Perspectives of Teachers on Learning: A Glance on the Reading Proficiency of Kindergarten Learners

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Abstract:- This study aimed to describe the experiences of kindergarten teachers in regards to the reading problem issue of kindergarten learners in Samal District, Island Garden City of Samal. The participants were the ten kindergarten teachers, utilizing phenomenological design to explore their challenges, perceived coping mechanisms on the issue and insights. A semi- structured interview guide was used to gather the data. Ethical considerations were observed in data collection. Thematic content analysis was used to extract the themes. The findings were: were poor background knowledge, low phonological awareness skills, local language diversity, limited exposure to reading materials, engagement and attention span struggles, and economic scarcity are the main challenges; the identified teachers' perception on the reading situations of students in coping with the issues are use of differentiated instruction, individualized support, continuous assessment and monitoring, and collaborative efforts; and importance of early intervention, recognition of learners' diversity, continual assessment and improvement, family and community engagement, and teacher's professional development are the insights drawn. The recommendation included allocating resources, funding, and support services by the Department of Education specifically targeted at addressing early literacy disparities and improving outcomes for students at risk of reading difficulties.

Keywords:- Experiences, Main Challenges, Teachers' Perception, Insights, Reading Comprehension, Kindergarten.

I. INTRODUCTION

Kindergarten teachers, who are vital in shaping young brains, lay the groundwork for a child's academic journey. One of the critical abilities they emphasize is reading comprehension, which is an important component of early education. The instant these teachers enter the classroom, they begin their journey to demonstrate their young children the wonders of literacy. Kindergarten teachers' perspectives on reading competency are critical as they observe, encourage, and lead their students through the life-changing process of learning to read. Understanding these educators' viewpoints can give insight into their techniques, challenges, and triumphs as they instill a love of reading in the youngest pupils, impacting their intellectual growth and eventual academic accomplishment.

According to a UNICEF statistics assessment, just one-third of 10-year-olds worldwide are expected to be able to read and understand a short written tale. They also discovered that the remainder, around two-thirds (64%), are unable to meet this basic skill in reading comprehension markers. This is up from 52% prior to the epidemic. As world leaders assemble in New York for the UN General Assembly's Transforming Education Summit, UNICEF warns of a worldwide education crisis and the need for immediate action. These data underline the importance of early literacy interventions and effective teaching approaches in narrowing the readiness-to-proficiency gap. These data are impacted by factors such as parental engagement, socioeconomic level, and access to high-quality early childhood education, emphasizing the need of providing equal educational opportunities to all young learners. Understanding these data may be a motivating element in establishing comprehensive and inclusive initiatives to improve reading proficiency among kindergarten pupils, as educators and policymakers throughout the world continue to place a high focus on early literacy development.

Acdedios PISA (2019) results indicated that the Philippines has the highest rate of poor performance among all PISA-participating nations and economies. That is, 80% of Filipino pupils did not achieve the required level of reading competency. The kids' low performance in English, Mathematics, and Science is linked to a lack of fundamental reading and comprehension skills. This alarmed educators and leaders across the country. This sparked a request for the complete return of face-to-face education, where they considered it was critical to enhance and alter reading proficiency programs for pupils, particularly those who were struggling to read.

Teachers have seen a significant decline in primary children' reading proficiency in the local setting, particularly in Samal, Davao City. Since face-to-face sessions started, teachers have seen an alarming trend of kids suffering with reading and comprehension. Due to the obstacles, educators are doing everything they can to remedy the situation, including assisting young kids with reading comprehension problems. It is established that a closer assessment of primary school children' reading ability is essential and necessary, as is determining the appropriate course of action for instructors to take in order to properly address these concerns.

This study shed light on how kindergarten instructors perceived the reading ability of their students. This study identified the difficulties that students with reading proficiency faced and the methods that teachers have suggested to deal with these problems. With them, the teachers shared their perspectives gleaned from their own experience.

➢ *This study aimed to explore the experiences of teachers in Samal District, Island Garden City of Samal with regards to the reading comprehension issues of kindergarten learners. Specifically, this research sought to answer the following questions:*

- What are the main challenges that students have with reading comprehension as glanced by teachers in their experiences?
- How do teachers perceive the situations of students in coping with these issues?
- What insights can be drawn from the reading proficiency of kindergarten learners?

II. METHOD

This chapter discussed the methods of the study, which comprised philosophical assumption, qualitative assumption, design and procedure, research participants, role of the researcher, data collection, data analysis, trustworthiness of the study, and ethical considerations.

The philosophical assumption is a framework used to collect, analyze and interpret the data collected in a specific field of study. It establishes the background used for the coming conclusions and decisions. Typical philosophical assumptions have different types and are elaborated below. Good research undertaking with the selection of the topic, problem or area of interest, as well as the paradigm. Stanage (1987) traces 'paradigm 'back to its Greek (paradigm) and Latin origins (paradigm) meaning pattern, model, or example among examples, an exemplar or model to follow according to which design actions are taken. Differently stated, a paradigm is an action of submitting to a view. This view is supported by Denzin and Lincoln (2000) who defend a research paradigms a "basic set of belief that guide action", dealing with first principles, "ultimates' or the researcher's worldview or philosophy.

My interest on the reading proficiency of learners became the basis for doing a qualitative research, a means of which Kalof and Dietz (2008), as cited from Gerodias, (2013) considered helpful in looking for "meanings and motivations that underline cultural symbols, personal experiences and phenomena." By using phenomenology, this need was hoped to be addressed by bringing the stories of the teachers in a manner that, as Smith (2005) wrote, the themes, symbols and meaning of the experiences will be presented.

This study used qualitative research employing phenomenology. Interviews were conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. The interview(s) attempts to answer two broad questions (Moustakas, 1994). The data was then read and reread and culled for like phrases and themes that are then grouped to form clusters of meaning (Creswell, 2013). Through this process I constructed the universal meaning of the event, situation or experiences and arrived at a more profound understanding of the phenomenon. In this study, phenomenology attempted to extract the most pure, untainted data and in some interpretations of the approach, bracketing was used by the to document personal experiences with the subject to help remove him or herself from the process. One method of bracketing is memoing (Maxwell, 2013).

The role of the researcher in this study was to attempt to access the thoughts and feelings of study participants. It involves asking informants to talk about things that may be very personal to them. Sometimes the experiences being explored are fresh in the participant's mind, whereas on other occasions reliving past experiences may be difficult. However the data are being collected, a primary responsibility of the researcher is to safeguard participants and their data. Mechanisms for such safeguarding must be clearly articulated to participants and must be approved by a relevant research ethics review board before the research begins.

The participants in this study were composed of ten (10) informants. The selected informants were the kindergarten teachers coming from Samal District, Is- land Garden City of Samal. All the teacher participants were coming from the kindergarten who handled classes last school year 2022-2023. The participants must have at least 3 years' experience in teaching. The participants were further selected regardless of their age, sex, and marital status.

Qualitative analyses typically require a smaller sample size the quantitative analyses. Qualitative sample sizes should be large enough to obtain feedback for most or all perceptions. Obtaining most or all of the perceptions would lead to the attainment of saturation. Saturation occurs when adding more participants to the study does not result in additional perspectives or information. Glaser and Strauss (1967) recommend the concept of saturation for achieving an appropriate sample size in qualitative studies. For phenomenological studies, Creswell (1998) recommends five (5) to 25 and Morse (1994) suggests at least six (6). There are no specific rules when determining an appropriate sample size in qualitative research. Qualitative sample size may best be determined by the time allotted, resources available, and study objectives (Patton, 1990).

The study focused on kindergarten teachers from the Samal District, Island Garden City of Samal. The data collection process began with establishing access and rapport, where a letter from the Dean of the Graduate School was provided to the graduate student to secure approval from the Division Superintendent. Additionally, letters of permission were prepared for the Schools Division Superintendent, the school principal, and the concerned elementary teachers to facilitate smooth data collection. A

purposeful sampling strategy was employed, selecting ten (10) qualified elementary teachers who had experienced the phenomenon being studied. These participants were considered best suited to inform the researcher about the research problem. The primary method of data collection was through Virtual In-Depth Interviews (IDI) with eight (8) of the informants. During the interviews and observations, a predesigned form was used to systematically record the information collected. Specific protocols were followed to ensure consistency and accuracy in the recording procedures. The study acknowledged and managed limited data collection issues. Finally, all collected data were systematically stored for further analysis.

In this study all the data collected were carefully examined and thoughtfully analyzed using Thematic Content Analysis.

Considering the nature of qualitative studies, the interaction between me and participants can be ethically challenging for the former, as they are personally in- volved in different stages of the study. Therefore, formulation of specific ethical guidelines in this respect is essential.

Trustworthiness is all about establishing credibility, transferability, confirmability and dependability. In qualitative study, trustworthiness is very important because the result and finding of the research study would depend on the process of how it is being conducted by the researcher. Trustworthiness of a research study is important to evaluating its worth. Due to the nature of qualitative study, honesty in all the data and details are required. Trustworthiness makes the researcher's study worthy to read, share, and be proud of.

III. RESULTS AND DISCUSSION

This chapter presents the findings and discussion based on the data gathered. The presentation is organized in four sections: first, the main challenges that students have with reading comprehension as glanced by teachers in their experiences; second, the teachers' perspective in applying strategies of reading comprehension to kindergarten learners; third, the insights drawn from the reading proficiency of kindergarten learners; and fourth, the synthesis of the findings.

➢ *Main Challenges that Students Have with Reading Comprehension as Glanced by Teachers in their Experiences*

• *Poor Background Knowledge.*
The first main challenges that students have with reading comprehension as glanced by teachers in their experiences is, poor background knowledge. As a matter of fact, the participants claimed that some Kindergarten learners don't have the prior information necessary to comprehend particular ideas, scenes, or situations that are described in texts. This can impede their capacity to draw connections, deduce meaning, and understand the subject matter. Specifically, they shared that:

One of the factors that affect comprehension relate to reader characteristics is the background knowledge to understand certain context presented in texts (Participant 1, lines 35-38).

The child has no pre-reading skills such as understanding concepts of print such as directionality, left to right, top to bottom, spacing between words, and punctuation (Participant 4, lines 41-43).

Congruent to the finding, Spear-Swerling (2023) claimed that when compared to their classmates from more affluent households, kindergarten students from impoverished backgrounds frequently display a smaller vocabulary. Their overall academic performance and understanding abilities may be hampered by this vocabulary deficiency. It's crucial to remember that variations in background information do not entirely explain variances in accurate decoders' reading comprehension skills.

• *Low Phonological Awareness Skills.*
Low phonological awareness skills among Kindergarten learners is another main challenge that students have with reading comprehension as glanced by teachers in their experiences. The participants revealed that the phonemic awareness and decoding abilities that are necessary for comprehending words and sentences may still be developing in certain kindergarten learners. Comprehension problems in several domains can hinder a learner's ability to read. They added that:

Common problems are related to reading sight words, decoding words, reading phrases and sentences automatically and with meaning (Participant 1, lines 7-9).

The main problem in reading comprehension is the difficulty in word recognition and of course the struggle in letter recognition (Participant 2, lines 11-12).

This finding is parallel to the idea of Pfost et al. (2019) that children's word reading and reading comprehension have been demonstrated to be preceded by phonological awareness and letter knowledge. Therefore, encouraging children's phonological awareness ought to improve their reading abilities. Beginning readers must learn enough about the phonological structure of their oral language to effectively apply the alphabetic principle, which is the notion that printed symbols or graphemes systematically represent phonemes. This is because learning to read within an alphabetic script necessitates an understanding of this principle (Schwartz & Sparks, 2019).

• *Local Language Diversity.*
Another challenge that students have with reading comprehension as glanced by teachers in their experiences is, local language diversity. Some of the participants admitted that language barriers can be very problematic for children who speak a regional or cultural dialect when it comes to reading comprehension. These learners struggle to understand the subtleties, syntax, and vocabulary of the language of instruction. In fact, they expressed that:

Many students come from homes where local dialects are spoken predominantly. This language gap can hinder their comprehension of English texts (Participant 6, lines 19-21).

Cultural factors like the dialect that the child speak at home (Participant 1, line 60).

Language-rich interactions at home can affect a child's reading comprehension skills (Participant 7, lines 69-71).

Similarly, Kindergarten classrooms frequently mirror the variety of languages seen in the surrounding neighborhoods. Research has indicated that kindergarten learners come from a range of linguistic origins, in addition to the official language(s) of the country, including indigenous languages, regional dialects, and immigrant languages. where they engage with caretakers and family members at home. Due to differences in their linguistic backgrounds, learners' language development and competence levels in their native language or languages are shaped by this experience (Monje, Orbeta, Francisco-Abrigo & Capones, 2019).

- *Limited Exposure to Reading Materials.*
The participants revealed that limited exposure to reading materials is one of their challenges that kindergarten learners faced with regards to their reading comprehension issues. As a matter of fact, some of them mentioned that lack of access to texts that resonate with their experiences and cultural background could diminish students' interest and motivation in reading, impacting their comprehension. For instance, they specifically uttered that:

The availability of reading materials that are culturally relevant and relatable to students are limited (Participant 8, lines 25-26).

The learners have limited exposure to a variety of texts, including storybooks, poems, and informational texts, and that they struggle with reading comprehension (Participant 10, lines 55-57).

The finding of Jaca and Lopez-Baroman (2021) consistently showed that compared to their peers who have more access to books and other reading resources, kindergarten students who receive little exposure to reading materials at home typically show poorer levels of literacy skills. Early exposure to print and reading materials is consistently linked to higher literacy development, including vocabulary acquisition, comprehension abilities, and general reading ability. Abayan, Placigo and Las Johansen (2021) agreed that the language development of kindergarten students can be adversely affected by limited exposure to reading materials. They showed that children who are not exposed to books and reading materials on a regular basis may have smaller vocabulary sizes, poorer language skills, and less fluency in the language of instruction as well as their native tongue.

- *Engagement and Attention Span Struggles.*
According to the participants, engagement and attention span struggles is on of the challenges that kindergarten learners faced in relation to their reading comprehension issue. Many of them claimed that due to their innately shorter attention spans, young children may find it difficult to stay focused when reading. Their capacity to actively interact with the text and understand its substance are impacted by this. They even mentioned that:

The learners' attention spans vary, and maintaining focus during reading activities is challenging, which can affect their ability to engage with the text and comprehend the content (Participant 5, lines 45-47).

The technology nowadays the children are indulged with the gadgets which lessen their interests in reading of book (Participant 5, lines 66-67).

Kindergarten learners are still honing their attentional control and self-regulation skills at this crucial period of their cognitive and socioemotional development. According to Alonzo (2021), children's engagement and attention span tend to get better as they get older and mature because they become more capable of self-regulation and cognitive flexibility. Moreover, Kindergarten learners differ in their levels of engagement and attention span; some naturally exhibit longer durations of focused attention than others.

- *Economic Scarcity.*
The last challenge that kindergarten learners face with regards to their reading comprehension issues as glanced by the teachers is, economic scarcity. According to the participants, due to socio-economic struggles, some kindergarten learners come from homes with little access to books, reading resources, or surroundings that value literacy. The development of early literacy skills and comprehension is hampered by this lack of experience. Specifically, they admitted that:

Socioeconomic factors such as poverty, lack of access to educational support, and inadequate nutrition can impact students' ability to focus and engage with reading materials effectively (Participant 7, lines 22-24).

Parents who belong to low economic status cannot provide reading materials to their child. As well as, they don't have time to guide their child in reading at home because they are busy doing economic activities (Participant 9, lines 74-77).

Bartolome, Mamat and Masnan (2020) highlighted that kindergarten learners' access to reading resources varies depending on their socioeconomic status. Compared to children from higher-income households, children from low-income families are less likely to have a wide selection of books and reading materials available to them at home. This discrepancy can sustain disparities in school achievements and lead to differences in literacy achievement. Garrett Delavan, Freire and Morita-Mullaney (2023) consistently showed that children from low-income homes are more

likely than their classmates from more affluent environments to perform poorly on standardized tests, receive poorer grades, and experience academic underachievement.

> *Teachers' Perception in Applying Strategies of Reading Comprehension to Kindergarten Learners*

- *Use of Differentiated Instruction.*
  The first teachers' perception on the situations of kindergarten learners in coping with reading comprehension issues is, use of differentiated instruction. According to the participants, to accommodate the varying learning styles and capacities of their learners, they use differentiated instruction strategies. For instance, to keep learners interested and improve their comprehension abilities, they use interactive games, visual aids, small-group instruction, and hands-on exercises. Specifically, they mentioned that:

Teachers shall engage in interactive read-aloud sessions with kindergarten learners, modeling comprehension strategies such as predicting, questioning, clarifying, and summarizing (Participant 5, lines 148-150).

Literacy play based, reading short story, asking comprehensive questions, performance of the child, behavior of the child (Participant 3, lines 143-144).

Kindergarten students can be placed in flexible groups according to their instructional requirements thanks to differentiated instruction. According to Jaca and Lopez-Baroman (2021), teachers can group students homogeneously or heterogeneously based on their reading levels, allowing for targeted instruction and peer collaboration. Small-group instruction catered to students' abilities and interests can be particularly effective in supporting reading development. With the help of differentiated instruction, teachers can pinpoint kindergarten learners' areas of weakness or particular reading difficulties and offer focused interventions to address these problems.

- *Individualized Support.*
  Teachers perceived that individualized support shall be employed for kindergarten learners in coping with reading comprehension issue. The participants asserted that they understand how critical it is to give each learner who is having difficulty with reading comprehension specific support. In order to create specialized interventions and support plans, they have evaluate each learner's strengths and limitations. As a matter of fact, they revealed that:

Implement targeted interventions, such as small-group instruction and individualized support, to help struggling readers build foundational skills and improve their comprehension abilities (Participant 6, lines 93-96).

Organize small-group guided reading sessions tailored to students' individual needs and reading levels Participant 7, lines 153-154).

This finding is supported by the claim of Hilaire and Gallagher (2020) that with differentiated instruction, teachers can adapt their lesson plans and instructional resources to the different requirements of kindergarten students. Individualized instruction based on students' preparation, interests, and learning styles can enhance reading results, including engagement, comprehension, and fluency. With individualized support, teachers can apply focused intervention techniques meant to deal with particular reading difficulties.

- *Continuous Assessment and Monitoring.*
  The second teachers' perception on the situation of kindergarten learners in coping with reading comprehension issue is, continuous assessment and monitoring. Some of the participants uttered that they assess and track the reading comprehension development of kindergarten learners on a regular basis. They identify areas for improvement and modify their instructional strategies based on the findings from formative assessments. For instance, they added that:

After a read aloud, one of the best and easiest ways to check for understanding is to ask your child to summarize what the book was about in their own words (Participant 1, lines 109-111).

You can ask a question or two to help your child clarify her thinking or to add more detail (Participant 2, lines 112-113).

Relatedly, Philippakos and FitzPatrick (2018) maintained that early identification of reading issues in kindergarten students is made possible by continuous evaluation. Teachers can identify possible difficulties in areas like phonemic awareness, decoding, fluency, and comprehension by regularly evaluating students' reading skills. This allows for prompt guidance and intervention. Kindergarten teachers can pinpoint areas of weakness, monitor students' development over time, and make data-driven decisions on how best to scaffold learning and offer extra support when needed by routinely evaluating their kindergarten students' reading abilities.

- *Collaborative Efforts.*
  Teachers also perceived that collaborative efforts should be employed to address the situation of kindergarten learners with reading comprehension issue. They claimed that they can effectively address reading comprehension challenges by working in conjunction with parents, colleagues, and other stakeholders. They are aware of how important cooperation is in fostering a positive learning atmosphere for kindergarten learners. They specifically cited that:

Teachers should value collaboration with parents to support reading comprehension and proficiency development in kindergarten learners (Participant 9, lines 101-103).

Teachers can provide resources, strategies, and guidance to parents on how to support literacy development at home (Participant 7, lines 97-98).

All parties participating in kindergarten education are encouraged to share responsibility for the development of literacy through collaborative efforts. The finding finds support with what Omaga and Alieto (2019) highlighted that the value of involving parents and other adults in the provision of tailored support for the reading development of kindergarten learners. Collaborations between teachers and families can improve the efficacy of tailored support initiatives. These partnerships can involve sharing progress reports, offering at-home reading exercises, and providing advice on how to boost literacy abilities.

➢ *Insights Drawn from the Reading Proficiency of Kindergarten Learners*

• *Importance of Early Intervention.*
The first insights drawn from the issues on reading proficiency of Kindergarten learners is, importance of early intervention. According to the participants, Kindergarten learners who struggle with reading can benefit from early detection, which opens the door to prompt assistance and intervention. Early identification of problem on reading comprehension allows teachers to put targeted interventions into place, helping address any reading issues from continuing or getting worse in later grades. They even expressed that:

The teacher make an early intervention programs: home visitations, providing extra food and clothes, remediation (Participant2, lines 84-85).

We should recognize the importance of early intervention in supporting kindergarten learners who may be at risk of reading difficulties (Participant 10 lines 130-132).

The finding is congruent with the claim of Abayan et al. (2021) that promising outcomes have been shown in interventions designed to improve early literacy development and increase access to reading resources. Early intervention at this developmental stage makes the most of young children's neuroplasticity and readiness to learn, which over time leads to more efficient and long-lasting improvements in reading abilities (Cahapay et al., 2021).

• *Recognition of Learners' Diversity.*
Another insight drawn by the participants from the reading proficiency issues of kindergarten learners is, recognition of learners' diversity. As a matter of fact, some of them mentioned that there is a wide range of learners from different cultural and linguistic backgrounds. Understanding that learners may enter kindergarten with varying degrees of exposure to language and literacy experiences requires an awareness of this variability. While some people may speak different languages at home, others might be more exposed to the local tongue. Specifically, they shared that:

Learners differ in the level of support and exposure to literacy-rich experiences based on their family backgrounds and socioeconomic status (Participant 7, lines 122-124).

Some children may progress more quickly than others and that individual differences in language development, cognitive skills, and prior experiences can impact reading readiness (Participant 5, lines 90-92).

Lang-ay and Sannadan (2021) support the finding as they pointed out that effective reading education must acknowledge and value the language and cultural diversity of kindergarten students. Learners hailing from varied origins could possess distinct language experiences, literacy customs, and cultural viewpoints that impact their reading growth. Respecting and recognizing this variety encourages inclusive teaching methods that take into account the identities and backgrounds of the pupils.

• *Continual Assessment and Improvement.*
Continual assessment and improvement is another insight drawn by the participants regarding the reading comprehension issues of kindergarten learners. As a matter of fact, they admitted that monitoring kindergarten learners' reading proficiency levels on a regular basis allows for the identification of strengths, deficits, and long-term improvement through continuous assessment. With this, teachers can rapidly spot struggling readers, monitor their progress, and offer appropriate interventions to resolve any problems that may come up. Some of them even revealed that:

Tracking changes in kindergarten learners' reading proficiency over time can provide valuable insights into literacy trends and patterns in schools (Participant 5, lines 172-173).

Teachers must conduct continuous monitoring of progress and the identification of areas for improvement among kindergarten learners to refine instructional practices (Participant 8, lines 180-182).

Porta, Ramírez and Dickinson (2021) suggested that teachers may make informed decisions about their lessons, understand the reading ability of kindergarten students, and effectively treat reading difficulties by using continuous assessment as a strong tool. This enables teachers to identify the precise areas in which kindergarten learners struggle with reading, such as vocabulary, comprehension, phonemic awareness, decoding, and fluency.

• *Family and Community Engagement.*
Another insight drawn by the participants regarding the reading comprehension issues of kindergarten learners is, family and community engagement. According to the participants, families and the larger community are included in the classroom's acknowledgement of the diversity of learners. Teachers should actively involve families in their children's literacy development, keeping in mind that diverse cultural practices and educational ideas may exist within families. The unique needs of kindergarten learners

can be more effectively supported by teachers when strong partnerships are formed with families and community stakeholders. Some of them speculated that:

School should facilitate collaboration and engagement among stakeholders, including educators, parents, local leaders, and community members, to support early literacy development (Participant 6, lines 175-177).

Parental involvement in reading activities at home can affect a child's reading comprehension skills (Participant 7, lines 69-71).

Similar to the result, Sparks (2019) highlighted the significance of parental engagement in fostering the development of early literacy skills by means of shared reading activities. A family that is rich in literacy is greatly enhanced by parents who read aloud to their children on a regular basis, give them access to books, and set an example of good reading habits. However, evidence from the literature indicates that not all parents have the means or knowledge to adequately support their children's literacy development at an early age.

- *Teacher's Professional Development.*
The last insight drawn by the participants regarding on the reading proficiency issues of the kindergarten learners is, teacher's professional development. As a matter of fact, some of them suggested that teachers should continue their professional development in order to improve their pedagogical and cultural competency in light of the variety of their learners. To effectively meet the needs of different learners, teachers require training and support in areas such as inclusive classroom management, culturally sensitive teaching, and language acquisition methodologies. Some of them specifically indicated that:

Teachers may give enough training to students in speeding up their reading ability (Participant 1, lines 82-83).

Teachers need ongoing professional development to enhance their knowledge and skills in teaching reading comprehension to kindergarten learners (Participant 10, lines 104-106).

Similarly, Lucas et al. (2019) argued that teachers must continue their professional development in order to administer reading instruction in kindergartens effectively. Studies show that training in assessment methods, data analysis techniques, and evidence-based teaching strategies gives teachers the know-how and resources they need to use assessment results to help kindergarten students' reading progress.

IV. IMPLICATIONS AND RECOMMENDATIONS

➢ *Results of the Analysis Revealed the Following:*
The main challenges that students have with reading comprehension as glanced by teachers in their experiences were poor background knowledge, low phonological awareness skills, local language diversity, limited exposure

to reading materials, engagement and attention span struggles, and economic scarcity. The identified teachers' perception on the reading situations of students in coping with the issues were use of differentiated instruction, individualized support, continuous assessment and monitoring, and collaborative efforts. The insights drawn from the reading proficiency issue of kindergarten learners were the importance of early intervention, recognition of learners' diversity, continual assessment and improvement, family and community engagement, and teacher's professional development.

➢ *Implications*
Teachers teaching kindergarten learners experienced many challenges in dealing with reading activities, including poor background knowledge, low phonological awareness skills, local language diversity, limited exposure to reading materials, engagement and attention span struggles, and economic scarcity. Early intervention measures can be put into practice when kindergarteners' reading comprehension difficulties are identified. Before falling further behind, teachers can assist struggling students acquire the necessary comprehension skills by offering contextualized and localized interventions.

With the coping mechanisms of kindergarten learners to address their teaching comprehension issue, teachers perceived the importance of using differentiated instruction, individualized support, continuous assessment and monitoring, and collaborative efforts. Teachers may recognize the effective coping mechanisms that kindergarten learners employ and apply them to their teaching methods in reading. Teachers can gain valuable insights into effective solutions for individual learners and help other students encountering similar challenges by observing how learners handle reading difficulties.

Recognizing the importance of early intervention, learners' diversity, continual assessment and improvement, family and community engagement, and teacher's professional development are the insights drawn by the teachers based on their experiences with learners having reading struggles. Teachers can adjust their instruction to match the unique needs of children who are having difficulty in reading by drawing on their experience dealing with kindergarten learners. This could entail applying differentiated instruction, making use of diverse teaching techniques, and offering more assistance as needed.

➢ *Recommendations*
Based upon the outcomes of the findings and implications, the following recommendations are suggested for consideration:

The Department of Education may advocate for policies that prioritize early literacy development and provide support for kindergarten teachers working with struggling readers. They should allocate resources, funding, and support services specifically targeted at addressing early literacy disparities and improving outcomes for students at risk of reading difficulties.

The Schools Division Office should establish and implement comprehensive professional development programs centered on early literacy training. These programs should provide teachers with evidence-based strategies, resources, and ongoing support to effectively identify and address reading struggles in kindergarten learners.

Public School District Supervisors should facilitate collaborative learning communities or professional learning communities in which kindergarten teachers may collaborate, exchange best practices, and solve problems together. This ca be done through regular meetings, interdisciplinary collaboration, and the exchange of materials and strategies to promote early literacy development.

The schools should establish coaching and mentoring programs that pair experienced or seasoned literacy coaches or mentors with novice kindergarten teachers. These mentors can provide personalized assistance, model successful instructional methods, observe classroom instruction, and offer feedback to boost teachers' efficacy in supporting struggling readers.

The Kindergarten teachers should encourage family and community involvement in early literacy development by offering contextualized and localized resources, workshops, and outreach activities to assist parents and guardians in creating literacy-rich home environments. They may collaborate with community organizations, local government, and literacy partners to provide access to literacy resources and services for kindergarten families.

The same study can be conducted to continuously assess the efficacy of initiatives and programs aimed at assisting kindergarten teachers and learners in early literacy development, involving other stakeholders like school leaders, parents, and local officials as respondents.

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