences, insights and perspectives from the key informant students to shed light on the phenomenon of the effective delivery of the reading program. It also bring opportunities and ideas for future researchers to study related researches in the field of reading programs. I have validated that by improving child ability in reading, positive results are shown in their academic performance, reading accuracy and rate, vocabulary, pronunciation of the words, and attitudes in their school life.

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