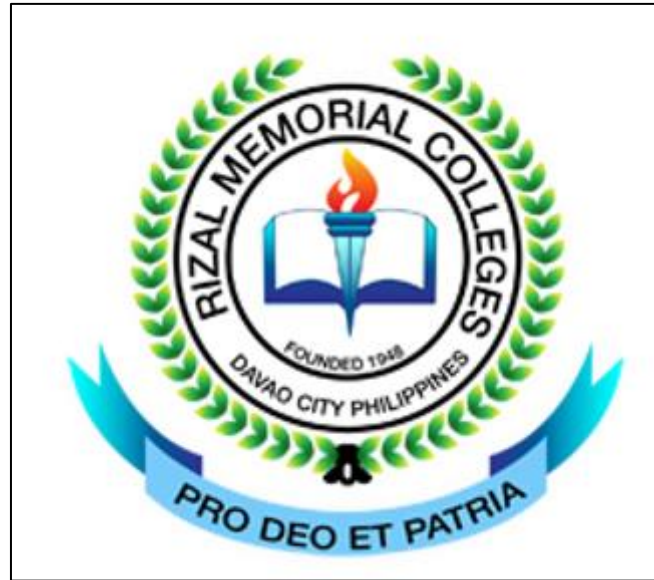# Through the Lens of Struggle: An Inquiry into the Reading Difficulties of Secondary High School Learners

A THESIS
Presented to the Graduate School
RIZAL MEMORIAL COLLEGES
Davao City

_____

In Partial Fulfillment
of the Requirements for the Degree

MASTER OF ARTS IN EDUCATIONAL MANAGEMENT

_____

MIRAFLOR C. FULGUERINAS
January 2024

APPROVAL SHEET

This thesis entitled **"THROUGH THE LENS OF STRUGGLE: AN INQUIRY INTO THE READING DIFFICULTIES OF SECONDARY HIGH SCHOOL"** prepared and submitted by **Miraflor C. Fulguerinas** in partial fulfillment of the requirements for the degree **Master of Arts in Educational Management,** has been examined and recommended for approval and acceptance.

Adviser

PANEL OF EXAMINERS

APPROVED by the Panel of Examiners on Oral Examination with a grade of ____.

Chairperson

Member   Member

Member   **Member**

ACCEPTED in partial fulfillment of the requirements for the degree **Master of Arts in Educational Management.**

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Date of Comprehensive   : _____
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ABSTRACT

This research, adopting a Phenomenological approach, focuses on understanding the challenges students encounter in comprehending, decoding, and processing written information. Grounded in G. Reid Lyon's Phonological Processing Deficit Theory, introduced in the 1990s, the study aims to uncover the struggles of secondary high school learners facing reading difficulties. Data were gathered through In-Depth Interview and Focused-group Discussion among secondary teachers. Content thematic analysis was used to craft the main themes. Lived experiences on the struggles of secondary high school learners with reading difficulties were: reading difficulties in secondary learners, weak vocabulary and language skills, comprehension issues, learning disabilities, lacking reading motivations, difficulty with reading instruction, and technology distractions. Coping mechanisms were coined to the following themes: time management, active reading strategies, and multimodal learning resources. And finally, educational Insights that can be drawn to Mitigate reading difficulties of secondary learners: teaching approach and recognition of diverse learners, and effective encouragement through access to books and empowering tools. In the future, DepEd plans a comprehensive policy for reading difficulties, prioritizing tailored teacher training, diverse resources, and continuous support for an inclusive environment, while research informs policy and innovative education approaches.

Keywords:- Phenomenological Approach, Phonological Processing Deficit Theory, Secondary High School Learners, Coping Mechanisms and Deped Comprehensive Policy.

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THE RIZAL MEMORIAL COLLEGES, INC

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Marfori Heights, Davao City, Philippines

ETHICS COMPLIANCE CERTIFICATE

This is to certify that the study entitled **"THROUGH THE LENS OF STRUGGLE: AN INQUIRY INTO THE READING DIFFICULTIES OF SECONDARY HIGH SCHOOL LEARNERS"** prepared and submitted by: **MIRAFLOR C. FULGUERINAS** for the degree *MASTER OF ARTS IN EDUCATIONAL MANAGEMENT* has been examined by the Graduate School Research Ethics Committee **(GSREC)** and has been evaluated to comply with adequately the requirements for the research ethics protocol and is therefore, cleared for implementation using scientific procedures and international accepted ethical guidelines.

Given this ___11th___ day of ___December, 2023___ at Rizal Memorial Colleges, Graduate School, Davao City, Philippines.

Dr. Guillermo V. Dimaligalig
Chair, Research Ethics Committee

RELEASED
BY:
DATE: 12/11/23

DEDICATION

This paper is sincerely dedicated to my ever-supportive husband, parents, family, and special friends who encouraged and inspired me in conducting this study. Their unwavering belief in my abilities and continued encouragement fueled my determination to complete this research. Their support has been my anchor throughout this academic journey. Without their love and support, this research would not have been made possible.

Also, I dedicate this research paper to the Almighty God who gives me strength, wisdom, guidance, competence, good health, and protection while doing this. All these, I offer to you.

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THE PROBLEM AND ITS SETTINGS

"The only thing that interferes with my learning is my education."
- Albert Einstein

For teachers like me, recognizing reading difficulties in secondary learners is pivotal. It allows me to tailor my approach, offering personalized support to each student, ensuring they overcome challenges and thrive academically. On the other hand, addressing reading difficulties in secondary learners is a multifaceted challenge. It involves identifying specific obstacles each student faces, implementing targeted interventions, and fostering a supportive learning environment. By understanding and tackling these problems, I aim to empower my learners to build strong reading skills that are foundational for their overall academic success.

In the United States of America, reading difficulties of secondary high school learners in the USA persist, especially in reading comprehension (n.a., 2023). Secondary high school learners in the USA continue to grapple with reading difficulties, notably in the domain of comprehension. These challenges arise from a blend of individual cognitive differences, socioeconomic influences, and overarching educational factors. To effectively tackle these issues, a holistic approach encompassing personalized instruction, timely interventions, and initiatives to narrow educational disparities is crucial for cultivating strong reading abilities among secondary learners.

Meanwhile, secondary high school learners in the Philippines face various reading difficulties. These difficulties include poor reading abilities, low reading comprehension skills, mispronunciation, limited vocabulary size, and lack of training for English language teachers (Mariposa and Bautista, 2023). Reading difficulties confront secondary high school learners in the Philippines, encompassing issues like subpar reading proficiency, diminished comprehension skills, pronunciation challenges, limited vocabulary capacity, and a dearth of English language teacher training. These complexities collectively affect learners' overall reading abilities and language development, necessitating focused interventions and robust support structures within the educational system.

The state of reading difficulties among high school learners in Mindanao presents multifaceted challenges. Learners in this region encounter obstacles such as limited access to resources, varying socio-economic factors, and diverse reading habits. Additionally, factors like psychological influences, cultural backgrounds, and varying interest levels in reading contribute to the overall complexity of addressing reading difficulties. As educators work to mitigate these challenges, there is a pressing need for tailored strategies that consider the unique regional dynamics of Mindanao.

A related study aimed to evaluate the reading comprehension skills of Grade 11 learners in the Biliran National Agricultural High School Senior High School Alternative Learning System (ALS). Employing a descriptive research design, the researchers utilized purposive sampling, selecting 40 respondents for the assessment. The findings from this assessment would serve as the basis for the School Reading Progress Program tailored to address the specific needs identified among ALS learners. However, this phenomenological qualitative research investigates the reading difficulties experienced by secondary high school learners in the locality of Davao. Utilizing an individualized interview approach, the study aims to capture the unique perspectives of 5-10 participants, providing a nuanced understanding of the challenges they face in reading. The outcomes of this research can contribute valuable insights for designing targeted interventions to address reading difficulties in the specific context of Davao's secondary education.

The existing research has primarily focused on assessing the reading comprehension skills of Grade 11 learners in a specific context, namely the Biliran National Agricultural High School Senior High School Alternative Learning System (ALS). However, there is a notable research gap concerning a comprehensive exploration of the lived experiences and individualized challenges faced by secondary high school learners in Davao, as addressed by the current phenomenological qualitative study. Bridging this gap is essential for developing interventions that are more finely tailored to the unique needs and difficulties encountered by learners in the locality of Davao.

A. Purpose of the Study

This study aims to explore the reading challenges confronted by secondary high school learners in Davao, using a phenomenological qualitative research design. Through individualized interviews with 5-10 participants, the research seeks to gain a nuanced understanding of their unique perspectives and difficulties related to reading. The findings from this study are anticipated to provide valuable insights for the development of tailored interventions and support mechanisms to address the specific reading challenges faced by secondary high school learners in the Davao locality.

B. Research Questions

The main drive of this study was to discover the struggles of secondary high school learners with reading difficulties. Particularly, it seeks the following questions:

- What are the lived experiences on the struggles of secondary learners with reading difficulties?
- What are the coping mechanisms for the struggles of secondary high school learners with reading difficulties?
- What educational insights can be drawn to mitigate reading difficulties of learners?

➤ *This Study was Significant to the Following:*

- *Learners.* Addressing reading difficulties in secondary learners is paramount for their academic achievement, as it forms the basis for comprehending diverse subjects. Beyond academics, improving reading skills boosts learners' confidence, motivation, and overall positive engagement in their educational journey.
- *DepEd Officials.* Recognizing and attending to the reading challenges faced by secondary high school learners is imperative for officials in the Department of Education (DepEd). This underscores their duty to enact impactful policies, allocate resources effectively, and foster an environment that promotes the development of robust reading skills, guaranteeing a comprehensive educational experience for the learners they oversee.
- *Administrators.* Recognizing the significance of tackling reading difficulties among secondary learners, as it has a direct impact on overall academic performance, potentially shaping the school's reputation and standing. Taking proactive measures to enhance learners' reading skills contributes to fostering a positive learning environment, improving student retention, and boosting success rates in standardized assessments.
- *City Government.* Tackling the reading challenges among secondary learners is vital for the city's future workforce, guaranteeing a skilled and knowledgeable community. This effort fosters economic growth and overall well-being, contributing to a more educated and competitive city.
- *Teachers.* Supporting secondary learners in overcoming reading difficulties is vital for teachers, enabling them to deliver personalized instruction and fostering an environment of continuous learning. Improving reading skills not only enhances academic performance but also cultivates a positive and impactful educational atmosphere.
- *Future researchers.* The results of such inquiries can act as a starting point for additional research initiatives, encouraging ongoing exploration of methods to improve reading skills across various educational settings.

➤ *For Clarity, the Following Terms are Operationally Defined:*

- *Lens of Struggle.* Viewing the reading difficulties of secondary learners through the lens of struggle underscores the need for targeted interventions to address their challenges and promote equitable learning. This perspective emphasizes the importance of understanding individualized difficulties and encourages tailored strategies for a supportive educational environment.
- *Reading Difficulties.* Understanding the reading difficulties of secondary learners is crucial for effective educational interventions and fostering an inclusive learning environment. It highlights the significance of recognizing diverse challenges and implementing targeted approaches to enhance literacy skills and academic success.
- *Secondary high school learners.* Mitigating the reading difficulties of secondary high school learners is vital for their academic progress and future success. This emphasizes the need for tailored support systems, impactful teaching methodologies, and ample resources to empower these learners throughout their educational journey.

C. Review of Significant Literature

The literature explores understanding the source and characteristics of reading difficulties in secondary high school learners, shedding light on the specific challenges they face in education. It also highlights the experiences, coping strategies, and educational insights of teachers addressing these challenges.

D. Reading Difficulties in Secondary Learners

The Common Core State Standards (CCSS) recommend close reading procedures to address achievement gaps in reading (Cesar and Relleve. 2023). The Common Core State Standards (CCSS) propose the use of close reading procedures as an effective strategy for addressing and narrowing achievement gaps in reading. Emphasizing in-depth interaction with texts, close reading encourages learners to explore the complexities of language, structure, and content. This approach not only improves comprehension skills but also fosters critical thinking, enabling learners to extract valuable insights from a variety of complex materials.

However, a pilot study found no evidence of improved reading comprehension or content knowledge among English language learners (ELLs) after implementing close reading procedures (Khafidhoh et al., 2022). Although close reading procedures were implemented, a pilot study on English language learners (ELLs) revealed no observable improvement in either reading comprehension or content knowledge. This indicates that the effectiveness of close reading may be contingent on various factors or might necessitate customization for diverse learner groups like ELLs. The study highlights the significance of tailoring instructional approaches to the specific needs and attributes of student populations.

In addition, ELLs reported a loss of motivation to read (Betty et al., 2017). Moreover, ELLs conveyed a diminished sense of enthusiasm for participating in reading tasks. This highlights the need to not only focus on teaching methods but also to address motivational elements that can profoundly influence the reading experiences of ELLs. Implementing effective approaches to boost motivation and create a supportive reading atmosphere becomes pivotal for nurturing literacy skills in diverse groups of learners. Factors contributing to reading difficulties in English include a lack of motivation from teachers, limited vocabulary, and pronunciation skills (Víctor and Roser, 2017). Reading difficulties in English can stem from insufficient teacher motivation, where a lack of enthusiasm or ineffective teaching methods may hinder learners' engagement with reading materials. Additionally, limited vocabulary and pronunciation skills can further compound these challenges, impacting a learner's ability to comprehend and navigate English texts effectively. Addressing these factors necessitates not only pedagogical improvements but also targeted efforts to enhance vocabulary development and pronunciation proficiency among learners.

Factors such as a lack of resources, socioeconomic factors, reading habits, reading strategies, psychological factors, cultural background barriers, reading interest, discourse barriers, grammar barriers, and vocabulary barriers contribute to these difficulties (n.a., 2023). Hurdles related to discourse, grammar, and vocabulary add layers of complexity to the overall landscape of addressing reading difficulties in an educational context.

Additionally, teachers face challenges in teaching learners with reading difficulties, including low participation in class, unmet learning competencies, inadequate skills among content teachers, and the need for capacity building, intensification of reading intervention, and learning resources for reading (Jonalina et al., 2022). Instructors grappling with the task of teaching learners with reading difficulties encounter a range of challenges. These include issues like low student participation in class activities, unmet learning competencies, a lack of sufficient skills among content teachers, and a pressing need for capacity building.

- *Vocabulary and Language Skills.* Vocabulary and language skills are fundamental in language learning. It is essential for teachers to discover learners' preferences, needs, and interests in order to enhance effective English as a Second Language (ESL) learning (Harwati, 2023). Mastering vocabulary and language skills is foundational in the process of learning a new language. Teachers must actively identify and cater to learners' preferences, needs, and interests to optimize the effectiveness of English as a Second Language (ESL) instruction. Multi-modal teaching, which incorporates various sensory modalities, is being used worldwide to enhance vocabulary acquisition and promote comprehensive understanding (Haoyue, 2023). Implementing a multi-modal teaching approach, which integrates different sensory modalities, is a global practice aimed at enriching vocabulary acquisition and facilitating a comprehensive understanding of the material for learners, while also providing teachers with a versatile method to cater to diverse learning styles, ensuring a more engaging and effective learning experience.

Direct Morphological Instruction has been found to be effective in developing vocabulary skills, although the difference between experimental and control groups was not significant (Agbayani, 2021). Direct Morphological Instruction, a method focused on imparting knowledge of word structure and formation, has shown effectiveness in enhancing vocabulary skills, particularly when integrated into teacher-led instruction. It's noteworthy that, while improvements were observed, the difference between the experimental and control groups, as influenced by the guidance and implementation of teachers, did not reach statistical significance. Different learners use a variety of vocabulary learning strategies, and integrating technology can have a beneficial effect on vocabulary acquisition in a second language (Lyn et al., 2022). Learners employ diverse strategies for learning vocabulary, and the integration of technology into language instruction has demonstrated a positive impact on second language vocabulary acquisition. The varied approaches adopted by learners, coupled with the effective incorporation of technology, contribute to a more comprehensive and engaging learning experience, fostering improved proficiency in the acquisition of vocabulary.

Content Integrated Language Instruction for Adults, which incorporates research-based practices, has shown significant growth in vocabulary and comprehension of complex content (Aydin, 2021). Content Integrated Language Instruction for Adults, built on research-backed methodologies, has demonstrated notable progress in enhancing vocabulary and understanding complex subject matter. In the execution of this approach, teachers play a crucial role in ensuring a holistic and efficient learning experience for adult learners as they acquire language skills in the context of diverse content areas.

- *Comprehension Issues.* High school learners face various comprehension issues in reading. These issues include difficulties with vocabulary, main idea, inference, reference, and detailed information (Rizka et al., 2017). High school learners encounter a spectrum of comprehension challenges during reading, spanning difficulties in grasping vocabulary nuances, discerning main ideas, making inferences, understanding references, and extracting detailed information. Addressing these multifaceted issues requires targeted strategies and support to foster a comprehensive improvement in their reading comprehension skills.

The use of the first language, culturally disparate schemata, and a lack of vocabulary knowledge are all issues that English language learners must contend with when trying to improve their reading comprehension skills in the language (n.a., 2023). English language learners face challenges in enhancing their reading comprehension skills due to factors such as reliance on their first language, cultural differences in schemata, and a limited vocabulary. Overcoming these hurdles necessitates targeted interventions that bridge linguistic and cultural gaps, fostering a more effective development of reading comprehension within the English language.

In comprehension, listening is believed to be the most challenging of the four macro language skills (Thao et al., 2020). In the realm of language skills, comprehension, especially for high school learners, identifies listening as the most challenging among the four macro skills. This difficulty arises from the dynamic nature of auditory input, necessitating learners to process spoken information in real-time, grasp nuances, and comprehend the intended meaning within the broader linguistic context.

The most difficult type of reading comprehension question faced by the learners was an inference question, and this type of question was also classified into difficult questions based on the index of difficulty formula (Zuhra, 2015). For learners, the most formidable type of reading comprehension question is the inference question, which is classified as difficult based on the index of difficulty formula. This implies that the skill of making insightful deductions or drawing conclusions from the text poses a heightened cognitive demand and represents a notable challenge for learners.

- *Learning Disabilities.* It is important for teachers to be aware of the differences between learning difficulties and disabilities and to provide multi-tiered support and interventions, including slowing the pace of instruction, constant review, and incorporating multisensory support (Hove and Phasha, 2023). Teachers play a crucial role in recognizing the distinctions between learning difficulties and disabilities, necessitating them to implement multi-tiered support and interventions. These interventions may involve adjusting the pace of instruction, ensuring continuous review, and integrating multisensory support to cater to diverse learning needs and facilitate effective educational outcomes.

Inclusive education policies aim to accommodate and accept learners with learning disabilities in mainstream classrooms, but challenges such as overcrowding, time constraints, and lack of parental involvement can impede their inclusion (Ying, 2023). Inclusive education policies strive to integrate learners with learning disabilities into mainstream classrooms, promoting an inclusive environment. However, challenges like overcrowded classrooms, time constraints, and limited parental involvement can hinder the effective implementation of these policies and impact the quality of inclusive education for learners.

Collaborative efforts between teachers, doctors, psychologists, and educators are crucial for accurate diagnosis, prescription, treatment, and educational interventions for learners with learning disabilities (Shifan, 2022). Effective collaboration among teachers, doctors, psychologists, and educators plays a pivotal role in ensuring accurate diagnosis, prescription, treatment, and tailored educational interventions for learners with learning disabilities. This collaborative approach enhances the holistic support system, addressing the diverse needs of learners and promoting their overall well-being within the educational context.

Learning disabilities (LD) refers to cases in which an individual experiences lower academic ability as compared to the normal range of intelligence, visual or hearing impairment, or an inability to perform learning (Hyeonmi, 2022). Learning disabilities (LD) refer to conditions where individuals demonstrate academic abilities below the normal range of intelligence, often involving challenges related to visual or hearing impairment or difficulties in performing specific learning tasks. Accurate identification and tailored interventions, involving collaborative efforts between teachers, doctors, psychologists, and educators, are crucial for supporting learners with LD in their educational journey.

- *Reading Motivation.* Several studies have examined learners' motivation in reading instruction. In Vietnam, a case study found that learners' motivation for learning reading was influenced by their ideal L2 self, instrumentality-promotion, and instrumentality-prevention (n.a., 2023). In a Vietnamese case study exploring learners' motivation in reading instruction, it was revealed that their motivation was intricately linked to their ideal second language (L2) self, with considerations for both instrumentality-promotion and instrumentality-prevention playing significant roles. Understanding these motivational factors provides insights into designing effective reading instruction strategies that align with learners' aspirations and perceived outcomes in the language learning process. Another study in junior high school learners identified problems in reading efficacy and intrinsic motivation, and suggested solutions such as creating a sociocultural environment, allowing learners to choose their own reading materials, and implementing reward and punishment systems (Dony, 2023). The findings underscored the importance of fostering a supportive sociocultural environment, empowering learners to choose their reading materials, and employing appropriate reward and punishment systems to enhance their engagement and motivation in reading.

A study among grade 11 learners showed a high level of reading motivation, classroom climate, self-directed learning readiness, and task motivation, which were related to student performance (Maglangit and Limpot, 2022). Significant correlations were observed between high levels of reading motivation, positive classroom climate, self-directed learning readiness, task motivation, and enhanced student performance. These findings emphasize the importance of cultivating a conducive classroom environment and promoting self-directed learning to positively impact learners' motivation and academic outcomes in reading.

A qualitative study found that motivation and engagement played a significant role in learners' participation in reading activities, with high-interest and challenging materials, interactive learning environments, and quality instruction being important factors (Poudel, 2022). Motivation and engagement emerged as key factors influencing learners' active participation in reading activities. The research emphasized the importance of providing high-interest and challenging materials, fostering interactive learning environments, and delivering quality instruction to enhance learners' motivation and engagement in reading.

- *Access to Resources.* Open Educational Resources (OER) aim to provide learning opportunities for all learners, but the language level used in these resources can be a barrier for many. A study analyzed the readability of 200 OER courses in English and found that more than 86% of the courses require an advanced level of English proficiency (Rets et al., 2020). Open Educational Resources (OER) are designed to offer learning opportunities to a wide audience, but the language complexity in these resources often poses a barrier for many learners. An analysis of 200 OER courses in English revealed that over 86% of the courses demand an advanced level of English proficiency, potentially limiting accessibility for diverse learners.

Another study focused on cognitive accessibility and presented a web system that detects complex words in Spanish texts and provides synonyms, definitions, and pictograms to improve understanding (Moreno et al., 2020). Cognitive accessibility is addressed through the introduction of a web system designed to identify complex words in Spanish texts, providing synonyms, definitions, and pictograms to enhance comprehension. This study underscores ongoing efforts to improve the cognitive accessibility of learning materials for Spanish-speaking learners.

The accessibility of digital learning resources (DLR) was also analyzed, revealing a need for standardization and implementation of accessibility solutions, such as audio description, sign language translation, subtitles, and alternative text (Almeida, 2022). An examination of the accessibility of digital learning resources (DLR) highlighted the necessity for standardization and the integration of accessibility features. These features include audio description, sign language translation, subtitles, and alternative text to ensure a more inclusive learning environment for all learners. Recommendations were provided for authors of OER to make them more accessible for people with learning disabilities (Martins, 2020). Recommendations were provided for authors of OER to make them more accessible for learners with diverse needs, including those with learning disabilities. These suggestions aim to ensure that OER materials cater to a broad range of learners and accommodate various learning preferences.

- *Reading Instruction.* Reading instructions for learners have been examined in several studies. One study focused on instructional strategies to improve reading skills among learners with intellectual disabilities (Udeme, 2022). Various studies have explored reading instructions for learners, with a specific focus on enhancing reading skills among those with intellectual disabilities.

One such study delved into instructional strategies tailored to address the unique needs of learners facing intellectual challenges. Another study investigated the effects of instructing EFL learners in the use of reading strategies on their reading performances (Valizadeh, 2021). A separate study focused on the impact of instructing English as a Foreign Language (EFL) learners in the utilization of reading strategies on their reading performances. This research aimed to understand how explicit guidance on reading strategies influences the overall reading proficiency of EFL learners.

An experimental study explored how the emotions of hope or hopelessness experienced during reading affect comprehension and prediction accuracy (Prinz-Weiß, 2023). An experimental study involving learners explored how the emotions of hope or hopelessness experienced during reading affect comprehension and prediction accuracy, aiming to understand the connection between emotional states and cognitive processes.

Additionally, a study examined the status of reading instruction among graders in elementary schools and found correlations with factors such as family income and multimedia availability at home (Callao and Uy, 2020). The inquiry specifically examined the condition of reading instruction for elementary school learners, uncovering associations with factors such as family income and the availability of multimedia resources at home. The findings highlighted correlations between these elements and the calibre of reading instruction, pointing to potential inequalities in educational opportunities.

- *Technology Distractions.* Technology distractions can have negative consequences on student learning (Colliot, 2022). These distractions may lead to reduced attention spans, decreased engagement with educational content, and ultimately hinder the effectiveness of the learning process. Educators need to be aware of these challenges and implement strategies to mitigate the impact of technology on learners' concentration and academic performance. Learners' engagement in digital distractions is closely connected to their motivation and emotions (Brady, 2022). When learners are not motivated or experience negative emotions, they may be more prone to succumb to digital distractions, impacting their ability to focus on educational tasks and hindering overall academic performance. Educators should consider addressing the emotional and motivational aspects of learning to help mitigate the impact of digital distractions on learners.

Smartphone-induced digital distractions present challenges and opportunities for educational outcomes (Hartley, 2022). The widespread use of smartphones among learners can present challenges by diverting their attention from learning tasks. However, it also creates opportunities for innovative and interactive learning experiences through educational apps, multimedia resources, and online collaboration. Teachers need to carefully navigate this digital landscape, ensuring that technology enhances, rather than hinders, learner's educational journey.

Technology distractions in English classes can be influenced by factors such as self-regulation, interest, learning-oriented goals, learning environment, and peer influence (Li, 2022). Learners' interaction with technology distractions in English classes is influenced by factors such as their self-regulation skills, level of interest, learning-oriented goals, the classroom environment, and peer influence. Understanding these aspects can offer valuable insights for educators in creating effective strategies to address distractions and promote an optimal learning atmosphere.

E. Synthesis

The literature highlights the challenges high school learners face in reading and underscores the importance of tailored approaches. Despite the recommendation of close reading by the Common Core State Standards, its efficacy for English language learners is limited, necessitating customization for diverse learner groups. Motivation emerges as a crucial factor, with English learners reporting decreased enthusiasm for reading tasks. Improving English reading involves targeted efforts, personalized instruction for foundational language skills, and leveraging technology, such as Content Integrated Language Instruction for Adults, to enhance vocabulary and comprehension.

F. Theoretical Lens

This study is grounded in the Phonological Processing Deficit Theory, introduced by G. Reid Lyon in the 1990s. According to this theory, difficulties in recognizing and manipulating spoken language sounds create obstacles in decoding and comprehending written words. Lyon's theory suggests that an impairment in the phonological processing skills essential for linking sounds to written symbols can significantly impact a student's reading abilities. By focusing on the auditory aspects of language, this theory provides a framework for understanding and addressing the root causes of reading difficulties.

In the context of the study focusing on teachers' perspectives on the reading difficulties of high school learners, the Phonological Processing Deficit Theory serves as a valuable framework. Teachers can use this theory to identify and understand the specific challenges students face in recognizing and manipulating sounds, which may be hindering their decoding and comprehension skills. By recognizing the role of phonological processing deficits, educators can tailor their instructional strategies to address these specific difficulties. This may involve implementing targeted interventions such as phonics-based activities, auditory discrimination exercises, and other techniques aimed at improving students' phonological processing skills. Additionally, the theory guides teachers in creating a supportive learning environment that accommodates the unique needs of students with reading difficulties, fostering a more effective and inclusive approach to literacy instruction.
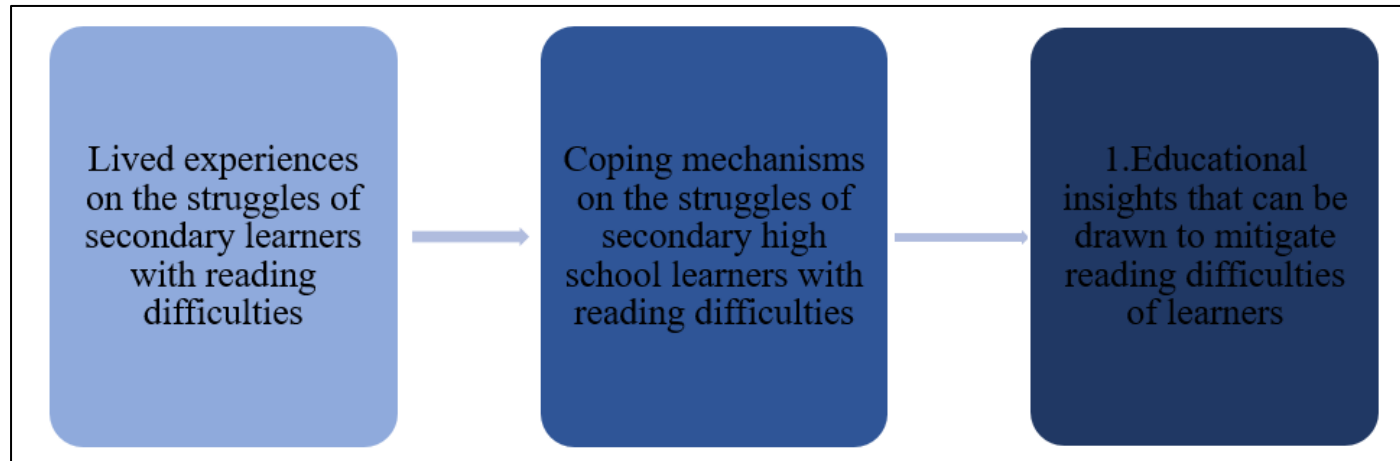

Fig 1: Conceptual Framework

CHAPTER TWO
METHOD

This section highlighted the method used in the study, encompassing philosophical assumptions, qualitative considerations, design and procedure, ethical considerations, the researcher's role, data collection, data analysis, analytical framework, and the trustworthiness of the study.

A. Philosophical Assumptions of the Study

The study is grounded in Phenomenological Assumptions, as defined by Cresswell (2014). These assumptions include the ontological premise, focusing on the essence of existence and its properties. The research focuses on teachers' perspectives, testing methodologies, and observations regarding the reading difficulties of secondary high school learners. An epistemological assumption is also evident, as subjective evidence is gathered from individual perspectives during the field study.

The researcher presented participants' quotes, offering a thorough analysis that documented their values, preconceptions, and the value-laden nature of field data through axiological inference. Recognizing the significance of information and acknowledging the potential for biases, the researcher ensured a nuanced understanding. The fourth aspect, technique, pertains to the procedures employed in the research process, and the researcher elaborated on the study's methodology in this chapter to reach these conclusions.

B. Qualitative Assumptions

The participants' views and sentiments were crucial in this study; hence, I utilized a qualitative research design to examine the reading difficulties of secondary high school learners. According to Creswell, "qualitative research is a type of educational study in which the researcher relies on the viewpoints of the participants; asks broad questions, explains, and analyzes these terms for themes" (2011). In a qualitative sample, data could be obtained through various methods.

Observations, interviews, questionnaires, and focus groups were employed to gather information from participants about their perceptions, thoughts, and expertise (Patton, 2003). Given the nature of the study's practice issue, qualitative approaches were the best way to collect and understand teachers' feelings and opinions, as data could be collected, organized, coded to create themes, labeled, and interpreted (Creswell, 2011).

Since it was helpful for teachers to implement and focus on elements based on the current situation, qualitative research was a perfect fit for this form of study. Qualitative analysis, according to Creswell (2011), helped a researcher investigate an issue in its natural environment, where evolving themes led to interpretations. The aim of the study's problem of practice was to discuss a variety of topics related to responses of teachers. For consideration and contemplation, a plethora of qualitative data appeared (Corbin & Strauss, 2008).

C. Design and Procedure

This study employed a qualitative research design, a strategy for examining and understanding the significance that individuals or groups attached to a social or human issue (Creswell, 2013). Data were collected in the participants' surroundings, and data processing evolved inductively from particular to broad themes, with the researcher's interpretations forming a crucial part of the research process. Emphasis was systematically placed on how people or groups of people could have diverse ways of perceiving reality, according to Hancock et al. (2009).

In the context of the research, the phenomenological technique was considered the most appropriate method for this type of investigation. Unlike positivists, phenomenologists argued that the researcher could not be removed from his or her own presuppositions and should not pretend otherwise (Creswell, 2013). Individual researchers "possessed explicit beliefs," according to Mauthner and Doucet (2003). The initial goal of this study was to acquire information about the viewpoints of research participants on the phenomena of teachers who had been exposed to new standard instructional modes.

➤ *Necessary Steps Were Undertaken in the Conduct of the Study, as Indicated Below*

- *Permission to conduct the study.* The researcher wrote a letter seeking permission from the Dean of the Graduate School to conduct the research study. Upon receiving the letter, the Dean of the Graduate School approved it. Subsequently, the researcher proceeded to secure a permit to conduct the study, obtaining the necessary authorization from the Office of the School principal and the class advisers.
- *Distribution and retrieval of the questionnaire.* Following the approval of the permit to conduct the study, sets of questionnaires were distributed to the respondents via Google Forms, utilizing the email addresses of school heads and teachers. The questionnaires were promptly retrieved after the respondents completed answering the questions, and the collected data were sent back to the researcher through email or messenger.

- *Collation and statistical treatment of the data.* The data were collated from Google Forms, and the process of collecting all the necessary submitted questionnaires took some time for the researcher. During the collation, it was identified that some submitted data were incomplete, leading to their rejection. Despite the presence of rejected and incomplete forms, the total number of respondents still met the required participant count, allowing the researcher to proceed with the statistical data analysis.

D. Ethical Considerations

Ethics are rules or guidelines for behaving in a way that distinguishes between right and wrong. It also aids in distinguishing between acceptable and undesirable behavior. In a research project, ethical consideration is vital because it avoids data fabrication or falsification and so encourages the pursuit of knowledge and truth, which is the fundamental purpose of the researcher. To ensure the study's credibility, the researcher followed the research ethics guidelines, which included: (1) obtaining informed consent to have a list of names to use as the basis for selecting qualified study participants, as well as asking permission from potential participants and ensuring their full participation during the interview sessions, (2) One of the ethical considerations of the researcher maintained the anonymity of the information provided by the participants, which means respecting their thoughts and ideas and dictating the writing of their experiences correctly and truthfully in this study.

E. Research Participants and Sampling

The sample population comprised seven (7) teachers at public national high school in Davao City, selected for their involvement in teaching reading classes. The study aimed to identify strengths and areas for improvement in addressing the reading difficulties of secondary high school learners, with the intention of applying the findings to broader groups of educators and common teaching practices.

The choice of these seven teachers was driven by two primary reasons: firstly, all selected teachers were engaged in teaching reading classes, and secondly, their selection ensured that participants were exclusively from Talomo National High School. The limited number of teachers interviewed was necessitated by two factors: firstly, the need to secure a permit from the City Social Welfare and Development Office, and secondly, the possibility of a limited number of teachers handling reading classes at the school.

F. Role of the Researcher

The researcher's role in qualitative data collection was to seek a profound understanding of the ideas and feelings of the study participants. This proved to be a challenging task as it involved delving into topics that might be highly sensitive to the participants. Some events under investigation were fresh in the minds of the participants while revisiting past experiences could be emotionally challenging.

To safeguard the well-being of participants, clear mechanisms were articulated and approved by a relevant research ethics review board before the commencement of the research. The researcher took the initiative to seek advice from experienced qualitative practitioners before embarking on the project. Consequently, the primary responsibility of the researcher was to ensure the safety and confidentiality of both the participants and their data throughout the research process.

G. Data Collection

The following actions were taken during the data collection process. Firstly, a written request for authorization to conduct the study was sent to the Office of Division Superintendent. Once authorized, individual letters were sent to each participant's school. The researcher designed and face-validated a questionnaire for data collection. Qualitative data were obtained through in-depth interviewing (IDI), focusing on three primary questions: (1) the lived experiences of secondary learners with reading difficulties; (2) coping mechanisms for the struggles of secondary high school learners with reading difficulties; and (3) educational insights to mitigate reading difficulties. All interviews were audio-taped and subsequently transcribed verbatim. Thematic content analysis was employed to examine and analyze the participants' responses.

H. Data Analysis

The research intended to create a framework for evaluating teachers' paradigm changes in analyzing the reading difficulties of secondary high school learners. Thematic data analysis was used to find patterns of interest in the data, which proved to be a benefit of this research. The procedure for the investigation was as follows:

- *Thematic Content Analysis.* The study report correctly expressed the subjective meanings and social realities of the research participants, a major aspect of the analysis (Sutton 2015). Multiple meanings could exist in a text, and the researcher's efforts in the analysis phase were required to recognize them. Though there might have been some differences in the usage of the words "category" and "plot," meanings were expressed in terms of themes and their associated subdivisions as subthemes (Connely 2016). For data processing and interpretation, the study applied the content analysis approach. Qualitative evidence took the form of transcripts of interviews obtained from research participants or other identified texts that represented the subject of the study experimentally. The first step of the thematic review entailed the report being absorbed by reading and re-reading the interview transcripts to obtain an understanding of the information and a general interpretation of what was going on in the

study. Notes about the initial observations of the data were taken during the transcript reading. The findings were codified in the second level. Coding, as a method for identifying and coding key ideas in data that could contribute to the answers to research questions, was used. Original codes were developed while reading and re-reading the transcripts, commonly known as clear coding. By summarizing each unit on a line-by-line basis in a few words, the researcher made sense of it in this process.

The next step involved category searching. After creating codes to form categories, clusters or coding classes were created. The answers were arranged to form patterns that led to the questions. The reported responses were analyzed separately to achieve a more detailed understanding of the concept of human dignity. Data gathered through the analysis of documents were evaluated, and themes were produced. Data collected from interviews were transcribed, resulting in written and coded transcripts. Themes were also formed from interviews.

- *Triangulation.* According to Guion, qualitative researchers used triangulation to verify and establish validity in their studies (2002). This method was employed to verify claims or information gathered during the In-depth Interview for this article. Methodological triangulation in phenomenological research was very common among the five forms of triangulation. Interviewing, evaluation, record analysis, and other possible materials applicable to the research were all utilized.
- *Document analysis* - According to Guion, qualitative researchers use triangulation to verify and establish validity in their studies (2002). This approach was useful for verifying statements or data gathered during this article's in-depth interview. Methodological triangulation in case study analysis is one of the most common of the five types of triangulations. I interviewed, observed, recorded analysis, and any other research resources available to me.

I. Analytical Framework

The study's focus was on a set of assertions depicted in Figure 2 (Miles and Huberman, 1994). These ideas originated from the research questions or through the evaluation of data from various sources, such as the literature and/or surveys. The propositions were employed to guide the study's progress in two ways. First, they significantly assisted in framing the research questions, and they also served as the foundation for generating the initial codes during the analysis of study data.

Once the data collection process for any qualitative studies began, Yin (1994) suggested that the early analysis of the data was a critical step in the overall interpretation of the studies. Miles and Huberman (1994) outlined several methods that could be adopted in the early analysis of qualitative studies; however, no prescriptive practical recommendations were made as to which one to use. To aid in the early analysis of any qualitative studies, in this paper, a decision was made to use the 'Codes and Coding' technique. This technique was selected as it lent itself to linking the data back to the research questions and the propositions (Miles and Huberman, 1994). This ability to link the data to these respective components made the task of interpreting the output from the studies more intuitive.

According to Miles and Huberman (1994), the codes and coding technique analyzed qualitative study data using a case-oriented approach strategy known as 'partial ordered presentations.' This method enabled the rapid identification of segments related to the study topics as well as any relevant themes (Miles and Huberman, 1994:57). The procedure entailed establishing codes for use in case study data analysis and then coding the data. Codes were labels or tags used to assign units of meaning to data and to quickly identify segments related to the research questions and any relevant themes (Miles and Huberman, 1994:56).

The identification of these segments was facilitated by the creation of meta-matrices to assemble descriptive data from the different cases into a standard format. In essence, the process grouped all the condensed data together, allowing for comparisons to be made between them. Once these segments were identified, the analysis of any qualitative study data could be considered more straightforward (Miles and Huberman, 1994). The following steps were done, to wit:

- *Create a data repository.* This article was crafted in a manner that allowed for easy manipulation to analyze data from qualitative investigations. While word processors enabled rudimentary data manipulation, the preference for utilizing a database was established, as suggested above.

Forms were created. Following the definition and implementation of the proposed database schema using Microsoft Access, the subsequent step was to populate the respective tables with the data. However, before this occurred, and to ensure the most effective data entry, it was recommended to use a front-end application. Front-end applications allowed the data *to be entered via forms instead of entering it directly into the database tables.*

- *Codes and coding.* This procedure required organizing and handling the data by assigning 'tags' or 'labels' to the information gathered, a process commonly referred to as coding (Coffey and Atkinson, 1996).
- *Analyzing the coded data.* After completing the data entry and rationalizing the codes, the qualitative study data was analyzed. The nature of any relational database design was assisted in the analysis process, as the designer of the database was considered theoretical outputs from the database. This consideration occurs before the physical database is created, with the database designer contemplating the structure of the tables.

- *Final propositions.* The analysis of this qualitative data centered on the propositions and the rationalized codes (Figure 1). As outlined above, the propositions were derived from the research questions and the interpretation of data from various sources, including literature and/or surveys. Conversely, the rationalized codes were primarily generated during the actual coding of the 'chunks' of data from any qualitative studies.
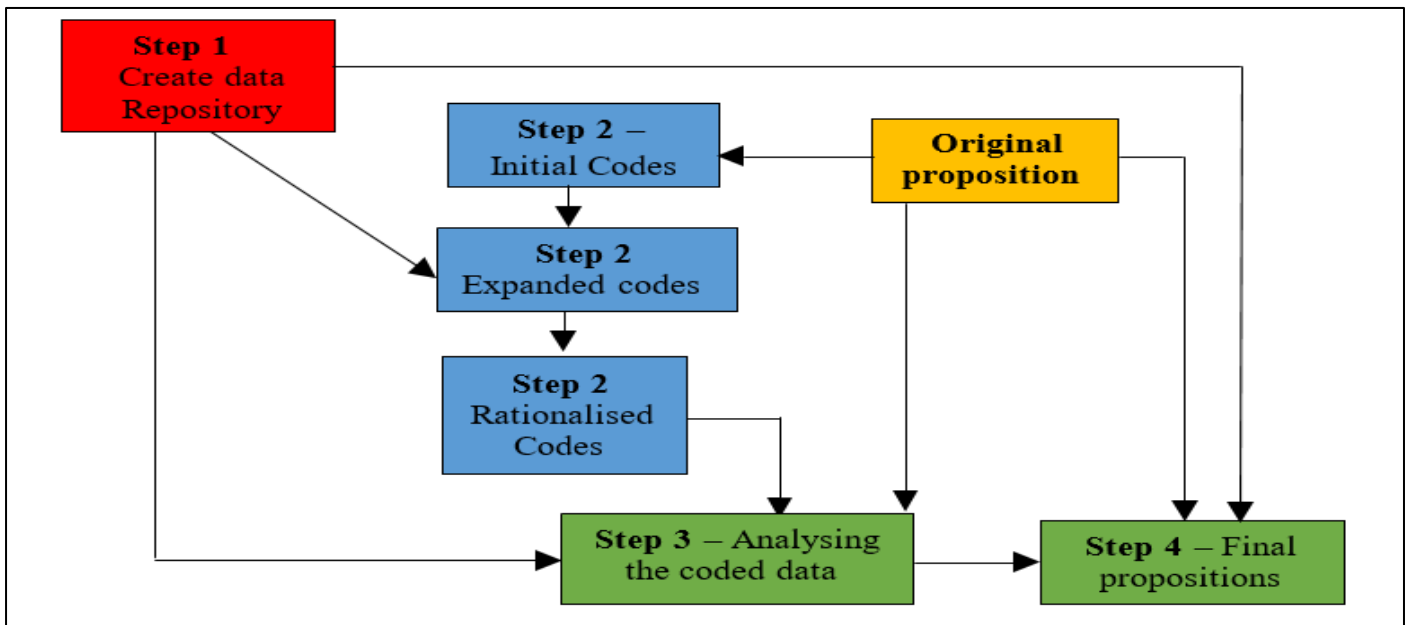

Fig 2: Analytical Framework of the Study

J. Trustworthiness of the Study

In a qualitative review, an evaluation of the research's rigor or trustworthiness was necessary, and the following criteria were achieved:

The term "credibility" refers to the qualitative researcher's belief in the accuracy of the test sample's discovery. To achieve this, the researcher used phenomenological analysis, a well-established research technique. Through interviewing recognized experts with the topic of the interview guide, the well-established methodology that gained legitimacy in the phenomenological research method assisted in determining the most suitable interview question to be given to the participants.

Another way to generate credibility was to spend more time getting acquainted with the world and what it means to search for disinformation, create trust, and get to know the data to get rich data. The researcher defined those characteristics and elements that were most relevant to the topic or issue under review by continuous observation, which was concentrated on in detail. Various information was collected from participants during triangulation to verify answers received from another teacher.

The term "transferability" refers to how qualitative research means that the study's findings can be applied to other situations. The researcher ensured that ample contextual knowledge of the thesis was well reflected in this phase to be able to recognize the other readers. In a thick overview of the study results, not only the basic actions and relationships were described, but also how the conclusions were applicable to various specific situations and points of view of different readers.

The degree of neutrality was measured by confirmability. As the study was conducted, the researcher ensured that the review's findings were based on the participant's actual responses to the research questions, rather than any perceived methodological bias or personal motives. The record of the research process was held in the journal. As the researcher, ensuring that the analysis' findings were based on the participant's actual responses to the interview questions, not on any perceived research bias or personal motives.

Lastly, the degree to which other participants could replicate the study and the findings could be contested was referred to as reliability. The researcher understood that this research study could be repeated. They were responsible for creating all of the notes, including raw data, study notes, coding notes, method notes, and reporting on research process decisions, research team meetings, retrospective reflections, sampling, implementation of research materials, appearance of results, and data management information. This clarified the direction of the study.

CHAPTER THREE
RESULTS AND DISCUSSION

This chapter highlights the results and discussion of the study. Themes are extracted based on participants' responses to each question. The lived experiences, their coping mechanisms, and the educational insights of the secondary high school learners on their struggles with reading difficulties.

A. *Lived Experiences on the Struggles of Secondary High School Learners with Reading Difficulties*

Figure 3 showcases the lived experiences of secondary learners with reading difficulties. Understanding the lived experiences of secondary learners facing reading difficulties is crucial for ensuring educational continuity, particularly as teachers experience the struggles of their learners with reading difficulty. The discussion is focused on reading difficulties in secondary learners, weak vocabulary and language skills, comprehension issues, learning disabilities, lack of reading motivations, difficulty with reading instruction, and technology distractions were among the themes crafted based on the transcripts during the in-depth interview. Further, this section explicitly exposes the emotions and experiences of teacher-participants as they unravel through the course of the interview.

Reading Difficulties in Secondary Learners. The first main theme under the lived experiences of teachers on the struggles of secondary learners with reading difficulties is reading difficulties in secondary learners. Beyond the classroom, these challenges affect various aspects of their academic lives, impacting subject understanding, assignment completion, and assessments. The emotional toll can also erode confidence and well-being. Addressing these issues requires a collaborative, multifaceted approach involving teachers, parents, and professionals. Implementing targeted interventions, differentiated instruction, and fostering supportive environments are crucial. By understanding the nuanced experiences of teachers to learners with reading difficulties, educators can tailor approaches for a more inclusive and effective educational environment.

Observing the evident struggles of secondary learners in decoding specific words signifies the tangible challenges associated with their reading difficulties. This visible struggle underscores the pressing need for targeted interventions and instructional strategies that address the nuanced aspects of decoding, comprehension, and fluency within the secondary education context. Recognizing these challenges allows educators to tailor their approaches, implementing personalized interventions that cater to individual needs. It emphasizes the importance of creating a supportive and inclusive environment where secondary learners feel empowered to overcome these hurdles, fostering a positive impact on their overall reading proficiency and academic success.

The availability of reading materials is lacking because It plays a crucial role in shaping the reading experience of secondary high school learners. (P3, IDI, L98-100)

The scarcity of reading materials significantly impacts the theme of reading difficulties among secondary high school learners. Access to diverse and suitable reading resources is crucial in shaping their reading experience. Without an adequate supply of materials, students with reading difficulties face challenges in developing essential skills such as decoding and comprehension. This shortage not only widens educational disparities but also hampers opportunities for targeted interventions. Addressing the availability of reading materials is essential for fostering an inclusive and supportive educational environment that empowers secondary learners to overcome their reading difficulties.

The lack of reading materials Is also a factor in reading difficulties… (P5, IDI, L156)

A shortage of reading materials stands out as a significant factor contributing to the reading difficulties encountered by secondary learners. The insufficient availability of diverse reading resources directly hinders their ability to practice and improve crucial reading skills. Limited access to materials constrains exposure to varied content, impeding the development of essential abilities like comprehension, fluency, and critical thinking. This scarcity not only obstructs academic progress but also diminishes the overall quality of the learning environment for secondary learners. It is imperative to address this issue through a collective effort to ensure an ample and diverse supply of reading materials, empowering secondary learners to overcome reading difficulties and cultivating a more supportive educational setting.

The statements of the participants support to the claims of a study which states that factors such as a lack of resources, socioeconomic factors, reading habits, reading strategies, psychological factors, cultural background barriers, reading interest, discourse barriers, grammar barriers, and vocabulary barriers contribute to these difficulties (n.a., 2023). Hurdles related to discourse, grammar, and vocabulary add layers of complexity to the overall landscape of addressing reading difficulties in an educational context. Additionally, teachers face challenges in teaching learners with reading difficulties, including low participation in class, unmet learning competencies, inadequate skills among content teachers, and the need for capacity building, intensification of reading intervention, and learning resources for reading (Jonalina et al., 2022). Instructors grappling with the task of teaching learners with reading difficulties encounter a range of challenges. These include issues like low student participation in class activities, unmet learning competencies, a lack of sufficient skills among content teachers, and a pressing need for capacity building.

Weak Vocabulary and Language Skills. The second theme in the difficulties faced by secondary learners is their struggle with weak vocabulary and language skills. Beyond the classroom, these language difficulties affect different parts of their academic lives, impacting how they understand subjects, complete assignments, and perform in assessments. This challenge takes an emotional toll, eroding their confidence and well-being. Addressing these issues requires collaboration between teachers, parents, and professionals. Essential steps include targeted interventions, differentiated instruction, and creating supportive environments. Understanding the nuanced experiences of secondary learners dealing with weak vocabulary and language skills allows educators to adapt their approaches, fostering a more inclusive and effective educational environment. These experiences were evident during the interviews conducted.

> Kung sila ay nagbabasa ng isang kuwento minsan hindi kaagad nila maiintindihan dahil mayroong mga salita na mahihirap at hindi nila alam ang kahulugan. (P4, IDI, L114-116)
> (If they are reading a story, sometimes they won't immediately understand because there are difficult words, and they don't know their meanings.)

The observation that students may find it challenging to understand a story due to difficult words and unfamiliar meanings carries significant implications for the theme of weak vocabulary and language skills. It emphasizes the direct link between encountering complex vocabulary and the obstacles it creates for comprehension. Secondary learners with limited vocabulary not only struggle with decoding unfamiliar words but also face difficulties grasping the broader narrative. This underscores the critical need to address vocabulary deficiencies as a foundational element in improving language skills among secondary students. Interventions geared towards expanding and fortifying vocabulary can play a crucial role in enhancing reading comprehension and overall language proficiency.

> As we all know voca,bulary and language skills are fundamentals in language learning. (P5, IDI, L141-142)

In the context of weak vocabulary and language skills within the theme, it underscores the potential hindrance these deficiencies pose to the overall language learning experience of secondary learners. Insufficient vocabulary and language skills can impede comprehension, hinder effective communication, and limit the ability to engage with academic content. Addressing these weaknesses becomes paramount for educators and stakeholders in providing targeted interventions and support to enhance the language skills of secondary learners, thereby facilitating a more robust foundation for their overall language-learning journey.

> It slows them down and they might have to guess what the text means based on the surrounding words. (P6, IDI, L172-173)

When individuals experiencing reading difficulties encounter a deceleration in their reading pace, it prompts a heightened dependence on contextual clues. This means that, faced with unfamiliar terms, they may resort to making educated guesses about the meaning of the text by taking into account the words surrounding those unfamiliar terms. The challenge lies in the fact that this approach might not always yield accurate understanding, as context-based guesses may not capture the precise nuances intended by the author. Consequently, the observed deceleration in reading not only reflects the struggle to navigate texts efficiently but also underscores the complexity of comprehending content in a nuanced and accurate manner. Addressing this challenge requires targeted interventions to enhance reading strategies and comprehension skills, ensuring a more robust foundation for effective engagement with written material.

Vocabulary and language skills are fundamental in language learning. Teachers need to discover learners' preferences, needs, and interests to enhance effective English as a Second Language (ESL) learning (Harwati, 2023). Mastering vocabulary and language skills is foundational in the process of learning a new language. Teachers must actively identify and cater to learners' preferences, needs, and interests to optimize the effectiveness of English as a Second Language (ESL) instruction.

Different learners use a variety of vocabulary learning strategies, and integrating technology can have a beneficial effect on vocabulary acquisition in a second language (Lyn et al., 2022). Learners employ diverse strategies for learning vocabulary, and the integration of technology into language instruction has demonstrated a positive impact on second language vocabulary acquisition. The varied approaches adopted by learners, coupled with the effective incorporation of technology, contribute to a more comprehensive and engaging learning experience, fostering improved proficiency in the acquisition of vocabulary.

Comprehension Issues. The third theme under the lived experiences of the struggles of secondary learners with reading difficulties is comprehension skills. This struggle has a pronounced emotional impact, diminishing their confidence and overall well-being. Effectively addressing these challenges necessitates collaborative efforts among teachers, parents, and professionals, with crucial measures including targeted interventions, differentiated instruction, and the establishment of supportive learning environments. Grasping the nuanced experiences of secondary learners grappling with weak vocabulary and language skills empowers educators to tailor their approaches, contributing to the creation of a more inclusive and effective educational environment—a dynamic that became apparent during the conducted interviews.

The process of comprehending tends to be slow 2682hilippies hard to understand. (P1, IDI, L18-19)

Individuals may face challenges in grasping and understanding information at a pace that is slower than typical or with difficulty. This observation suggests that there might be a need for tailored instructional strategies and interventions to support those who experience slow or challenging comprehension. In the context of the theme of reading difficulties among secondary learners, this highlights the critical importance of addressing and enhancing comprehension skills. Educators should employ methods that accommodate varied comprehension speeds and difficulties, fostering an inclusive learning environment that ensures all students can effectively engage with and understand the material presented.

…understanding of words and ideas and reading speed and fluency are some of its difficulties. (P2, IDI, L63-64)

The acknowledgment that understanding of words and ideas, as well as reading speed and fluency, pose challenges for secondary learners implies a critical need for targeted interventions and instructional strategies to enhance their comprehension skills. To address these difficulties, educators should implement approaches that focus on improving vocabulary, fostering a deeper understanding of complex ideas, and developing reading fluency. By addressing these specific aspects of comprehension, educators can contribute significantly to the overall academic success and well-being of secondary learners facing challenges in these areas.

Most of the learners' challenges are struggling to understand the reading texts. (P3, IDI, L91)

The statement highlights a predominant challenge among learners, namely, struggling with the comprehension of reading texts. This underscores a notable deficiency in their ability to grasp the meaning of written material. In the context of the theme, it emphasizes the urgency of addressing and improving comprehension skills among secondary learners. Employing focused strategies like explicit instruction, guided reading, and creating a supportive reading atmosphere becomes essential to overcome the hurdles associated with understanding written texts. By recognizing and addressing these comprehension difficulties, educators can play a pivotal role in enhancing the overall educational experience for secondary learners.

High school learners face various comprehension issues in reading. These issues include difficulties with vocabulary, main idea, inference, reference, and detailed information (Rizka et al., 2017). High school learners encounter a spectrum of comprehension challenges during reading, spanning difficulties in grasping vocabulary nuances, discerning main ideas, making inferences, understanding references, and extracting detailed information.

This difficulty arises from the dynamic nature of auditory input, necessitating learners to process spoken information in real-time, grasp nuances, and comprehend the intended meaning within the broader linguistic context. The most difficult type of reading comprehension question faced by the learners was an inference question, and this type of question was also classified into difficult questions based on the index of difficulty formula (Zuhra, 2015). For learners, the most formidable type of reading comprehension question is the inference question, which is classified as difficult based on the index of difficulty formula. This implies that the skill of making insightful deductions or drawing conclusions from the text poses a heightened cognitive demand and represents a notable challenge for learners.

Learning Disabilities. The fourth theme under the lived experiences on the struggles of secondary learners with reading difficulties is learning disabilities. Teachers experienced that secondary learners grappling with learning disabilities face unique challenges that significantly influence their educational journey. Navigating the intricacies of reading difficulties requires a tailored approach by educators who must adapt their teaching methods to accommodate diverse learning needs. Addressing the theme of learning disabilities involves recognizing the multifaceted nature of reading difficulties, empathizing with the struggles faced by secondary learners, and implementing effective strategies to foster a supportive and inclusive learning environment. These insights emerged prominently during interviews with secondary learners, shedding light on the nuanced aspects of their educational experiences with learning disabilities.

Students with disability may find reading difficult. They might struggle with words or understanding. (P6, IDI, L179-180)

Secondary learners with disabilities may encounter obstacles in reading, experiencing difficulties in both word decoding and comprehension. This observation aligns with the overarching theme of learning disabilities among secondary learners. As academic demands intensify in secondary education, those with learning disabilities may face heightened challenges in meeting expectations, particularly in subjects heavily reliant on reading skills. This struggle can adversely affect their overall academic performance, potentially leading to frustration and impeding their educational advancement. Consequently, addressing the unique needs of secondary learners with learning disabilities in reading becomes essential for creating an inclusive and supportive learning environment, ensuring they have equal opportunities for academic success.

Mayron talagang mga bata diagnosed na hindi talaga marunong magbasa. (P4, IDI, L121)
(There are indeed children who are diagnosed with difficulties in reading.)

The acknowledgment that there are indeed children diagnosed with difficulties in learning carries significant implications, despite progressing to higher levels of education, may continue to grapple with difficulties in learning, potentially impacting their overall academic experience. This recognition emphasizes the need for targeted interventions and support systems within secondary education to address these learning disabilities effectively. The statement serves as a poignant reminder that understanding and addressing the diverse needs of students with reading difficulties is integral to fostering an inclusive and supportive learning environment for all secondary students.

> …inadequate practice in reading such as poor vision, hearing improper directional of teaching such as fluency and stepping constantly with unfamiliar words. (P2, IDI, L70-72)

Sensory impairments can hinder a student's ability to comprehend written information effectively. Additionally, the reference to improper directional teaching, such as fluency and struggling with unfamiliar words, highlights instructional shortcomings that may further exacerbate learning difficulties. This implies that a lack of adequate teaching methods and support could be a significant factor in the development of learning disabilities among secondary students. These issues collectively underscore the need for comprehensive strategies that address not only the students' challenges but also the educational system's role in fostering a conducive learning environment for those with reading-related disabilities.

It is important for teachers to be aware of the differences between learning difficulties and disabilities and to provide multi-tiered support and interventions, including slowing the pace of instruction, constant review, and incorporating multisensory support (Hove and Phasha, 2023). Teachers play a crucial role in recognizing the distinctions between learning difficulties and disabilities, necessitating them to implement multi-tiered support and interventions. These interventions may involve adjusting the pace of instruction, ensuring continuous review, and integrating multisensory support to cater to diverse learning needs and facilitate effective educational outcomes. Inclusive education policies aim to accommodate and accept learners with learning disabilities in mainstream classrooms, but challenges such as overcrowding, time constraints, and lack of parental involvement can impede their inclusion (Ying, 2023).

Collaborative efforts between teachers, doctors, psychologists, and educators are crucial for accurate diagnosis, prescription, treatment, and educational interventions for learners with learning disabilities (Shifan, 2022). Effective collaboration among teachers, doctors, psychologists, and educators plays a pivotal role in ensuring accurate diagnosis, prescription, treatment, and tailored educational interventions for learners with learning disabilities. This collaborative approach enhances the holistic support system, addressing the diverse needs of learners and promoting their overall well-being within the educational context. Learning disabilities (LD) refers to cases in which an individual experiences lower academic ability as compared to the normal range of intelligence, visual or hearing impairment, or an inability to perform learning (Hyeonmi, 2022).

Lacking Reading Motivation. Within the broader exploration of the struggles faced by secondary learners dealing with reading difficulties, the theme of lacking reading motivation emerges as a pivotal aspect, marking the fifth theme. As we explore the lived experiences of these learners, the intricate interplay between reading motivation and the hurdles posed by academic demands unfolds, shaping a narrative that sheds light on the nuanced struggles within secondary education. This theme strives to unravel the multifaceted layers of how the absence of reading motivation contributes to the overall landscape of challenges faced by these learners, enriching our understanding of their lived experiences and paving the way for targeted interventions and support.

> There are a lot of factors contributing to the lack of interest amongst learners – that includes time, pressure, previous experiences and also the difficulty in reading itself. (P1, IDI, L25-27)

The lack of interest is not a singular issue but rather a confluence of factors. The mention of time constraints implies that students may feel overwhelmed by academic or extracurricular demands, leaving little room for leisurely reading. The pressure alluded to suggests that the expectations placed on students might be hindering their intrinsic motivation to engage with reading materials. Furthermore, the reference to previous experiences hints at potential negative encounters with reading, which could have sown seeds of disinterest. Lastly, the acknowledgment of the difficulty in reading itself raises concerns about the accessibility and appropriateness of reading materials. In the context of secondary students, addressing these factors becomes crucial for rekindling a passion for reading, as it goes beyond merely encouraging engagement 2683hilippes dismantling barriers that impede their reading motivation.

> The presence of the modern technology will also develop negative impact to learners because they will not read anymore. (P2, IDI, L73-74)

The assertion that the presence of modern technology will have a detrimental impact on learners, leading to a decline in reading habits, holds significant implications for the theme of lack of reading motivation among secondary students. As technology becomes increasingly pervasive in educational settings, there is a concern that students may prioritize digital distractions over traditional reading activities. The allure of interactive screens and instant information may contribute to a diminished motivation to engage in sustained reading. This shift could potentially hinder the development of crucial literacy skills and a deep understanding of complex

subjects. The challenge lies in finding a balance between incorporating technology into education and fostering a genuine enthusiasm for reading, addressing the broader issue of how to motivate secondary students to embrace and appreciate the value of literature amidst the distractions posed by modern technology.

> If the books are not interesting to read, this would be some factor that affects interest in reading. (P5, IDI, L154-155)

If the books provided to these students are not inherently interesting, it becomes a significant factor influencing their overall interest in reading. The correlation between the appeal of the material and the motivation to read is pivotal in fostering a love for literature among secondary students. In the context of lacking reading motivation, educators and curriculum planners should consider carefully selecting engaging and relevant reading materials. Recognizing the direct impact of book content on student interest can help address the root cause of motivational issues and encourage a more positive reading experience. By incorporating captivating and diverse literature into the curriculum, educators can inspire a genuine passion for reading among secondary students, ultimately contributing to a more motivated and enthusiastic learning environment.

Several studies have examined learners' motivation in reading instruction. In Vietnam, a case study found that learners' motivation for learning reading was influenced by their ideal L2 self, instrumentality-promotion, and instrumentality-prevention (n.a., 2023). In a Vietnamese case study exploring learners' motivation in reading instruction, it was revealed that their motivation was intricately linked to their ideal second language (L2) self, with considerations for both instrumentality-promotion and instrumentality-prevention playing significant roles. Understanding these motivational factors provides insights into designing effective reading instruction strategies that align with learners' aspirations and perceived outcomes in the language learning process.

Another study in junior high school learners identified problems in reading efficacy and intrinsic motivation, and suggested solutions such as creating a sociocultural environment, allowing learners to choose their reading materials, and implementing reward and punishment systems (Dony, 2023). The findings underscored the importance of fostering a supportive sociocultural environment, empowering learners to choose their reading materials, and employing appropriate reward and punishment systems to enhance their engagement and motivation in reading.

Difficulty with Reading Instruction. The sixth theme unveils a poignant narrative surrounding the challenges that secondary learners face in the realm of reading difficulties. As students progress through their academic journey, the ability to read fluently and comprehend complex texts becomes increasingly vital for success across various subjects. However, for a subset of learners, the path to mastering reading poses formidable hurdles. By examining the intersection of individual experiences and instructional methodologies, we gain a comprehensive understanding of the intricate dynamics that shape the journey of these learners, emphasizing the need for tailored strategies to address and alleviate the challenges they face in the realm of reading instruction.

> …the output varies and might not be targeted because of misunderstood instruction or it was not comprehended well. (P1, IDI, L12-13)

The statement implies that the outcomes produced by learners at the secondary level can vary due to challenges in understanding and correctly interpreting instructions. The suggestion is that the variability in performance is linked to issues such as misinterpretation of instructions or difficulties comprehending the material. This variation underscores the theme of learners struggling with reading instruction, emphasizing the importance of addressing reading comprehension difficulties among secondary students. It highlights the need to enhance learners' abilities to comprehend instructions effectively, as this has a direct impact on the accuracy and precision of their outputs. By focusing on improving reading comprehension skills, educators can contribute to the overall academic success of learners in secondary education.

> The presence of the modern technology will also develop negative impact to learners… (P2, IDI, L73-74)

While modern technology offers various tools and resources, its presence could potentially contribute to challenges in reading instruction. The proliferation of digital distractions, such as social media and online entertainment, may divert students' attention away from focused reading, hindering their comprehension and engagement with textual materials. Additionally, reliance on technological solutions might diminish traditional reading practices, affecting the development of essential literacy skills. The negative impact alluded to in the statement implies that, despite the advancements in educational technology, there is a need for careful consideration and balance to ensure that learners are not hindered in their reading instruction experiences.

> …devices can be a distraction to learning because this may reduce their attention span and decreased engagement in educational content. (P5, IDI, L166-167)

Using devices during learning can be problematic, leading to shorter attention spans and reduced engagement with educational content. This issue is particularly relevant to the challenges faced by secondary learners in reading instruction. The widespread presence of digital distractions, combined with existing difficulties in reading, can exacerbate learning struggles for secondary students. The constant lure of device connectivity may divert their attention from 2685hilippinl Reading tasks, creating a cycle of decreasing engagement and potential academic obstacles. Thus, addressing the impact of digital distractions becomes crucial for improving reading instruction and overall learning experiences among secondary students.

Reading instructions for learners have been examined in several studies. One study focused on instructional strategies to improve reading skills among learners with intellectual disabilities (Udeme, 2022). Various studies have explored reading instructions for learners, with a specific focus on enhancing reading skills among those with intellectual disabilities. One such study delved into instructional strategies tailored to address the unique needs of learners facing intellectual challenges. Another study investigated the effects of instructing EFL learners in the use of reading strategies on their reading performances (Valizadeh, 2021). A separate study focused on the impact of instructing English as a Foreign Language (EFL) learners in the utilization of reading strategies on their reading performances. This research aimed to understand how explicit guidance on reading strategies influences the overall reading proficiency of EFL learners.

An experimental study explored how the emotions of hope or hopelessness experienced during reading affect comprehension and prediction accuracy (Prinz-Weiß, 2023). An experimental study involving learners explored how the emotions of hope or hopelessness experienced during reading affect comprehension and prediction accuracy, aiming to understand the connection between emotional states and cognitive processes. Additionally, a study examined the status of reading instruction among graders in elementary schools and found correlations with factors such as family income and multimedia availability at home (Callao and Uy, 2020). The inquiry specifically examined the condition of reading instruction for elementary school learners, uncovering associations with factors such as family income and the availability of multimedia resources at home. The findings highlighted correlations between these elements and the caliber of reading instruction, pointing to potential inequalities in educational opportunities.

Technology Distractions. In the continuum of educational exploration, the theme at hand marks the seventh instalment in our endeavour to dissect the intricate dynamics of student experiences. Themed "Technology Distractions as Lived Experiences on the Struggles of Secondary Learners with Reading Difficulties," this segment embarks on an insightful journey into the challenges faced by secondary learners. Focusing specifically on the impact of technology on those contending with reading difficulties, this theme unravels the profound and intricate interplay between modern digital devices and the educational struggles of these students. As we delve into the seventh chapter of our exploration, the aim remains steadfast – to unravel the layers of complexities inherent in the lives of secondary learners and contribute to a more comprehensive understanding of their unique experiences.

The use of digital devices and technology greatly impact the reading habits of secondary high school learners. (P3, IDI, L106-107)

As these students increasingly integrate digital tools into their daily lives, the potential for distractions multiplies. The ubiquity of smartphones, tablets, and other devices may divert attention from traditional reading practices, making it challenging for students to sustain focus on academic materials. Consequently, the theme of technological distractions becomes an inherent aspect of the educational journey for secondary learners, shaping the way they interact with and consume information, possibly impacting their overall learning experiences.

Dahil sa teknolohiya karamihan sa mga kabataan hindi na maronong bumasa dahil na aadik na sa mga onlime games. (P4, IDI, L130-131)
(Due to technology, most of the youth no longer know how to read because they are addicted to online games.)

The statement suggests that many young people today may struggle with reading because they are addicted to online games, highlighting the impact of technology on their learning experiences. This relates to the theme of technological distractions for secondary learners. As technology becomes more prevalent, it changes how students interact with educational content. The appeal of online games can divert their attention from traditional learning, affecting their ability to develop important skills like reading. This shift in focus could result in a generation that finds it challenging to understand the importance of literacy, affecting their academic performance. It's essential to address these distractions and strike a balance between educational engagement and recreational activities to ensure a well-rounded learning experience in the digital age.

Using phones and technology can affect how high school students read. (P6, IDI, L196)

this phenomenon underscores the pervasive influence of digital devices on academic pursuits. The omnipresence of smartphones and other technological gadgets creates an environment where students are constantly exposed to potential distractions, disrupting their focus on reading and comprehension. The integration of technology into daily life has transformed the educational landscape, presenting both opportunities and challenges. As secondary learners navigate their academic journeys, the omnipresence of technological distractions becomes a lived experience that shapes not only their reading habits but also their overall approach to learning, highlighting the need for effective strategies to balance technology use and academic engagement.

Technology distractions can have negative consequences on student learning (Colliot, 2022). These distractions may lead to reduced attention spans, decreased engagement with educational content, and ultimately hinder the effectiveness of the learning process. Educators need to be aware of these challenges and implement strategies to mitigate the impact of technology on learners' concentration and academic performance. Learners' engagement in digital distractions is closely connected to their motivation and emotions (Brady, 2022). When learners are not motivated or experience negative emotions, they may be more prone to succumb to digital distractions, impacting their ability to focus on educational tasks and hindering overall academic performance. Educators should consider addressing the emotional and motivational aspects of learning to help mitigate the impact of digital distractions on learners.

Smartphone-induced distractions in education present both challenges and opportunities (Hartley, 2022). While smartphones can divert learners' attention, they also offer innovative learning experiences through apps, multimedia, and online collaboration. Teachers must navigate this landscape to ensure technology enhances, not hinders, learning. Distractions in English classes are influenced by self-regulation, interest, goals, environment, and peer influence (Li, 2022). Understanding these factors guides educators in creating effective strategies to address distractions and promote an optimal learning atmosphere.
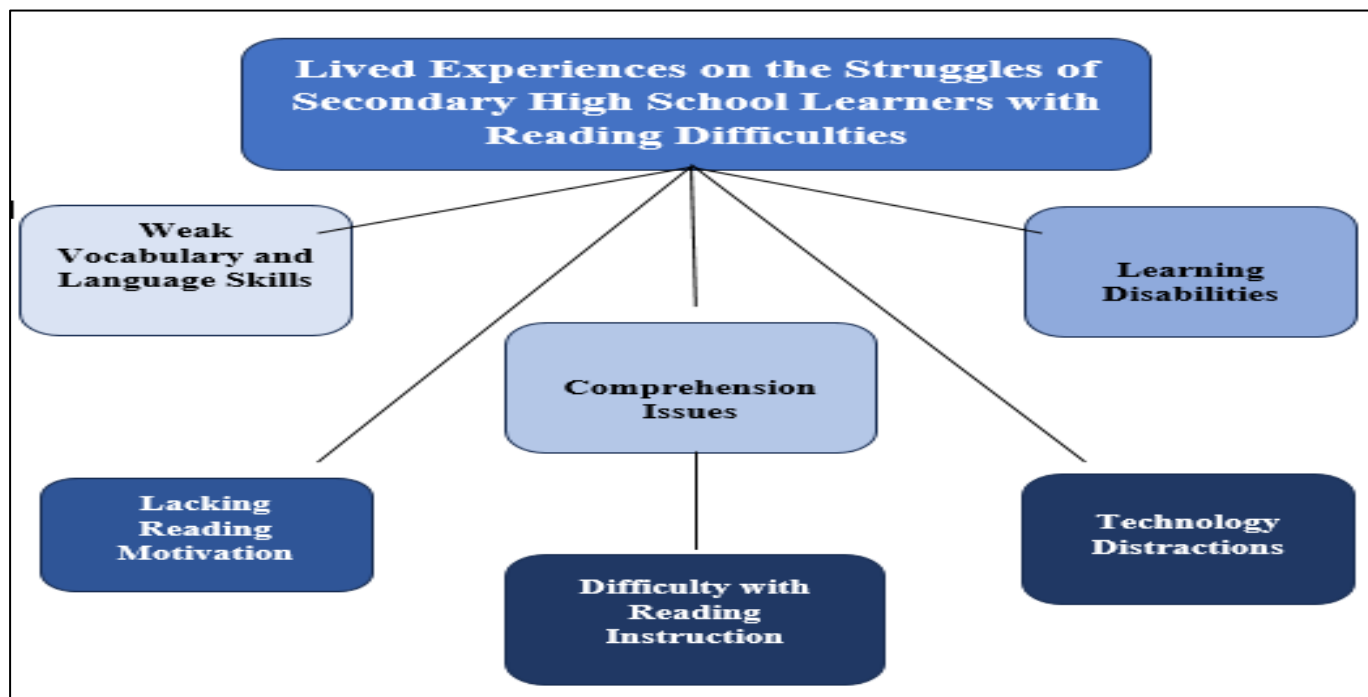

Fig 3: Emerging Themes on the Lived Experiences on the Struggles of Secondary Learners with Reading Difficulties

B. Coping Mechanisms on the Struggles of Secondary High School Learners with Reading Difficulties

Figure 4 showcases the coping mechanisms drawn from secondary high school teachers on the struggles of learners with reading difficulties. Comprehending the lived experiences of secondary learners grappling with reading difficulties is paramount for maintaining educational continuity, especially as they navigate the intricate terrain of employing coping mechanisms. The discussion is focused on *time management, active reading strategies,* and *multimodal learning resources.*

Time Management. In the realm of secondary high school education, where learners with reading difficulties grapple with distinct challenges, adaptive coping mechanisms are pivotal. Among these, time management emerges as a critical skill in their academic journey, particularly as they strive to overcome obstacles related to reading difficulties. This exploration marks the initiation of our discussion on coping mechanisms, shedding light on the vital role of time management as the first theme. It reveals a narrative of resilience and resourcefulness among secondary learners navigating academic hurdles. The statements below affirm the educational insights drawn:

Giving yourself a range of development help you decide targeting your reading goal. Allotting time and frequency to reading habit also affect your goals. (P1, IDI L216-217)

The statement emphasizes the significance of incorporating a range of development tools to effectively determine and achieve reading goals. By allowing oneself a spectrum of resources and methods for personal growth, individuals can tailor their approach to align with specific reading objectives. Moreover, the statement underscores the impact of time allocation and frequency in cultivating a consistent reading habit, indicating that these factors play a crucial role in the realization of one's goals. When contextualized within the theme of "Time Management as a lived experience of secondary learners," the implication becomes even more pronounced. Secondary learners, facing the demands of academics and extracurricular activities, must navigate a complex schedule. Integrating a diversified range of developmental strategies into their time management approach allows them to optimize their reading habits. A thoughtful allocation of time and consistent engagement with reading not only facilitates academic success but also enhances the overall learning experience for secondary learners, shaping their habits and goals in a dynamic educational environment.

During study time, I always turn off my phone or put it on a silent mode so that I can focus on studying. (P2, IDI L258-259)

The statement underscores a crucial aspect of effective time management within the lived experiences of secondary learners. By actively choosing to turn off the phone or switch it to silent mode during study time, the individual acknowledges the significance of minimizing distractions to enhance concentration and productivity. This intentional action reflects a conscious effort to allocate time efficiently and underscores the commitment to prioritize academic pursuits. In the context of the broader theme of Time Management as a lived experience for secondary learners, this practice exemplifies the proactive measures individuals employ to create a conducive environment for focused learning. It signifies a recognition of the potential impact of external factors on one's study routine and the deliberate steps taken to optimize time for educational en'eavors, thereby contributing to a more disciplined and effective approach to managing academic responsibilities.

I stop myself from using digital devices when I made clear goals for my study session, having schedules and short breaks during the sessions. (P3, IDI L283-284)

The statement suggests a proactive approach to time management among secondary learners, emphasizing the conscious decision to abstain from digital devices when clear study goals are set, schedules are established, and short breaks are incorporated into study sessions. This implies an awareness of the potential distractions posed by digital devices and a deliberate effort to mitigate their impact on the learning process. The individual recognizes the importance of focused study time, aligning with the theme of Time Management as a lived experience for secondary learners. This disciplined approach reflects a commitment to optimizing study sessions, fostering an environment conducive to learning, and acknowledging the challenges faced by students in managing their time effectively amidst the prevalence of digital distractions.

In today's busy world, time management skills for students are increasingly important (Australian Christian College, 2023). In the fast-paced and demanding environment of today's society, time management skills for students have become indispensable. With a myriad of academic responsibilities, extracurricular activities, and personal commitments, students face the challenge of balancing multiple aspects of their lives. Effective time management is not only about allocating sufficient time to academic tasks but also about prioritizing activities, setting realistic goals, and maintaining a healthy work-life balance. Developing these skills early on not only enhances academic performance but also fosters a sense of discipline and responsibility that proves valuable in future endeavors. Students who master time management are better equipped to meet deadlines, reduce stress, and make the most of their educational experience. As technology and distractions become more prevalent, instilling robust time management skills becomes an essential aspect of preparing students for the demands of the modern world. In essence, these skills empower students to navigate the complexities of their academic and personal lives with efficiency and resilience.

Active Reading Strategies. In the jurisdiction of secondary education, the challenges faced by high school learners with reading difficulties underscore the crucial need for effective coping mechanisms. Another one is the implementation of active reading strategies stands out as a key tool in empowering students to navigate and overcome obstacles associated with reading. Active Reading Strategies not only address the difficulties inherent in the reading process but also provide students with a proactive approach to engaging with and comprehending written material.

This introduction delves into the theme of coping mechanisms for secondary high school learners grappling with reading difficulties, marking it as the second theme. It sheds light on the significance of Active Reading Strategies as a transformative means to enhance comprehension, retention, and overall reading proficiency. As we explore the intricacies of these strategies, we unveil a potential pathway for students to not only cope with their reading challenges but also develop essential skills that will empower them throughout their academic journey.

> In order to enhance our vocabulary, we should read more and scan dictionaries especially if we have found words difficult to understand. (P5, IDI L301-302)

By actively engaging with texts, secondary learners not only improve their comprehension skills but also enhance their vocabulary. The act of reading more extensively enables them to expose themselves to diverse words and contexts, fostering a richer language acquisition experience. Simultaneously, consulting dictionaries when faced with unfamiliar terms serves as a proactive coping mechanism, empowering learners to independently decipher and understand complex language. In essence, the statement underscores the reciprocal relationship between active reading strategies and vocabulary enhancement, reinforcing the role of such strategies as valuable tools for secondary learners in navigating the intricacies of language comprehension and acquisition.

> I set goals for reading based on what I think I can do... Setting realistic goals helps me make progress and enjoy my reading journey. (P6, IDI, L328, L329-330)

The statement reflects the significance of goal-setting in fostering a positive reading experience. This mindset aligns with the theme of Active Reading Strategies as a coping mechanism for secondary learners. By actively engaging in goal-setting, students can tailor their reading objectives to their perceived capabilities, ensuring a realistic and attainable path for improvement. Such a proactive approach not only promotes a sense of control but also contributes to the2688hilippent of effective coping mechanisms for secondary learners. Through setting achievable goals, students can navigate the challenges of academic demands, making steady progress in their reading skills while simultaneously fostering a sense of enjoyment and accomplishment in their educational journey.

> Electronic textbooks and E-books – Digital formats of textbooks and books allow for customizable text and integrate features like search, annotation, and bookmarking that makes reading experiences better. (P3, IDI, L270-272)

The statement underscores the transformative impact of electronic textbooks and E-books on the reading experiences of secondary learners, aligning seamlessly with the theme of Active Reading Strategies as coping mechanisms. The digital formats not only provide the convenience of portability but also empower students with tools for active engagement with the content. Features such as customizable text, search options, annotation capabilities, and bookmarking enhance the overall reading experience, encouraging students to employ active reading strategies. By allowing learners to interact with the text, make notes, and easily locate information, electronic formats promote a dynamic and participatory approach to learning. Thus, the integration of these technologies serves as a supportive mechanism for secondary learners, fostering their ability to actively engage with educational materials and enhancing their comprehension and retention skills.

Reading is one of the essential skills students need to learn to succeed in school and college. However, not all students are good readers, and that is where reading strategies kick in, even among those who are, there are different types of good readers (Cruz, 2024). Reading stands as a cornerstone skill imperative for academic success in both school and college settings. Despite its fundamental importance, not all students naturally excel in this domain, leading to the crucial role played by reading strategies. These strategies become indispensable tools for students to navigate the diverse and often challenging texts encountered throughout their educational journey. In essence, the incorporation of targeted reading strategies not only assists struggling readers in overcoming obstacles but also recognizes and refines the unique strengths of accomplished readers, fostering a more inclusive and adaptive learning environment.

Multimodal Learning Resources. One promising avenue for addressing these struggles is the integration of Multimodal Learning Resources. As the third thematic pillar in the series of coping mechanisms, Multimodal Learning Resources encapsulate a diverse array of instructional materials that cater to various learning styles, combining visual, auditory, and interactive elements to facilitate a more comprehensive understanding of academic content. In the context of secondary high school learners grappling with reading difficulties, this approach recognizes the unique needs of individuals and seeks to provide a flexible and inclusive learning environment.

> …surfing the web to read blogs about sports-related stuff. It helps to have a variety of resources to widen your range of information. (P1, IDI, L226-228)

Engaging in web surfing to explore sports-related blogs exemplifies the utilization of multimodal learning resources as an effective coping mechanism for secondary learners. By actively seeking diverse online content, individuals enhance their understanding of sports through a combination of textual, visual, and potentially auditory materials. This approach transcends traditional learning methods by providing a dynamic and interactive learning experience. The exploration of blogs not only exposes learners to different perspectives and analyses but also cultivates a broader knowledge base. In the context of secondary education, where students often face various challenges, this multifaceted learning strategy can serve as a valuable tool for fostering resilience and adaptability. It empowers learners to navigate through a variety of information sources, promoting independent thinking and a more comprehensive grasp of sports-related subjects. Thus, the act of surfing the web for sports blogs reflects the broader theme of utilizing diverse multimodal resources to enhance the coping mechanisms of secondary learners in their educational journey.

The commonly used tools that I used in enhancing my reading skills are books, dictionaries, and digital books also. (P5, IDI, L306-307)

The statement underscores the diverse array of tools employed to enhance reading skills, including traditional resources like books and dictionaries, alongside modern digital books. This multifaceted approach aligns with the theme of multimodal learning resources as a coping mechanism for secondary learners. Embracing various tools, from conventional to digital, reflects an awareness of the evolving nature of education and the need for adaptability. In today's dynamic learning environment, secondary learners benefit from a blend of traditional and digital resources, fostering a comprehensive understanding of diverse subjects. This approach not only accommodates different learning styles but also equips students with the necessary skills to navigate a technologically driven world, showcasing the significance of embracing multimodal learning resources as a coping mechanism for the challenges faced by secondary learners.

I use tools that help me with reading. Things like dictionaries or apps that read text aloud can make it easier. (P6, IDI, L325-326)

The statement highlights the utilization of various tools, such as dictionaries and text-to-speech apps, to enhance the reading experience. This approach resonates with the theme of multimodal learning resources as a coping mechanism for secondary learners. In the realm of secondary education, students often face diverse challenges in comprehending and engaging with academic content. Embracing multimodal resources, which encompass a combination of visual, auditory, and interactive elements, becomes crucial for accommodating different learning styles and overcoming obstacles. By employing tools that cater to varied modalities, secondary learners can mitigate difficulties in reading, fostering a more inclusive and effective learning environment. This adaptive approach not only addresses individual needs but also aligns with the evolving landscape of education, emphasizing the importance of technology and diverse resources in supporting students' academic journeys.

Multimodal learning is teaching a concept through visual, auditory, reading, writing, and kinesthetic methods. It is meant to improve the quality of teaching by matching content delivery with the best mode of learning from the student (Litonjua, 2020). By employing a variety of teaching modes, educators can better cater to the diverse learning needs of students facing challenges in reading. This approach recognizes that not all students learn the same way and allows teachers to tailor their methods to individual preferences and strengths. Whether through visual aids, auditory cues, reading materials, writing exercises, or kinesthetic activities, teachers can provide a more comprehensive and adaptable learning experience. In doing so, multimodal learning becomes an effective strategy for teachers to support and enhance the educational journey of learners grappling with reading difficulties.
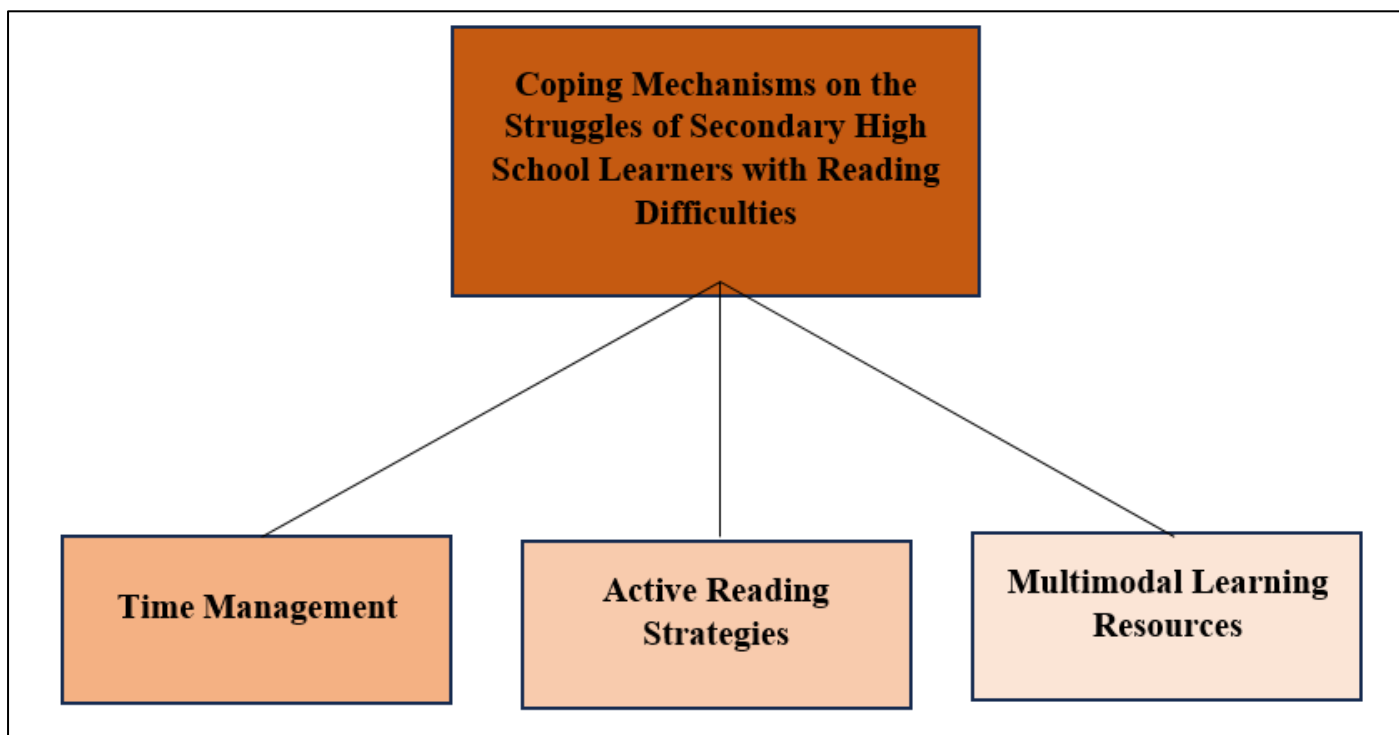

Fig 4: Emerging Themes of the Coping Mechanisms on the Struggles of Secondary High School Learners with Reading Difficulties

C. Educational Insights that can be Drawn to Mitigate Reading Difficulties of Secondary Learners

Figure 5 showcases the educational insights drawn from teachers to mitigate the reading difficulties of learners. The educator's insights are considered important to achieve educational continuity in line with their navigation in the complex landscape of multiple tasks. The discussion is focused on the Teaching Approach and Recognition of Diverse Learners, and Effective Encouragement Through Access to Books and Empowering Tools.

Teaching Approach and Recognition of Diverse Learners. This marks the first theme in our exploration of educational insights derived from the struggles faced by secondary learners. As we explore the challenges of these students, it becomes evident that tailored teaching methods are instrumental in fostering a more inclusive and effective educational environment. This theme underscores the significance of acknowledging and accommodating diverse learning needs, setting the stage for a comprehensive examination of the strategies that can make a positive impact on the academic journey of secondary learners facing reading difficulties.

Be more creative. Not all students are fast-learners. Find alternatives and make it more relevant to their attention.
(P1, IDI, L343-344)

The statement aligns with the theme of the Teaching Approach and Recognition of Diverse Learners, particularly in the context of secondary learners facing reading difficulties. It underscores the importance of adopting a flexible and innovative teaching approach that caters to the varied needs and abilities of students. By acknowledging that not all students grasp concepts quickly, educators can employ alternative methods and tailor their teaching strategies to captivate the attention of learners facing challenges in reading. This recognition promotes inclusivity and ensures that the educational experience is adapted to the diverse learning profiles within the secondary education system.

So as a reading teacher, our number goal is to help every child a reader, and in order to attain this goal we must have to guide them and teach them to become a successful reader in the future. (P2, IDI, L350-351)

The statement underscores the paramount objective of a reading teacher, which is to facilitate every child's journey toward becoming proficient readers. Implicit in this goal is the acknowledgment that achieving literacy requires guidance and instruction. This aligns with the broader theme of the Teaching Approach and Recognition of Diverse Learners, particularly as gleaned from the challenges faced by secondary learners grappling with reading difficulties. The implication is that a tailored and inclusive teaching approach is indispensable in addressing the diverse needs of students. By recognizing and understanding the unique hurdles faced by individual learners, educators can adapt their methods to nurture successful readers.

I advise the teachers to incorporate different strategies in reading. We must move beyond the traditional way and encourage the students an open communication in order for them to be encouraged. (P3, IDI, L355-357)

The statement underscores a crucial shift in the teaching approach, emphasizing the need for educators to diversify their strategies in addressing reading difficulties among secondary learners. The implication is that a departure from traditional methods is essential to cater to the diverse needs of students. By advocating for open communication, the advice suggests fostering an inclusive environment where students feel encouraged. This recommendation not only acknowledges the struggles faced by secondary learners in reading but also aligns with the broader theme of recognizing diverse learners. It highlights the importance of tailoring teaching methods to the individual needs of students, acknowledging that a one-size-fits-all approach may not effectively address the challenges encountered in secondary education. Embracing varied instructional strategies and fostering open communication contributes to a more inclusive educational environment, crucial for overcoming reading difficulties and promoting the overall academic success of diverse learners.

All classrooms need to cater to diverse learners. Teaching a classroom of 30 or more students makes it inevitable that you'll be responsible for individuals who span a broad spectrum of learning styles and abilities (Engage Education, 2020). Recognizing and addressing this diversity is crucial for creating an inclusive and effective learning environment. Learning styles can vary significantly, encompassing visual, auditory, kinesthetic, and other preferences. Additionally, students may possess varying levels of cognitive abilities, ranging from accelerated learners to those who may require additional support. As an educator, acknowledging and embracing this diversity entails employing a variety of teaching strategies, instructional materials, and assessment methods to cater to the individual needs of each student. This inclusive approach not only enhances the overall educational experience but also ensures that every student has an opportunity to thrive and succeed, despite the inherent variations in their learning profiles. Ultimately, the call for catering to diverse learners emphasizes the importance of fostering an educational setting that values and accommodates the unique strengths and challenges each student brings to the classroom.

Effective Encouragement Through Access to Books and Empowering Tools. Within the landscape of secondary education challenges, we explore the second theme. This theme is shaped by insights drawn from the hurdles faced by secondary learners dealing with reading difficulties. By concentrating on facilitating accessible books and empowering tools, we aim to discern the profound impact these measures can have on encouraging and supporting the educational journey of secondary learners. This

exploration underscores the significance of straightforward yet impactful interventions, highlighting the potential for positive transformation and academic success in the face of reading challenges.

> I advise the teachers to incorporate different strategies in reading. We must move beyond the traditional way and encourage the students an open communication in order for them to be encouraged. (P3, IDI, L355-357)

The statement underscores a crucial implication for enhancing the learning experience of secondary learners facing reading difficulties. The advice to teachers to incorporate diverse strategies in reading signifies a departure from conventional methods, suggesting a recognition of the need for more tailored approaches. By advocating for open communication, the statement emphasizes the importance of fostering an environment where students feel encouraged. This implication aligns with the theme of Effective Encouragement Through Access to Books and Empowering Tools for secondary learners with reading challenges. It implies that breaking away from traditional methods can pave the way for a more personalized and dynamic approach, incorporating resources that empower students to overcome difficulties. This approach, rooted in educational insights drawn from the struggles of secondary learners, emphasizes the significance of creating a supportive atmosphere that combines varied strategies, accessible literature, and empowering tools to foster a more effective and encouraging learning environment.

> Ang pagbibigay sa mga mag aaral ng access sa mga aklat na alam mong magugustuhan nila at maaari nilang kumonekta ay palaging magiging pinakamabisang paraan upang hikayatin ang mga mambabasa o mag aaral. (P4, IDI, L362-365)

> (Providing students access to books that you know they will enjoy and can relate to will always be the most effective way to encourage readers or learners.)

The statement underscores the profound impact of tailored access to books on fostering a love for reading and learning, particularly among secondary learners facing reading difficulties. Recognizing the struggles of these students, educational insights emphasize the significance of providing materials that not only align with their academic needs but also resonate with their interests and experiences. By ensuring access to books that students find enjoyable and relatable, educators can create a dynamic learning environment that transcends challenges and empowers learners. This approach not only addresses the specific hurdles faced by secondary learners in reading difficulties but also aligns with the broader goal of effective encouragement through the provision of empowering tools. Ultimately, such a strategy aims to transform the educational landscape by cultivating a genuine passion for learning among students who may have initially found reading to be a formidable obstacle.

> Allow students to ask questions if they find unfamiliar terms and allow them also to use tools like dictionaries or any apps that might help them understand the text. (P6, IDI, L374-376)

The statement emphasizes the importance of fostering a learning environment that encourages students to seek clarification and utilize resources when encountering unfamiliar terms. This approach aligns with the theme of effective encouragement through access to books and empowering tools for secondary learners facing reading difficulties. By allowing students to ask questions and providing them with the freedom to leverage tools such as dictionaries or educational apps, educators contribute to a more inclusive and supportive educational experience. This not only addresses the challenges faced by secondary learners with reading difficulties but also underscores the significance of incorporating diverse resources to enhance comprehension. The implication is that empowering students with the means to navigate and comprehend texts promotes a positive learning environment and facilitates their journey to overcome reading obstacles, aligning with the broader goal of effective encouragement in education.

To nurture a love of reading, schools should build a robust reading culture by providing diverse books, encouraging literature discussions, and organizing challenges (Hawthorne, 2021). Integrating technology enhances engagement, catering to various learning styles. Creating a meaningful reading experience fosters a genuine passion for literature in secondary learners, surpassing academic requirements and cultivating a lifelong appreciation for the written word.
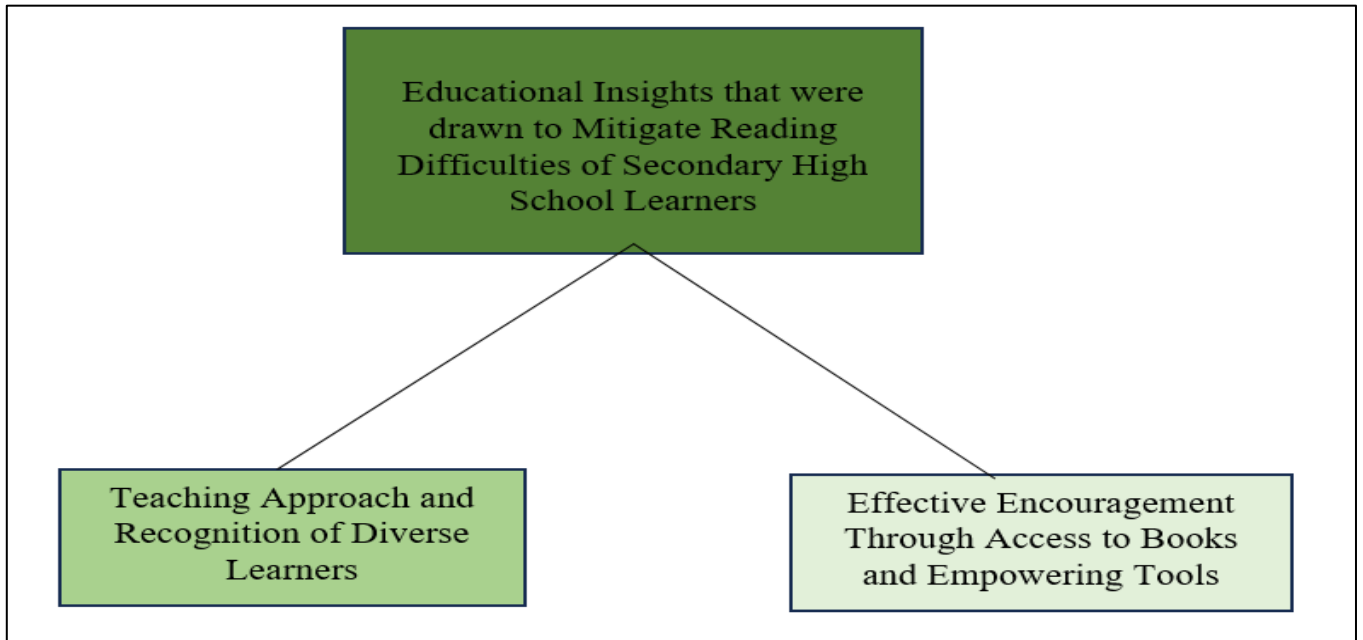
Fig 5: Emerging Themes of the Educational Insights that were Drawn to Mitigate Reading Difficulties of Learners

CHAPTER FOUR
IMPLICATIONS AND FUTURE DIRECTIONS

This section contains the study's summary of findings, implications, and future direction taken from the results and findings.

This study was conducted to generate the lived experiences of the struggles of secondary learners with reading difficulties in Talomo National High School. Also, the study explored participants' actions taken on overcoming struggles encountered. Moreover, through the participants' lived experiences, the suggested areas for improvement have been revealed.

A. Findings

This study used a qualitative research design notably to extract the responses of participants' experiences. In addition, in-depth interviews with the participants, who were (7) selected teachers in Davao City, were done to collect data. To summarize, the following are the study's primary findings: The lived experience of secondary learners facing themes like reading difficulties, weak vocabulary and language skills, comprehension issues, learning disabilities, lack of reading motivation, difficulty with reading instruction, and technology distractions are marked by daily challenges beyond academics. These learners navigate a complex educational landscape, often grappling with traditional teaching methods that may not fully meet their individual needs. Overcoming barriers becomes a continual effort, with each small achievement carrying significant emotional weight. Recognizing and addressing these themes is crucial for creating a supportive and inclusive learning environment that fosters resilience, motivation, and ultimately, academic success.

Coping mechanisms are essential for secondary high school learners dealing with reading difficulties, and three key themes emerge in addressing their challenges: time management, active reading strategies, and multimodal learning resources. Effective time management involves tailoring teaching approaches to diverse needs, and recognizing not all students grasp concepts quickly. Active reading strategies, including goal-setting and diverse teaching methods, prove crucial in promoting a positive learning experience. Embracing multimodal learning resources, such as electronic textbooks and online exploration, fosters engagement and adaptability. Together, these themes create a supportive environment, empowering learners to overcome reading obstacles and ensuring a well-rounded educational journey.

Educational insights to address reading difficulties align with the themes of the Teaching Approach and Recognition of Diverse Learners, as well as Effective Encouragement Through Access to Books and Empowering Tools. These insights emphasize the necessity of a flexible teaching approach, recognizing the diverse learning profiles within secondary education. The shift towards open communication and departure from traditional methods create an inclusive environment. Additionally, the insights stress the importance of providing diverse resources, like empowering tools and accessible literature, to support learners in overcoming reading challenges, contributing to a more dynamic and effective learning environment in line with the specified themes.

B. Implication

Secondary learners face decoding challenges, needing interventions in decoding, comprehension, and fluency. Limited access to diverse reading materials worsens difficulties, stressing the importance of accessible resources. Weak vocabulary hampers understanding, urging interventions for language proficiency. Relying on context and slow comprehension speeds calls for tailored instructional strategies.

Moreover, learning disabilities among secondary students require focused support for academic success. Sensory impairments and inadequate teaching contribute to learning difficulties, emphasizing the need for comprehensive strategies. Lack of interest in reading results from time constraints, pressure, negative experiences, and difficulty, highlighting the need for targeted interventions.

Further, Technology's impact on reading motivation requires balancing its use and fostering enthusiasm for literature. The appeal of reading materials significantly influences motivation, emphasizing the importance of engaging content. Variability in academic outcomes correlates with challenges in understanding instructions, emphasizing the need to address reading comprehension challenges.

Finally, Technological distractions during instruction reduce engagement, demanding a careful balance. Digital distractions impact attention spans, posing challenges for secondary learners. Online games contribute to reading struggles, emphasizing the need to address distractions and strike a balance. The pervasive influence of digital devices shapes students' learning approaches, underscoring the need for effective strategies to balance technology use and academic engagement.

In essence, the coping mechanisms of teachers emphasize the importance of using a variety of tools to achieve reading goals effectively. It highlights the impact of managing time well and consistently engaging in reading. When considering the experiences of secondary learners, who juggle academics and activities, using diverse strategies in time management optimizes their reading habits. Taking intentional steps, like turning off phones during study time, shows efforts to minimize distractions and prioritize learning. The statement also stresses the connection between active reading methods and improving vocabulary for secondary

learners. Goal-setting is seen as a positive reading approach, providing a sense of control. Additionally, electronic textbooks, E-books, and exploring sports blogs online are highlighted as valuable methods for secondary learners, promoting engagement and adaptability. Embracing various tools, both traditional and digital, showcases an adaptive approach to address challenges in their educational journey.

Highlighted in the insights is the importance of teachers adopting a flexible approach to help secondary learners with reading difficulties. It suggests that acknowledging different learning speeds and using alternative methods can make education more inclusive. The main goal is to guide every student to become proficient readers, requiring tailored teaching approaches that address individual needs. The advice encourages a departure from traditional methods and emphasizes open communication to create an inclusive and supportive learning environment. By using diverse strategies and resources like empowering tools and accessible literature, educators can make learning more effective and help students overcome reading challenges.

C. Future Directions

In the future, the Department of Education (DepEd) shall promulgate a policy that will promote a holistic approach to address reading difficulties. This involves tailored teacher training for flexible methods and the use of diverse resources, including technology.

For school administration, a proactive role involves fostering an environment that supports ongoing teacher training on effective strategies for addressing reading difficulties. This includes allocating resources to ensure that schools have access to diverse learning materials and technology to enhance literacy initiatives.

Teachers shall play a pivotal role in the future direction, requiring ongoing professional development to refine their skills in catering to diverse learning needs. The encouragement of collaborative teaching methods and the incorporation of innovative approaches within the classroom setting should be prioritized to create an inclusive and effective learning environment.

Learners shall be empowered to actively engage in their learning journey by utilizing available resources, setting goals, and embracing diverse reading strategies. Encouraging a positive mindset and providing platforms for learners to express their needs and challenges will contribute to a more supportive educational experience.

Future researchers shall focus on conducting in-depth studies to explore emerging trends, effective interventions, and evolving challenges related to reading difficulties. Research efforts should aim to contribute valuable insights that can inform policy development, teacher training programs, and innovative approaches to address the evolving landscape of reading difficulties in education.

THEMATIC ANALYSIS FOR RESEARCH OBJECTIVE 1

➢ *What are the Lived Experiences on the Struggles of Secondary Learners with Reading Difficulties?*

Significant Statements	Codes	Formulated Meanings
You can see their struggle in terms of reading a specific word…	P1, IDI, L18	The visible challenges secondary learners face when tackling specific words, a clear sign of reading difficulties.
If the availability of reading materials is lacking because it plays a crucial role in shaping the reading experience of secondary high school learners.	P3, IDI L98-100	the limited availability of reading materials significantly contributes to the reading difficulties experienced by secondary high school learners, as the availability of materials plays a crucial role in shaping their reading experience.
The lack of reading materials is also a factor to reading difficulties…	P5, IDI L156	Insufficient reading materials contribute to reading challenges for secondary learners.
Kung sila ay nagbabasa ng isang kuwento minsan hindi kaagad nila maiintindihan dahil mayroong mga salita na mahihirap at hindi nila alam ang kahulugan. (If they are reading a story, sometimes they won't immediately understand because there are words that are difficult, and they don't know their meanings.)	P4, IDI L114-116	Struggling readers may find it challenging to grasp a story right away, as unfamiliar and complex words hinder their immediate comprehension, revealing a difficulty in vocabulary and language skills.
As we all know that vocabulary and language skills are fundamentals in language learning.	P5, IDI L141-142	Recognizing the essential role of vocabulary and language skills in language acquisition, it is evident that a weak foundation in these areas can hinder effective learning and communication.
It slows them down and they might have to guess what the text means based on the surrounding words.	P6, IDI L172-173	It hinders their progress, forcing them to interpret the text through context due to inadequate vocabulary and language skills, thereby slowing down comprehension as they grapple with guessing the meaning from 2695hilippiding words.
The process of comprehending tends to be slow and sometimes hard to understand	P1, IDI L18-19	The gradual and occasionally challenging process of grasping information, often characterized by a sluggish pace and difficulty in understanding.
…understanding of words and ideas and reading speed and fluency are some of its difficulties.	P2, IDI L63-64	Comprehension challenges encompass difficulties in grasping the meanings of words and ideas.
Most of the learners' challenges are struggling to understand the reading texts.	P3, IDI L91	Comprehension hurdles primarily stem from the struggle to grasp the meaning embedded in reading texts, constituting a significant challenge for most learners.
Students with disability may find reading difficult. They might struggle with words or understanding.	P6, IDI L179-180	Learning disabilities can hinder students with disabilities, making reading challenging due to difficulties with words or comprehension.
Mayron talagang mga bata diagnosed na hindi talaga marunong magbasa. (There are indeed children who are diagnosed with difficulties in reading.)	P4, IDI L121	Some children are diagnosed with specific reading difficulties, highlighting the existence of learning disabilities in the realm of reading.
…inadequate practice in reading such as poor vision, hearing improper directional of teaching such as fluency and stepping constantly with unfamiliar words.	P2, IDI L70-72	Learning disabilities in reading may stem from factors like inadequate practice, such as poor vision or hearing, and improper teaching methods like lack of fluency instruction or consistent exposure to unfamiliar words.

There are a lot of factors contributing to the lack of interest amongst learners – that includes time, pressure, previous experiences and also the difficulty in reading itself.	**P1, IDI L25-27**	Numerous factors contribute to the waning interest in reading comprehension, encompassing time constraints, academic pressure, past negative experiences, and the inherent challenges of reading.
The presence of the modern technology will also develop negative impact to learners because they will not read anymore	**P2, IDI L73-74**	The prevalence of modern technology exacerbates the issue, leading to a detrimental impact on learners who may opt out of reading altogether due to the allure of digital distractions.
If the books are not interesting to read this would be some factor that affects interest in reading.	**P5, IDI L154-155**	The appeal of books plays a pivotal role, and if the content fails to captivate readers, it becomes a significant factor diminishing interest in reading comprehension.
…the output varies and might not be targeted because of misunderstood instruction or it was not comprehended well.	**P1, IDI L12-13**	The result may not align with the intended target due to misunderstood instructions or inadequate comprehension.
The presence of the modern technology will also develop negative impact to learners…	**P2, IDI L73-74**	The integration of modern technology can adversely affect learners, potentially hindering their educational progress.
…devices can be a distraction to learning because this may reduce their attention span and decreased engagement in educational content.	**P5, IDI L166-167**	Electronic devices may serve as distractions, leading to shorter attention spans and diminished involvement in educational materials, particularly impacting reading instruction.
The use of digital devices and technology greatly impact the reading habits of secondary high school learners.	**P3, IDI L106-107**	The influence of digital devices and technology significantly alters the reading behaviors of high school students.
Dahil sa teknolohiya karamihan sa mga kabataan hindi na maronong bumasa dahil na aadik na sa mga onlime games. (Due to technology, most of the youth no longer know how to read because they are addicted to online games.)	**P4, IDI L130-131**	Technology addiction, particularly to online games, has led to a decline in reading proficiency among the younger generation.
Using phones and technology can affect how high school students read.	**P6, IDI L196**	The use of phones and technology has observable effects on the reading habits of high school students, potentially affecting their overall reading experience.

Formulated Meanings	Themes
The visible challenges secondary learners face when tackling specific words, a clear sign of reading difficulties. The limited availability of reading materials significantly contributes to the reading difficulties experienced by secondary high school learners, as the availability of materials plays a crucial role in shaping their reading experience. Insufficient reading materials contribute to reading challenges for secondary learners.	Reading Difficulties in Secondary Learners
Struggling readers may find it challenging to grasp a story right away, as unfamiliar and complex words hinder their immediate comprehension, revealing a difficulty in vocabulary and language skills. Recognizing the essential role of vocabulary and language skills in language acquisition, it is evident that a weak foundation in these areas can hinder effective learning and communication. It hinders their progress, forcing them to interpret the text through context due to inadequate vocabulary and language skills, thereby slowing down comprehension as they grapple with guessing the meaning from surrounding words.	Weak Vocabulary and Language Skills

The gradual and occasionally challenging process of grasping information, often characterized by a sluggish pace and difficulty in understanding. Comprehension challenges encompass difficulties in grasping the meanings of words and ideas. Comprehension hurdles primarily stem from the struggle to grasp the meaning embedded in reading texts, constituting a significant challenge for most learners.	Comprehension Issues
Learning disabilities can hinder students with disabilities, making reading challenging due to difficulties with words or comprehension. Some children are diagnosed with specific reading difficulties, highlighting the existence of learning disabilities in the realm of reading. Learning disabilities in reading may stem from factors like inadequate practice, such as poor vision or hearing, and improper teaching methods like lack of fluency instruction or consistent exposure to unfamiliar words.	Learning Disabilities
Numerous factors contribute to the waning interest in reading comprehension, encompassing time constraints, academic pressure, past negative experiences, and the inherent challenges of reading. The prevalence of modern technology exacerbates the issue, leading to a detrimental impact on learners who may opt out of reading altogether due to the allure of digital distractions. The appeal of books plays a pivotal role, and if the content fails to captivate readers, it becomes a significant factor diminishing interest in reading comprehension.	Lacking Reading Motivation
The result may not align with the intended target due to misunderstood instructions or inadequate comprehension. The integration of modern technology can adversely affect learners, potentially hindering their educational progress. Electronic devices may serve as distractions, leading to shorter attention spans and diminished involvement in educational materials, particularly impacting reading instruction.	Difficulty with Reading Instruction
The influence of digital devices and technology significantly alters the reading behaviors of high school students. Technology addiction, particularly to online games, has led to a decline in reading proficiency among the younger generation. The use of phones and technology has observable effects on the reading habits of high school students, potentially affecting their overall reading experience.	Technology Distractions

➤ *What are the Coping Mechanisms on the Struggles of Secondary High School Learners with Reading Difficulties?*

Significant Statements	Codes	Formulated Meanings
Giving yourself a range of development help you decide targeting your reading goal. Allotting time and frequency to reading habit also affect your goals.	P1, IDI L216-217	Managing time and frequency dedicated to reading habits is crucial for achieving these goals.
During study time, I always turn off my phone or put it on a silent mode so that I can focus on studying.	P2, IDI	Switching off or silencing the phone during study sessions aids in maintaining concentration and minimizing distractions, contributing to effective time management.

I stop myself from using digital devices when I made clear goals for my study session, having schedules and short breaks during the sessions.	L258-259 P3, IDI L283-284	Establishing clear study goals, creating schedules, and incorporating short breaks while abstaining from digital devices enhance time management skills, fostering a more productive study session.
In order to enhance our vocabulary, we should read more and scan dictionaries especially if we have found words difficult to understand.	P5, IDI L 301-302	Engaging in extensive reading and consulting dictionaries when encountering unfamiliar words aids in improving language skills.
I set goals for reading based on what I think I can do... Setting realistic goals helps me make progress and enjoy my reading journey.	P6, IDI L328, L329-330	Establishing achievable reading objectives contributes to steady advancement and enhances the overall enjoyment of the reading process. Leveraging electronic textbooks and E-books with customizable text and advanced features such as search, annotation, and bookmarking enhances the active reading experience.
3 Electronic textbooks and E-books – Digital formats of textbooks and books allow for customizable text and integrate features like search, annotation, and bookmarking that makes reading experiences better.	P3, IDI, L270-272	
…surfing the web to read blogs about sports related stuff. It helps to have a variety of resources to widen your range of information.	P1, IDI, L226-228	Multimodal learning resources in the context of web surfing for sports-related content involve exploring diverse online sources such as blogs to broaden one's knowledge base.
The commonly used tools that I used in enhancing my reading skills are books, dictionaries, and digital books also.	P5, IDI, L306-307	Utilizing traditional and digital tools like books, dictionaries, and digital books plays a crucial role in enhancing reading skills within the realm of multimodal learning resources. Employing aids like dictionaries and text-to-speech apps is part of leveraging multimodal learning resources to facilitate and improve the reading process.
I use tools that help me with reading. Things like dictionaries or apps that read text aloud can make it easier.	P6, IDI, L325-326	

Formulated meanings	Themes
Managing time and frequency dedicated to reading habits is crucial for achieving these goals. Switching off or silencing the phone during study sessions aids in maintaining concentration and minimizing distractions, contributing to effective time management.	Time Management

Establishing clear study goals, creating schedules, and incorporating short breaks while abstaining from digital devices enhance time management skills, fostering a more productive study session.	
Engaging in extensive reading and consulting dictionaries when encountering unfamiliar words aids in improving language skills. Establishing achievable reading objectives contributes to steady advancement and enhances the overall enjoyment of the reading process. Leveraging electronic textbooks and E-books with customizable text and advanced features such as search, annotation, and bookmarking enhances the active reading experience.	Active Reading Strategies
Multimodal learning resources in the context of web surfing for sports-related content involve exploring diverse online sources such as blogs to broaden one's knowledge base. Utilizing traditional and digital tools like books, dictionaries, and digital books plays a crucial role in enhancing reading skills within the realm of multimodal learning resources. Employing aids like dictionaries and text-to-speech apps is part of leveraging multimodal learning resources to facilitate and improve the reading process.	Multimodal Learning Resources

➢ *What Educational Insights can be Drawn to Mitigate Reading Difficulties of Learners?*

Significant Statements	Codes	Formulated Meanings
Be more creative. Not all students are fast-learners. Find alternatives and make it more relevant to their attention.	**P1, IDI L343- 344**	Tailor your teaching approach creatively, recognizing not all students learn at the same speed. Seek alternatives and relevance to capture their attention effectively.
So as a reading teacher, our number goal is to help every child a reader, and in order to attain this goal we must have to guide them and teach them to become a successful reader in the future.	**P2, IDI L350-351**	As a reading teacher, prioritize the goal of making every child a reader. Guide and teach them with the aim of fostering successful reading skills for their future.
I advise the teachers to incorporate different strategies in reading. We must move beyond the traditional way and encourage the students an open communication in order for them to be encourage	**P3, IDI L355-357**	Encourage teachers to diversify reading strategies, moving beyond tradition. Promote open communication with students, creating an environment that encourages them to engage with the material.
Ang pagbibigay sa mga mag aaral ng access sa mga aklat na alam mong magugustuhan nila at maaari nilang kumonekta ay palaging magiging pinakamabisang paraan upang hikayatin ang mga mambabasa o mag aaral. (Providing students access to books that you know they will enjoy and can relate to will	**P4, IDI L362-365**	Providing students access to enjoyable and relatable books remains the most effective way to encourage a love for reading and learning.

always be the most effective way to encourage readers or learners.)		
Allow students to ask questions if they find unfamiliar terms and allow them also to use tools like dictionaries or any apps that might help them understand the text.	**P6, IDI L374-376**	Foster a questioning environment. Allow students to inquire about unfamiliar terms and empower them to use tools like dictionaries or apps for a deeper understanding of the text.

Formulated Meanings	Themes
Tailor your teaching approach creatively, recognizing not all students learn at the same speed. Seek alternatives and relevance to capture their attention effectively.	Teaching Approach and Recognition of Diverse Learners
Encourage teachers to diversify reading strategies, moving beyond tradition. Promote open communication with students, creating an environment that encourages them to engage with the material.	
Providing students access to enjoyable and relatable books remains the most effective way to encourage a love for reading and learning.	Effective Encouragement Through Access to Books and Empowering Tools
Foster a questioning environment. Allow students to inquire about unfamiliar terms and empower them to use tools like dictionaries or apps for a deeper understanding of the text.	

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APPENDICES

➤ *Letters of Permission to Conduct a Study*

THE RIZAL MEMORIAL COLLEGES, INC
GRADUATE SCHOOL
RMC Buildings, Purok 5, Lopez Jaena & f. Torres, Sts.
Barangay 8-A Poblacion District, Davao City

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SECTION

December 21, 2023

REYNANTE A. SOLITARIO, CESO VI
Schools Division Superintendent
Division of Davao City

Dear Sir:

Praised be Jesus and Mary!

I, Miraflor C. Fulguerinas, a Second-Year student of The Rizal Memorial College, Inc. Year 2023 – 2024, who is taking Master of Arts in Educational Management. As part of our course requirement for my graduate degree, I am currently writing my thesis entitled, "THROUGH THE LENS OF STRUGGLE: AN INQUIRY INTO THE READING DIFFICULTIES OF SECONDARY HIGH SCHOOL LEARNERS".

In line with this matter, I would like to ask permission from your good office to allow me to conduct this research study in Talomo National High School, Davao City. All information provided will remain confidential and will be reported as aggregate data. The undersigned will abide the rules and regulations that will be administered by your office during the actual conduct of the study. Your positive response would be of big help in finishing this academic endeavor.

Thank you very much and more power.

Respectfully yours,

MIRAFLOR C. FULGUERINAS
Researcher

APPENDIX A

Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO CITY

Office of the Schools Division Superintendent

January 2, 2024

MIRAFLOR C. FULGUERINAS
Researcher
Rizal Memorial Colleges, Inc.
Lopez Jaena & F. Torres Sts.
Davao City

Dear **Ms. Fulguerinas:**

This has reference to your endorsement letter received by this Office, requesting permission to conduct research, this Division, as a requirement for the study entitled **"Through the Lens of Struggle: An Inquiry into the Reading Difficulties of Secondary High School Learners"**.

Upon evaluation of your request, permission to conduct is hereby granted provided that the following conditions are met:

1. That prior arrangement with the school administrator be made;
2. That classes shall not be disrupted;
3. That all expenses relative to the activity shall be borne by the researcher;
4. That explicit consent and assent be obtained in writing from each participant prior to their participation in the research;
5. That participant must be informed of voluntary participation, that answer to specific questions may be withheld without penalty and that they may withdraw from the research at any time;
6. That participant should receive a full disclosure of the nature of the study, the risks, benefits, and alternatives, with an extended opportunity to ask questions;
7. That participant should receive assistance from any form of anxiety they experience throughout the research and thereafter;
8. That CONFIDENTIALITY and ANONYMITY of the personally identifiable information will be maintained throughout the research and thereafter, in compliance with Republic Act 10173 or Data Privacy Act of 2012;
9. That ACADEMIC INTEGRITY will be devotedly observed by assuring that NO PLAGIARISM will be detected and/or NO PLAGIARIZED MATERIAL IS PUBLISHED in the study, as adherence to Republic Act 8293 or Intellectual Property Code of the Philippines; and
10. That this office shall be furnished with the result of this study.

Please be guided accordingly and for your strict compliance.

Very truly yours,

REYNANTE A. SOLITARIO, CESO V
Schools Division Superintendent

PLAN/10/jbp
Tracking No.: 4973476238

RELEASED
JAN 04 2024
DepED-Davao City Division

Address: Elpidio Quirino Avenue, Davao City
Telephone No: (082)224-3274, (082)222-1672, (082)227-4726
E-mail: davao.city@deped.gov.ph Website: https://davaocitydeped.ph

**THE RIZAL MEMORIAL COLLEGES, INC
GRADUATE SCHOOL**
RMC Buildings, Purok 5, Lopez Jaena & F. Torres, Sts,
Barangay 8-A Poblacion District, Davao City

OFFICE OF THE DEAN GRADUATE SCHOOL

REYNANTE A. SOLITARIO, CESO VI
Schools Division Superintendent
Division of Davao City

Sir:

This is to respectfully endorse the request for permission of **MS. MIRAFLOR C. FULGUERINAS** a candidate for Master's degree to conduct a study entitled **"THROUGH THE LENS OF STRUGGLE: AN INQUIRY INTO THE READING DIFFICULTIES OF SECONDARY HIGH SCHOOL LEARNERS"** in partial fulfillment for the course leading to the degree of Master of Arts in Educational Management (MA-EM).
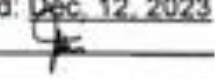
Ms. Fulguerinas will coordinate with the school heads to avoid disruption of classes endeavor during these pandemic times.

Your support and concern for the educational growth of **Ms. Fulguerinas** is greatly appreciated.

Very truly yours,

PABLO F. BUSQUIT, PhD, FRIEdr-
Dean, Graduate School

➢ *Validation Sheets*

THE RIZAL MEMORIAL COLLEGES, INC.
GRADUATE SCHOOL
Lopez-Jaena & Torres Sts. Davao City
Tel. No. 300-71-73

Validation Sheet for Qualitative Design

Name of Researcher: MIRAFLOR C. FULGUERINAS Degree Enrolled: MAEM
Title of Research: "THROUGH THE LENS OF STRUGGLE: An Inquiry Into the Reading Difficulties of Secondary High School Learners
Name of Evaluator: MARY JANE R. VICENTE Ed.D___ Date Evaluated: Dec. 12, 2023
Degree of Evaluator: Doctor of Education____ Signature of Evaluator::____
RATING: Number of YES marks

(✗) 4 Very Good   ( ) 2 Maybe upgraded if revised
( ) 3 Good   ( ) 1 For revalidation

To the Evaluator: Kindly check the column that fits your evaluation for the item.

Items	4	3	2	1
Ethics				
1. Introduction (purpose, confidentially, duration and way of conduct and closing components (additional comments) are provided.	✓			
2. Informed consent is included.	✓			
Artistry				
3. Script included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.	✓			
4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.	✓			
Rigor				
5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".	✓			
6. Questions are stated in the affirmative manner.	✓			
7. Probing questions are provided.	✓			
8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.	✓			
9. Questions are stated in clear and simple terms.	✓			
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research questions, except special cases.	✓			

REMARKS: The questionnaire items align closely with the research objectives, ensuring relevance and validity.
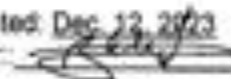
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THE RIZAL MEMORIAL COLLEGES, INC.

GRADUATE SCHOOL

Lopez-Jaena & Torres Sts. Davao City

Tel. No. 300-71-73

Validation Sheet for Qualitative Design

Name of Researcher: MIRAFLOR C. FULGUERINAS Degree Enrolled: MAEM

Title of Research: "THROUGH THE LENS OF STRUGGLE: An Inquiry Into the Reading Difficulties of Secondary High School Learners

Name of Evaluator: TRINIDAD E. COLARTE Ed.D Date Evaluated: Dec. 12, 2023

Degree of Evaluator: Doctor of Education Signature of Evaluator: _____

RATING: Number of YES marks

(4) 4 Very Good   ( ) 2 Maybe upgraded if revised

( ) 3 Good   ( ) 1 For revalidation

To the Evaluator: Kindly check the column that fits your evaluation for the item.

Items	4	3	2	1
Ethics				
1. Introduction (purpose, confidentially, duration and way of conduct and closing components (additional comments) are provided	✓			
2. Informed consent is included.	✓			
Artistry				
3. Script included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.	✓			
4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.	✓			
Rigor A. Participants Informed Consents				
5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".	✓			
6. Questions are stated in the affirmative manner.	✓			
7. Probing questions are provided.	✓			
8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.	✓			
9. Questions are stated in clear and simple terms.	✓			
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research questions, except special cases.	✓			

REMARKS _____

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➢ *Participants Informed Consents*

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Degree of Evaluator: Doctor of Education   Signature of Evaluator:
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REMARKS: *Thorough documentation of the questionnaire development process, including any revisions made, contribute to transparency and allows for future reproducibility.*

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Madame/Sir:

Praise be Jesus and Mary!

The researcher is conducting research on **"THROUGH THE LENS OF STRUGGLE: AN INQUIRY INTO THE READING DIFFICULTIES OF THE SECONDARY HIGH SCHOOL LEARNERS"** as a vital requirement for her to complete her graduate degree in Master of Arts in Educational Management. This would involve interviews with teachers with two or more ancillary services. Your kind help and assistance will be deeply appreciated.

The researcher will conduct the interview personally and therefore guarantees several things to protect your participation and response to this study; to wit:

1. Your identity as respondent will be protected, which means that anonymity and confidentiality will be observed, you will not be identified by name, instead pseudonyms will be used.
2. Interview will be recorded and transcriptions will be brought to you for your confirmation including coding, themes and subsequent interpretations will be turned over for our agreement and confirmation.
3. Only passages in the transcription of the interviews that has relevance on the study will be used in reporting the study.
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5. The researcher is obliged by research protocol; to observe other guidelines in promoting respondents' safety, protection of rights and humanitarian considerations.

These guidelines will be thoroughly observed by the researcher, and respondents are given the chance to agree to these conditions before joining the study. Respondents are asked to affix their signature as evidence of their agreement. This document, when appended in the final manuscript as part of the appendices, will appear with names of the respondents stricken out to ensure anonymity.

Truly yours,

MIRAFLOR C. FULGUERINAS
Researcher

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➤ *Interview Guide*

Objective	Guide Questions	Probing Questions
1. What are the lived experiences on the struggles of secondary learners with reading difficulties?	1.1 How do secondary high school learners perceive and articulate their experiences with reading, particularly in terms of challenges and struggles they encounter in the process? 1.2 In what ways do socio-cultural, educational, and individual factors contribute to or exacerbate the reading difficulties faced by secondary high school learners, and what coping mechanisms or strategies do they employ to navigate these challenges?	1.1.1 How do you describe the experiences with vocabulary and language challenges when reading, and how do they believe these difficulties impact their overall comprehension?
		1.1.2. In what way can you provide specific instances or examples where secondary high school learners have encountered challenges in understanding and interpreting the meaning of texts? How do you navigate these comprehension difficulties?
		1.1.3 In what ways do learners with diagnosed or suspected learning disabilities perceive their reading difficulties, and what support or accommodations do they feel would be most beneficial in addressing these challenges?
		1.1.4 How do secondary high school learners express their motivation levels for reading, and what factors contribute to a lack of interest or enthusiasm in engaging with written materials?
		1.1.5 What are your insights into how the availability (or lack) of reading materials, including books and educational resources, influences the reading experiences of secondary high school learners?
		1.1.6 What specific aspects of reading instruction do learners identify as inadequate or lacking in their educational experiences, and how do they believe improvements in instruction could positively impact their reading skills?
		1.1.7 How the use of digital devices and technology impacts the reading habits of secondary high school learners, and what strategies or interventions they suggest to mitigate distractions and enhance focus on reading?
2. What are the coping mechanisms on the struggles of secondary high school learners with reading difficulties?	2.1 How do secondary high school learners with reading difficulties perceive and describe the strategies or coping mechanisms they employ to navigate the challenges associated with reading? 2.2. In what ways do socio-cultural, educational, or individual factors influence the choice and effectiveness of coping mechanisms used by secondary high school learners in addressing their reading difficulties?	How do you practice building your vocabulary, and have you seen your language skills get better?
		Explain how breaking a difficult text into smaller parts helped you understand it better?
		What types of tools or technologies do you use to help with your reading difficulties, and how do they make your reading experience better?
		How do you decide what reading goals are realistic for you, and do you feel more motivated and make progress when you achieve these goals?
		tell me about a time when you had to find different resources for your reading, and did it help you get the information you needed?
		What do you do to teach yourself, and how does being in control of your learning help you become a better reader?
		How do you stop yourself from using digital devices during study time, and do you find it easier to focus on reading because of these strategies?
3. What educational insights can be drawn to mitigate reading difficulties of learners?		3.1.1 What advise can you give to other teachers to mitigate reading difficulties?

➢ *Transcriptions of Interview*

• *Respondent 1*

Objective	
1. What are the lived experiences on the struggles of secondary learners with reading difficulties?	❖ When students encounter difficulty in recognizing unfamiliar words, they tend to stop and try to understand based on how it was constructed. Others find it hard to understand specially if words are complex and new to their vocabularies. It affects the comprehension pattern and making it hard for them to understand the thought of the material or phrase they are reading. Without a clear understanding of context, students may misinterpret the meaning of words, phrases, or entire passages, affecting comprehension.
	❖ Let's say with my case as my subject matter has something to do with instructions, the output varies and might not be targeted because of misunderstood instruction, or it was not comprehended well. I always see to it to explain to the simplest form so they can get the chance of reviewing task efficiently and understand how it should be done correctly. You may also connect the instruction to students' interests and experiences. Make your material more engaging by means of infographics and the use of multimedia as well.
	❖ You can see their struggle in terms of reading a specific word, the process of comprehending tends to be slow and sometimes hard to understand and retaining information, as a result the attention is difficult to be sustained. We can extend support by means of generating strategies like graphic organizers for them to easily understand the context by means of visuals, or making the tasks segmented to shorter breaks. We may also use interactive elements to divert attention making it more engaging so they can easily catch up.
	❖ There are a lot of factors contributing to the lack of interest amongst learners – that includes time, pressure, previous experiences and also the difficulty in reading itself. Students express their motivation through peer support, asking questions and clarifications, doing their best to understand what they are reading and being optimistic with the challenge.
	❖ Although there are a lot of alternative mediums for reading availability with the emergence of technology, the question lies with its accessibility to a common student whose struggle includes financial aspect – no extra for data cost and / or the gadget itself. A library or learning resource center should at least be equipped with materials available for those students described with. It is one way to lessen comprehension and reading problems if only we have these resources available for them and enough time for them to access it.
	❖ On my point of view, the early stage of the K to 12 program lacks the ability to enhance students' reading comprehension and reading skills at an early stage. Although the department aims to localize the learning delivery, it lessens the chance of incorporating reading with the universal medium of instruction that will be taught throughout the whole basic education to tertiary level. It only added burden to learn new language or words. Some find it contradicting to how it is to be delivered or constructed. I believe that on the early stage, if students are only introduced to the foundation, then it could be a great factor for individual reading development.
	❖ As a learner of the 21st century, a need to integrate to the new trend and technology is among the influential method of learning. Since most of the time, the new generation are engaged with gadgets, reading the traditional way is not the go-to habit. Teachers should at least embed technology with their instruction. That is one way of gauging the engagement of learners to actively participate and sort of comprehending the tasks for a certain subject matter. Most students nowadays also used to have the notes taken through their devices and more convenient for them to review any time of their convenience.

2. What are the coping mechanisms on the struggles of secondary high school learners with reading difficulties?	❖ Personally, once I bump into a new unfamiliar word or phrase, I go directly searching it through a search engine. It's one way of understanding it and the correct usage of such. Language gets better is you know what it means and its appropriate construction. ❖ Since English is not our native language and it is not everyday that we use it for conversation, making it divided into chunks of related phrases help understand the language better. Same as with using the context clues. ❖ As an educator, learning must also start from us. Technically, I run applications that is for pronunciation for me to effectively deliver words to the students. Also, there are new AI tools you can use to correct such difficulty. Using them helps you easily if you are unfamiliar with words or phrases. ❖ Giving yourself a range of development help you decide targeting your reading goal. Allotting time and frequency to reading habit also affect your goals. Example, you just wanted to explore on new phrases like you can genuinely use for everyday. Or let say, you wanted to finish a certain novel throughout the week. That is realistic since you are giving a range and frequency to you reading habit. ❖ During my high school year when I was once a part of the journalism team of our school. In order for me to get into the desired article for our publication, I have to find any resources to complete them and make it worth reading. Since I am assigned with sports, I need to research the terms and its definition, reading some newspaper articles for me to improve my writing skills and surfing the web to read blogs about sports related stuff. It helps to have a variety of resources to widen your range of information. ❖ You should always give yourself room for improvement. Give yourself a space to explore on vocabularies. A better reader does not only mean being able to read fast and aloud, it comes with comprehending it and the message it conveys. Always have a mind of openness for new things. Be open to be corrected and an assessment for self-progression. ❖ Time management and focus. It is much efficient if you have focus with what you are doing specially when you are reading. Doing multifunctional tasks specially with use of gadgets directs you to a distracted efficiency. Digital devices offers a variety of entertainment that lets you lose your focus. Do a random time management goal – set aside gadgets for a while and do the study time diligently. You'll have the rest of the world's time for social media and technology related stuff.
3. What educational insights can be drawn to mitigate reading difficulties of learners?	❖ Assess your students' reading difficulties. From there, you can think of reading engaging activities that will help them participate and address their struggle with the instruction or materials you gave them. Be more creative. Not all students are fast-learners. Find alternatives and make it more relevant to their attention. As a result, they will remember the way it was instructed with and will encourage them to at least help themselves the next time they'll encounter such challenge.

- *Respondent 2*

Objective	
1. What are the lived experiences on the struggles of secondary learners with reading difficulties?	❖ Using common words with experiences in English can improve your skills in vocabulary building. Abstract concept can also be developed towards positive attitude / values. ❖ Most of the time when we give reading text to students and ask them comprehension questions, we found out they have difficulties in expressing their ideas. ❖ Letter and word recognition, understanding of words and ideas and reading speed and fluency are some of its difficulties. ❖ Family issues and instability, feeling of security at home and in school. Teachers' behaviour and personality, powerful attitude and involvement and learning environment are some of the factors affecting motivation. ❖ In that aspect, teachers' initiatives or resourcefulness is very much needed to give support to our learners. ❖ Lack of systematic instructions and inadequate practice in reading such as poor vision, hearing improper directional of teaching such as fluency and stepping constantly with unfamiliar words. ❖ The presence of the modern technology will also develop negative impact to learners because they will not read anymore in doing their research, instead they will just ask directly google for possible answers to some problems.

2. What are the coping mechanisms on the struggles of secondary high school learners with reading difficulties?	❖ By reading and reading it helps me build my vocabulary and I think that makes my language skill gets even better. ❖ Just like in class specifically in literature class its more of reading stories, so before asking your students to read all the text, you must have to ask them what are those words that would be difficult for them to understand and guide them to come up with the meaning. ❖ In today's era, there are a lot of digital tools that would help students to read, example if they are confused of what the correct pronunciation to a certain word, they may be ask google. ❖ Teaching students how to read and become a successful reader is one of the goals a teacher has. The teacher will always find ways to help his/her students a reader, she/he has to find a lot of resources in teaching reading. But of course before that the teacher will identify first the reading level of the students so that he/she can provide materials depending on what level they belong. ❖ During study time, I always turn off my phone or put it on a silent mode so that I can focus on studying.
3. What educational insights can be drawn to mitigate reading difficulties of learners?	❖ The teacher, no matter what subject area she/he teaches, still she/he is a reading teacher as well. So as a reading teacher, our number goal is to help every child a reader, and in order to attain this goal we must have to guide them and teach them to become a successful reader in the future.

- *Respondent 3*

Objective	
1. What are the lived experiences on the struggles of secondary learners with reading difficulties?	❖ My experience with vocabulary and language challenges when reading is quite difficult. I need effort or skills to deal with vocabulary and language challenges when reading. For example, An individual with limited vocabulary struggles to understand the meaning of words and ma hinder the ability to make inferences about the meaning, these difficulty impacts the overall comprehension because it leads to difficulties in understanding the full context and become less motivated in comprehending the written materials. ❖ One instance that I have given a passage or quotation using metaphors which includes figurative languages and students find it difficult to understand or interpret the meaning so I navigated their comprehension difficulties through providing examples and guiding them in identifying and interpreting the meaning of text. ❖ Most of the learners' challenges are struggling to understand the reading texts. The materials maybe complex for the students' level that leads to demotivation. We must employ instructional strategies and the text difficulty must be in line with the student's reading proficiency. ❖ Must set performance goals and give series of questions from the topic given for them to be engage in giving insights, giving connections between the material and their own lives to make reading fun and engaging. ❖ There is a great impact if the availability of reading materials is lacking because it plays a crucial role in shaping the reading experience of secondary high school learners. ❖ The life-long reading habits is one of the aspects of reading instruction that impact learners, the lack of cultivating love for reading beyond academic requirements is alarming and to address this problem, I'll be promoting activities that encourage life-long reading habits such as book clubs and reading challenges. ❖ The use of digital devices and technology greatly impact the reading habits of secondary high school learners. Digital devices such as e-books offer convenience and allow interactive and multimodal reading experiences that incorporates visual, audio and interactive elements through the use of technology.

2. What are the coping mechanisms on the struggles of secondary high school learners with reading difficulties?	❖ To improve and enhance their vocabulary and language skills, I encourage them to actively participate in conversations expose to new words and help reinforce understanding and usage of vocabulary. I also engage then in word games like scrabble, word puzzle, word factory and many more. ❖ Breaking a difficulty text into smaller parts supports a systematic and focused approach to comprehension. It is more manageable allowing for deeper analysis with challenging content. ❖ Electronic textbooks and E-books – Digital formats of textbooks and books allow for customizable text and integrate features like search, annotation and book marking that makes m reading experiences better. ❖ My motivation is when I align my reading goals to my experiences and have learning objectives and specific goals that helps track progress. I also adapt my reading experiences to my personal preferences. ❖ When I was in college, we have this research paper and we need to find different resources to defend our title. It really did help me get the information that I needed because I have read many ideas from the different sources and authors of the book. ❖ To become better reader it takes time for you to make it a habit, we must have to acquire reading techniques, sets clear goals and be actively engage with the material. ❖ I stop myself from using digital devices when I made clear goals for my study session, having schedules and short breaks during the sessions.
3. What educational insights can be drawn to mitigate reading difficulties of learners?	❖ I advise the teachers to incorporate different strategies in reading. We must move beyond the traditional way and encourage the students an open communication in order for them to be encourage in expressing the things they have learned from their reading experiences.

- *Respondent 4*

Objective	
1. What are the lived experiences on the struggles of secondary learners with reading difficulties?	❖ Kung sila ay nagbabasa ng isang kuwento minsan hindi kaagad nila maiintindihan dahil mayroong mga salita na mahihirap at hindi nila alam ang kahulugan. ❖ Halimbawa na lamang kapag mayroon silang teksto na babasahin, hindi kaagad nila maiintindihan ang isang teksto dahil may mga salita sila na hindi maiintindihan. So dapat unahin muna ipakita o ipabasa ang mga talasalitaan para mas Madali maunawaan ang teksto. ❖ Mayrron talagang mga bata diagnosed na hindi talaga marunong magbasa. Dapat talaga na bigyan sila ng pansin. Ibabalik sa kanila ang pagtuturo sa sounds at ipapa intindi sa kanila ang ibig sabihin nito. ❖ Sa filipino na asignatura bago magsisimula ang talakayan mayroon pa ibabahagi na talasalitaan upang mayroon silang bagong salitang matututunan at kung magbabasa naman ng panitikan kailangan talaga i-una muna ang talasalitaan upang mas Madali nila maunawaan ang isang panitikan. ❖ Ask questions to the students para mayroon silang focus at attention sa main ideas at important points in the text. ❖ Dahil sa teknolohiya karamihan sa mga kabataan hindi na maronong bumasa dahil na aadik na sa mga onlime games. At myroon din nman naidudulot ang teknolohiya dahilminsan makakabasa kana ng libro sa tulong ng gadgets dapat lamang gabayan at hikayatin ang mga studyante na gamitin sat ama ang teknolohiya. ❖ Factors na maka apekto talaga ay sa kanila pa lang bahay wala na sila gitudluan sa ilang mama magbasa at pinabayaan na sila kung kaya sa eskwelahan mas naglisud na sila.
2. What are the coping mechanisms on the struggles of secondary high school learners with reading difficulties?	❖ Every Monday ay mayyroon ibibigay na 5 talasalitaan at gagawan nila ito ng pangungusap. ❖ Kung magbabasa ng isang teksto kinakailangan talaga na basahan at mag pause tapos ipaliwanag para mas mahihikayat at madaling maunawaan ng mga mag aaral. ❖ Talasalitaan – Pangungusap, Graphic organizers. ❖ Dapat mayroon kang didikasyon sa pagtuturo, maging tapat sa iyong sarili tungkol sa kung gaano karaming oras ang maibibigay mo para sa mga bata. ❖ Turn off technology during class and study time. Put your phone in the bag para hindi ito makita ang notifications.

3. What educational insights can be drawn to mitigate reading difficulties of learners?	❖ Ang paghihikayat na bumasa ng bumasa para mayroong maraming kaalaman. Ang pagbibigay sa mga mag aaral ng access sa mga aklat na alam mong magugustuhan nila at maaari nilang kumonekta ay palaging magiging pinakamabisang paraan upang hikayatin ang mga mambabasa o mag aaral.

- *Respondent 5*

Objective	
1. What are the lived experiences on the struggles of secondary learners with reading difficulties?	❖ As we all know that vocabulary and language skills are fundamentals in language learning. So, if we have this difficulty in reading, it will really impact our over all comprehension skills. How do we understand if we don't know to read? ❖ As a teacher there are instances when we ask our students to read a certain paragraph and ask them to explain what they understood from what they have read and sad to say they could not explain it, so with that teacher will then apply the art of questioning that will lead the students to understand what she/he has read. ❖ We will know if the students don't know how to read because they are shy and mostly of the time they don't respond and also the are afraid to be called and ask them to read, so as a teacher it would be important to discover their needs, preferences, and interest in order to help them or enhance their reading skills. ❖ Secondary high school learners are motivated to read if she/he likes the reading materials/text. Addict in online games, and if the books are not interesting to read this would be some factor that affects interest in reading. ❖ The lack of reading materials is also a factor to reading difficulties of the secondary high school learners however in this aspect, teacher's innovative and resourcefulness skills is needed to support the students' needs. ❖ The lack of instruction in reading is also a factor in reading difficulties because the type of instruction the student receives will also affect reading comprehension so it is important that teachers guide, teach and apply strategies that will help improve the students reading comprehension. ❖ Digital devices have both positive and negative impact to the development of reading skills. It would be of great help if we used it for learning just like doing research like searching for meaning in google and proper pronunciation. However, devices can be a distraction to learning because this may reduce their attention span and decreased engagement in educational content.
2. What are the coping mechanisms on the struggles of secondary high school learners with reading difficulties?	❖ In order to enhance our vocabulary, we should read more and scan dictionaries especially if we have found words difficult to understand. ❖ In reading texts, I will highlight difficult words which I don't understand and then look for its meaning. This strategy helped me better understand the texts that I am reading. ❖ The commonly used tools that I used in enhancing my reading skills are books, dictionaries, and digital books also. This tools somewhat makes my reading experiences better. ❖ As a teacher, the number one goal is to help our students become a successful reader in the future because reading is the most important skills that a human should have. My reading goal is to provide learning opportunities for all students like access to resources, because having access to both printed and digital materials cultivates the literacy skills of the students. ❖ Self-discipline is the key. Digital devices can cause distractions, so if we want to focus especially in reading, we must set a side our gadgets for a while.
3. What educational insights can be drawn to mitigate reading difficulties of learners?	❖ Collaborative efforts between teachers and parents are very essential to address the students' reading difficulties. This collaborative approach augments the holistic support system and addressing the diverse needs of learners and advocating their overall well-being within the educational context.

- *Respondent 6*

Objective	
1. What are the lived experiences on the struggles of secondary learners with reading difficulties?	❖ When students struggle with words they didn't know while reading, it would be hard for them to understand. It slows them down and they might have to guess what the text means based on the surrounding words. This will make reading tough. ❖ High school students sometimes find it hard to understand what they are reading. For instance, they might get stuck on unfamiliar words or phrases. To deal with this, students may ask help or look for the meaning of the words in the dictionary, this approach may help them improve their comprehension. ❖ Students with disability may find reading difficult. They might struggle with words or understanding. They think getting extra help like more time on tests or using tools like audiobooks and this would be very helpful, it would make them easier to learn. ❖ High school learners show interested in reading if you see them excited to read. However, their interest may depend on the text that they're going to read, if isn't interesting or engaging students doesn't read it. Other times, distractions like gadgets or feeling successful can make them less excited to read. ❖ If students have lots of books and other helpful stuff to read, it makes reading better. The lack of materials can be harder for them to enjoy reading. Having access to interesting books and resources makes learning more enjoyable for high school students. ❖ Some students feel that the way they're taught to read isn't great. They might think that things like not enough interesting books or not learning in a way that fits them well make it harder. They believe that if teachers make reading more interesting and find ways that work better for them, it could help them get better at reading. ❖ Using phones and technology can affect how high school students read. Sometimes, they get distracted easily. Students say turning off notifications, using apps that help focus, or setting a specific time for reading can help them stay on track and read better.
2. What are the coping mechanisms on the struggles of secondary high school learners with reading difficulties?	❖ I get better at reading by practicing a lot. Reading different things and learning new words helps me improve my vocabulary. ❖ When I had a hard text, I split it into smaller sections. It made things less confusing, and I could understand each part better. It's like taking one big problem and making it into smaller, easier ones. ❖ I use tools that help me with reading. Things like dictionaries or apps that read text aloud can make it easier. These tools help me understand words and sentences better, making my reading experience more enjoyable. ❖ I set goals for reading based on what I think I can do. When I achieve these goals, it makes me feel good and keeps me motivated. Setting realistic goals helps me make progress and enjoy my reading journey. ❖ Once, when I needed information, I looked in various places like books, articles, and online sources. It helped me get a better understanding because I got different perspectives and details from each source. ❖ I learn by reading about things I like. Choosing what I want to learn makes reading fun, and I get better at it. ❖ To focus on reading, I avoid using my phone or other devices by turning off notifications and putting them away. It helps me concentrate better.
3. What educational insights can be drawn to mitigate reading difficulties of learners	❖ Teachers should try to make reading more fun with interesting books. Allow students to ask questions if they find unfamiliar terms and allow them also to use tools like dictionaries or any apps that might help them understand the text. Most importantly, must be patient in teaching students to read and find what works best for each student.