

# Teachers' Strategies, Challenges and Coping Mechanisms in Helping Struggling Readers during the Pandemic

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**Abstract:** *This study explored Teachers' strategies, challenges, and coping mechanisms in helping struggling readers in the new normal. The research participants were fourteen selected elementary teachers of Tungawan Central Elementary School, specifically teachers handling Grade one, two, and three pupils. This study utilized a single case study method to determine the teachers' strategies, challenges, and coping mechanisms in helping struggling readers during the pandemic. The study results showed that the participants utilized various strategies to help struggling readers, such as conducting remedial classes, using phonetics, doing a simultaneous reading, and integrating games and reading materials. In addition, the participants also encountered the following challenges: lack of student willingness, lack of parents' cooperation, lack of time for reading, lack of reading materials, and lack of teacher's patience. Furthermore, to address the challenges, the participants identified coping mechanisms: having more patience, fostering a supportive learning environment, using teaching strategies, and motivating themselves. Recommendations were made based on a general interpretation of teachers' strategies, challenges, coping strategies, adjustments, and suggestions for improvement. The suggested recommendations could help the plans of the Department of Education and numerous studies and researchers.*

**Keywords:** *Challenges, coping mechanisms, teachers' strategies, struggling readers*

## Introduction

The Covid 19 pandemic pushed the education sector to opt for a complete paradigm shift, transitioning from traditional face-to-face to Modular Distance learning. The abrupt change can be a completely different experience for students and teachers. One must adjust with few or no other options (Pokhrel & Chhetri., 2021). Self-Learning Modules (SLMs) have been accepted as an alternative to cater to learners' needs. However, such a modality cannot fulfill several areas of learning demands, such as the need for intervention for struggling readers (Blanza, 2021).

Reading is central to the ability to make sense of inner selves and surroundings. Unskilled readers must be given opportunities to improve (Owen, 2009). Due to the pandemic, school closures pushed young, struggling readers further behind. A comparison of reading ability results among students in grades 1 to 3 in a sample of Alberta school districts before and after COVID-19 classroom shutdowns revealed that those who already had reading challenges were worse off after the closures (Betkowski, 2020). Teachers face different challenges due to these abrupt changes in the new educational system. Modular instruction, as an alternative modality for learning continuity, resulted in various challenges. Still, teachers must keep track of their students' development and monitor the progress of their students (Agayon et al, 2022).

In the province Zamboanga Sibugay, during the first quarter of the new normal classes SY 2020-2021, parents of students grades 1-3 were noticed to be facing troubles with the young students, especially when reading. Reading posts on social media platforms made these concerns known. Public schools conduct a quarterly assessment of the students reading competency. With the approval of their parents or guardians, students are asked to come to school to be assessed. When it is time for the assessment, parents, and teachers realize that students cannot read well and have no comprehension.

This pandemic caused many challenges for everyone, and there have been numerous studies detailing such issues; however, there is a scarcity of studies that directly tackle the experiences of teachers specifically dealing with struggling readers during this pandemic. This is why there is a need for this study to exist to shed light on the collective experiences that existed for elementary teachers with their struggling readers during pandemic-induced social restrictions (Stanton, 2021). The additional stress and burden that this pandemic shoves into our struggling readers, who are lagging even before this pandemic started, is what urged the researchers to conduct this study.

## *Teachers' Challenges and Coping Strategies in Assisting Struggling Readers*

Classroom effectiveness of teachers heavily depends on their knowledge of the subject matter and their pedagogical skills. Unfortunately, most teachers are not oriented towards helping poor readers in their classes. In their training, they were not adequately prepared to teach all children according to their needs. Therefore, even in cases where reading materials are adequate, reading skills

of poor readers are not improved the most important person, who is the teacher in this case does not know how to help the poor readers (Kalindi, 2005).

It is also worth remembering that educators have already been dealing with a variety of challenging conditions, including too many students in classrooms, unpredictable student punctuality, and so forth (Ministry of Education, 1992). When there are too many students in a classroom, it is challenging for the instructors to provide undivided attention, particularly to those who may be struggling with reading. Furthermore, severe deficits of educational resources, as well as inadequate personnel, particularly in rural regions, make teaching reading a difficult task for instructors (Ministry of Education, 2008).

Reading is seen as the foundation to a teacher's mastery of the academic program. Teachers can only become proficient in reading and compete if they would be committed to begin their reading progress. This can only be accomplished if higher education departments provide adequate assistance by exposing teachers to reading methodologies, programs, guidelines, and regular seminars. To ensure that instructors are making significant progress, this approach should be closely reviewed and monitored by literacy professionals (Moswane, 2019).

A teacher may possess essential skills to coach reading, but if the appropriate textbooks are not available, it becomes burdensome for the educators to teach efficiently. Teachers are overloaded due to reduced staffing levels, which forces them to attend to several classes. As a result, they will be unable to provide special attention to students who struggles in reading (Mwanamukubi, 2013).

The inadequacy of pedagogical competencies and capabilities that can allow learners to read is the biggest challenge with promoting EFAL reading in South African educational institutions (Kepe, 2017; Maswanganye, 2010). Mather (2012) has a similar perspective, claiming that issues may be due to a lack of skillsets of how one should demonstrate reading to many South African educators. The issue that directly correlate with educators who are assigned to teach English lessons in secondary schools at the senior phase but do not have a stronger grasp of language is widely recognized (Kepe and Foncha, 2017).

Due to insufficient time, teachers become stressed as they strive to cram in fundamental various reading activities in each period (Schwartz, 2008). The majority of instructors spend their time in the classroom planning, communicating, distributing materials, and making calls, thereby wasting time that could be spent educating students in the classroom. Another source of emotional stress for American teachers is due to lack of self-esteem among the educators themselves, social concerns, a loss of enthusiasm, educators not being compensated enough for all the excellent work they do, and educators not having the necessary learning materials, to name a few. Educators have the potential to have a significant impact on learners, but this comes with a lot of hurdles. Several educators desire that their education programs had done a much better job of educating them for these real-world difficulties in reading instruction (Schwartz, 2008).

Reading comprehension techniques are tactics, guidelines, or processes that instructors, reading specialists, and researchers utilize to guide students develop their reading comprehension. Teachers can supervise students when they read materials that are acceptable in terms of levels of complexity (Manning & Manning, 1984). As a result, the teacher's role is to train children on how to synchronize the utilization of various techniques. Teachers should always try to encourage students to reread learning materials since it improves their reading skills. Teachers should enable students to read in groups of two to help them master reading comprehension.

According to Sweet and Snow (2003), specifically teaching comprehension skills to students will improve their learning outcomes, particularly for low-achieving students. Hence, educators must inform learners about the complete variety of techniques accessible throughout the program (Anderson, 2007).

According to a meta-analysis of literature and studies, systematic usage of repeated reading has been demonstrated to improve reading achievement (Jones et al., 2012). Repeated reading is a differentiated intervention that involves multiple readings of the same passage. Students can concentrate on fluency and comprehension by using words that are familiar and embedded in their vocabulary (Jones et al., 2012). This technique can be tweaked and combined in a variety of ways to supplement the basic curriculum. If a student's vocabulary is insufficient, explicit word education is beneficial. A listening preview can help at-risk and struggling readers (Nilsson, 2021).

Variability in students' literacy levels and linguistic abilities, Children have different linguistic abilities and some fair well with simple texts while others excel more on difficult topics. An important thing to consider is to be able to establish techniques or strategies on how you can urge both types of readers to participate in the same reading environment. Students are able to read beyond their standard reading level due to two factors: interest and background knowledge (Sweet, 1997). Interest encourages perseverance and a willingness to learn, while topic knowledge aids children's word recognition and comprehension by allowing them to draw on prior information.

### *Struggling Readers*

In formal education, "reading" has been an indispensable element for a child to learn when he enters the realm of exchange of information. Reading is an essential ability that every child must learn in primary education before moving on to junior high school. Students' reading skills is the foundation of practically all learning processes, requiring students to master not only vocabulary, but also other disciplines. If students have poor reading skills, they may have trouble acquiring knowledge in a variety of other areas, which will have an impact on the learner's academic performance (Nanah et al., 2018).

Teachers who have more than 30 students in a class might not be able to provide attention to each one individually, therefore they would turn to chorus reading as a method of instruction, which will impede good reading (Ikoh, 2004).

There appears to be a lot of discussion over what triggers reading difficulties. Reading difficulties are attributed to neurological factors according to some researchers, while others attribute them to environmental factors. In the United States and Scandinavian countries, debates have taken place to determine whether reading issues are driven by psychological or neurological reasons (Maruyama, 2007). Reading issues are complicated, and identifying the causes is pretty difficult.

### Method

The study uses a qualitative research design. This study focuses on the teachers' strategies, challenges, and coping mechanisms in helping struggling readers during the pandemic. Thus, this study's preference dwelt more on Sharan B. Merriam's Case Study model.

The study was conducted in Tungawan Central Elementary School, a public school in Libertad, Tungawan, Zamboanga Sibugay, Philippines. The study's participants are fourteen (14) teachers handling Grades 1, 2 & 3 of the elementary school. Four handle grade 1 pupils, five handle grade 2 pupils, and the other five handle grade 3 pupils. All of them had been assisting struggling students in reading through reading assessments. Fourteen (14) pupils were also involved as the second source of data. The participants were chosen through Purposive Sampling.

Purposive sampling is a technique used by qualitative researchers to find individuals who can provide in-depth information on the topic they are studying (Complete Dissertation, 2018). The targeted respondents are the teachers of pupils who had started school during the pandemic; thus, the teachers of Grades 1, 2 & 3 are ideal for this study. Since the teachers are predetermined as the participants, purposive sampling is the most appropriate and suitable sampling technique for this study.

Before beginning this study, the researchers sought approval from the principal of the Tungawan Central Elementary School, permitting them to use the teachers at Tungawan Central Elementary School as participants in this study. The Principal of Tungawan Central Elementary School signed the approval page. The researchers then conducted a face-to-face interview with the 14 individuals to collect their comments. Each question was addressed in a statement detailing the participants' experiences and ideas on the topic the researchers are evaluating.

### Results and Discussion

#### *Strategies on teaching the students how to read*

The result of the study shows that the teacher utilized different strategies to help the students how to read and analyze what part of the reading process the student struggled with the most. These strategies include conducting remedial classes, using phonetics, doing simultaneous reading, and integrating games and reading materials. The following are the different strategies:

*Conducting Remedial Classes.* One of the teachers' strategies is using remedial classes to review the lessons that the students do not easily understand. The participants shared that they will first have an assessment, followed by remedial classes, and allots 30 minutes for reading time. The answers of the research participants go as follows,

"To assist struggling readers, especially during this limited face-to-face, we do some remedial reading focusing on Dolch list words, CVC's, Marungko, and other reading materials that can help improve the reading ability of one learner." TP1

"Struggling readers are part of our field; we assist them through remediation. We will conduct reading remediation after class or vacant time." TP2

"The first step in giving assistance to struggling readers is through assessment. Being aware of the child's reading ability will give the teacher an idea of how to help him overcome his reading struggles. The knowledge will also help in selecting the right kind of reading materials to use and the time frame allotted for each material, the people involved (e.g. parents, siblings), and the approach in remediating." TP9

"You need patience and encouragement. Give reading materials and do follow-up every day. Follow-up their parents with reading at home. Have 30 minutes a day for reading time." TP11

The result of the study shows that the teacher used remedial classes as one of the strategies for the students to read. The result also shows that the students attend remedial classes and read with the teacher during their free time. The teacher also lets the students read first, tell them the words they still do not know how to read and asks them to stay after school hours to have a remedial class. This shows that it takes a professional to teach children to read effectively. Learning how to read is a varied and complex effort, contrary to the widespread belief that it is natural and simple. It takes effort and gradual skill development for many children.

Furthermore, teaching how to read takes significant information and competence, which must be developed through several years of thorough assessment and supervised performance (Moat, 2013).

*Using Phonetics.* Another teacher strategy is phonetics, wherein the teachers use the sound of words to teach the students how to read properly, especially on some words they do not understand well. The answers of the research participants go as follows,

"We teachers used to read first the words, phrases or even sentences, then we let them listen. Afterward, we let them follow reading after us and do it repeatedly if necessary." TP1

"By giving them the sound letters and letting them read by syllables, then by words, by phrases, then by sentences."

TP4

"I introduce sounding of the letters then sounding of two or three syllables followed by sounding by words." TP5

The result of the study shows that the teacher analyzes first the level of expertise using techniques on reading. The study also shows that teachers teach us to familiarize the sound of letters and words. Another research participant also said that the teacher teaches the sound of letters. The teachers show that different lesson delivery strategies, let alone linguistic competence, reading psychology, creative writing, or the management of a literacy program based on assessment, cannot be acquired without a deeper understanding. Furthermore, the implications for teachers and learners show the teacher's need for competent reading teaching and the processes required to master it (Moats, 2013).

*Doing Simultaneous Reading.* The teachers used simultaneous reading to help the students understand better and familiarize the words that they read. This helps the students develop their reading capacity and knowledge. In relation to the use of simultaneous reading, the result of the study goes as follows:

"Conduct oral reading one-on-one using an eclectic approach, phonemic awareness and marungko approach." TP3

"I have to identify first the reading status of the child, see to it that the child had already familiarized the different sounds of the letters of the alphabet. Grouping the sounds, then start with the easy one. If the child can already read blend sounds, proceed to syllabication then give ample reading materials with repetitive words." TP10

"The strategies I used to help the struggling reader are peer reading, prepare reading materials for oral reading, shared reading, and I spent my vacant time in my pupils through remedial reading." TP11

"Read aloud to the reader, read text repeatedly and provide time for vocabulary and spelling." TP4

One research participant said the whole class read as one and reviewed the words they could not read. Another research participant said that the teacher let the students read first and analyze the part where they have a hard time reading. Another research participant also said that the teacher asked the class to read the words on the board and asked each student to come to the table one-by-one to teach them the words they found difficult to read. Furthermore, one research participant said that the teacher asks the class to repeat simultaneously the words loud and clear for them to understand the meaning of the words better. The result shows that the role of an educator as an educational engineer is to set teaching instructions and organize the school environment so that the students' learning probability should increase in the classroom. Furthermore, the teachers must include the learning development of students with disabilities with their non-disabled peers to the maximum extent. Appropriate learning methods and procedures for students with learning disabilities have been a topic not only in educational institutions but also in the courts, amongst the general public, and within legislative expectancies (Mahler et al., 2018)

*Integrating Games and Reading Materials.* One of the strategies being utilized by the teachers is using reading materials such as flashcards, books, and games to gain the students' attention and develop their reading habits. The result of the study shows as follows:

"We introduce the flashcard drills, charts, jumbled letters, read and spell, jigsaw puzzles." TP1

"Read aloud, or shared reading strategy is using big books, storybooks, rhymes, poems, in teaching story reading to develop learner love for reading story. Then, word puzzle, pictures with a vocabulary word, games, matching word with pictures, using anchor chart." TP3

"Class reading in Filipino and English, playing letter files (contest), playing games (with a time limit), reading logs challenges (with prize), shared storytelling and pull-out scheme." TP8

"Using of marungko approach and apply the shared reading, DEAR (Drop Everything And Read), use games and flash cards." TP6

One of the research participants said that the teacher used reading materials for the students to read at home. One of the research participants also said that the teacher used flashcards to teach the students how to read and used games to gain the attention of the students to read. The teacher also used a shared reading approach while utilizing games and reading materials. The result of the study shows that the instructors foster a collection of illustration plans and reading material for each subject and each grade, which they can then browse and adjust, contingent upon the unique circumstance as supported by the study of Ainsworth et al. (2012). Furthermore, the use of plan illustrations, notwithstanding these outer assets, also depend on different inside assets, like their insight into didactics and the actual topic (Avraamidou and Zembal-Saul, 2010).



Examining the participants' responses, the researchers observed that Simple View of Reading Theory supports how the teachers help struggling readers. As stated in the theory, *teachers that help kids with reading employ the same methods: the teacher goes through syllables by syllables, then the word in repetition, and the student learns how to pronounce the word with the teacher's help.* This connects to how teachers do the process of teaching reading. Furthermore, the process that teachers often do employs the framework of the Simple View of Reading Theory, which is *learning to read entails mastering two crucial skills: (1) precisely and smoothly reading each word in texts; and (2) understanding the meaning of texts as they are read.*

### ***Challenges Encountered by the Teacher in Assisting Struggling Readers***

Despite using different teaching strategies to develop the reading habits and performance of the students, there are still some challenges that the teacher encounters during the teaching process. These challenges include lack of student willingness, lack of parents' cooperation, lack of time for reading, lack of reading materials, and lack of teacher's patience. The following are the result of the study, which shows the challenges encountered by the teachers:

*Lack of Student Willingness.* The result of the study shows that some students lack the will to understand the lesson and develop their reading performance. The result of the study goes as follows:

"Learners who lack interest in reading and short term memory in reading." TP5

"I encountered in assisting pupils in reading like lack of interest in reading, lacking of knowledge in sounding out words and short term memory in reading." TP11

"Lack of interest and boredom. Mispronounces or skips words while reading." TP8

One of the research participants said that sometimes the teacher loses their patience, which means that the students are sometimes stubborn and lack the willingness to develop their reading habits and performance. The result of the study shows that changing students' negative attitudes towards learning are a process that involves determining the factor driving the attitude and using the information to bring about change. Students' attitude toward reading, good or bad, affect their outlook on learning throughout life. Their attitude towards reading affects their amount of education.

Furthermore, as noted by Seitz (2010); Guthrie and Wigfield (2000), "motivation is what activates behavior." Student attitudes toward reading are a central factor affecting reading performance. Students' attitudes on learning and reading determined their ability and willingness to learn. If negative attitudes are not altered, a student is unlikely to continue his education.

*Lack of Parents' Cooperation.* The result of the study also shows that parents' cooperation sometimes affects the willingness and performance of the student toward reading. The result of the study goes as follows:

"When the parents will not follow up their children at home, especially those with reading disabilities or children who easily forget the new learning." TP10

"Parents who lack coaching or follow-up reading at home." TP3

One research participant said parents do not exert extra effort to teach their children how to read. The result shows that parents play a key role in introducing reading as a family activity thus pupils forget what they learned during reading time. According to Ramirez et al (2022), one of the parent's perceptions of their role as learning facilitators is that it is an arduous task. They found it challenging to facilitate the learning of their children at home. Furthermore, since the parents have the responsibility to sustain the needs of their family, they need to look for a time to facilitate their children's learning (Ramirez et al, 2022).

*Lack of Time for Reading.* The result of the study shows that teachers face the challenges of not having enough time for reading to assist struggling students. The result of the study goes as follows,

"Lack of time or reading interventions will not always be followed or performed." TP6

"Give/focus more time and give more reading materials to readers." TP4

"Limited time allotted for reading remediation considering the number of hours spent at school and numerous teaching loads on the part of the teacher." TP9

"Learner's motivation and time for reading are the very common challenges faced with struggling readers." TP10

One of the research participants shared that scheduling time for reading is a challenge teachers also face. One research participant said it takes a toll on their time to do reading interventions due to the numerous teaching loads. The result of the study shows that allotting time for reading delays students' progress in developing their reading abilities. According to Schwartz (2008), due to insufficient time, teachers become stressed as they strive to cram in fundamental various reading activities in each period. Most teachers spend their time in the classroom planning, communicating, distributing materials, and making calls, thereby wasting time that could be spent educating students in the classroom.

*Lack of Reading Materials.* The result of the study shows that reading materials had also been challenging for the teachers. The results of the study go as follows,

"Give/focus more time and give more reading materials to readers." TP4

"Lack of reading materials appropriate for each level/ability of readers." TP6

The research participants said they lack access to reading materials appropriate for targeting the reading ability that the pupils lack. The result of the study shows that teachers are challenged in finding and accessing reading materials needed to aid struggling pupils.

Furthermore, Ainsworth et al. (2012) expressed that with experience, instructors foster a collection of illustration plans and teaching material for each subject and grade, which they can then browse and adjust, contingent upon the unique circumstance.

*Lack of Teacher's Patience.* The result of the study also shows that teachers lose patience in assisting struggling readers. The result of the study shows as follows,

"Sometimes I felt bored, but I strengthened my patience just to teach them. There is a time I am losing hope, but I look for the brighter side that my pupils can read even single words/phrases or sentences, which was already an incentive for me." TP1

"Can lose patience, hope but we still struggling to teach because that is our duty and responsibility as teachers, and we pledge for it." TP5

The research participants shared that they also face challenges in assisting readers through their patience. The participants expressed that whenever they feel like losing patience, they motivate themselves to be positive for the improvement of the pupils. In a study by Mahler et al. (2018), they explained that teachers' self-efficacy and core behavioral competencies play a huge role in student development. Teachers must maintain a welcoming environment for pupils to be at ease when learning to read.

### ***Coping Mechanism of the Teachers in Assisting Struggling Readers***

The teachers' coping mechanisms and self-management practices are related to informative practices, for example, perceiving a comprehensive pattern and developing such informative practices. At the same time, teaching objectives were related to utilizing standardizing evaluating guidelines and contests that develop the execution of practices and objectives in the classroom. These coping mechanisms are having more patience, fostering a supportive learning environment, using teaching strategies, and motivating oneself.

*Having more patience.* The role of the teacher enables a person to pursue their dreams more efficiently and to achieve certain character and professional development and goals in his life. Through the teacher's teaching strategies, the student develops a motivation for them to study further the lessons and understand the words they are reading. To support the result of the study, the answers of the research participants go as follows:

"Have patience when assisting and find ways to motivate the students to read." TP1

"Be more patient in teaching, give incentive awards to motivate them to arouse their interest in reading, give an assignment, activity sheets, and other reading materials, and conduct a remedial reading." TP3

"Sometimes, it needs more patience and time, yet I am determined to make them fast readers." TP4

"I deal with it with long patience; as teachers, we need to build their confidence. We need to deal with them with a soft voice so that they will not be scared the next time you teach them." TP11

One of the research participants said that the teacher's strategies effectively motivate the students to practice their reading habits. One of the research participants also said that the students are now reading fluently through the strategies done by the teacher. The result also shows that the teacher looks for remedies to fill in the gaps of the students' reading difficulty, which results in the students' good reading performance after a long period of time. This means that education goals have always been to prepare and nurture the students for citizenship, cultivate them to be part of a skilled workforce, teach them cultural literacy, help the students become critical thinkers, and encourage them to compete in a global competition. Furthermore, beyond any other determining factor (cognitive abilities, budget, class size, etc.) in predicting students' performance on these objectives is the teacher (Jones, 2012).

*Fostering a Supportive Learning Environment.* The primary concern of teachers in assisting struggling pupils is their reading motivation. The study results show that teachers cope with the challenge by being supportive, enthusiastic, and motivating to the pupils when they have reading time. The results of the study go as follows,

"Don't show displeasing expressions; stay enthusiastic and feed back if the student read correctly." TP1

"Give incentive awards to motivate them to arouse their interest in reading, give an assignment, activity sheets, and other reading materials." TP3

"I have to inspire struggling readers to read more because once they are a reader, then they can be a leader." TP5

"We need to deal with them with a soft voice so that they will not be scared the next time you teach them." TP11

"Being friendly with the child does not make them feel reading is a punishment. Thinking of the most effective ways to facilitate the reading stage of a child. Create an atmosphere of "learning is fun" with the child." TP10

"I figured that motivating and congratulation the students' little progress makes them proud, so they read more."

TP2

The research participants shared that pupils need to be constantly motivated and receive instant feedback from the teachers whenever they feel unsure of the text read. One research participant also said that the learning environment must always be welcoming and friendly in order that pupils will not feel that reading time is a punishment.

*Using Teaching Strategies.* In relation to the challenges encountered by the teachers, they also developed a teaching strategy as part of their coping mechanism to further help their students develop their reading habits and performance.

"Choose a strategy suited to the child's needs, involve the parents." TP9

"I patiently assist the readers, find teaching techniques and strategies to improve the readers, and constantly appreciate them if they make progress." TP5

"Teaching patiently, providing single reading materials with repeated words/patterns, marungko such as CV, VC CVC words." TP11

"I read more techniques, methods on how I can help my struggling learners." TP7

"Have them read that same materials/things several times to familiarize the words. Conduct drill using sight words. Conduct individual reading using syllables before going home." TP3

"I tend to read, examine, and re-assess if my strategies work." TP1

In relation to the challenges encountered by the teachers, they also developed a coping mechanism to help further their students develop their reading habits and performance. One of the research participants said that the teacher exerts more patience and effort toward the students. One research participant also said that the teacher's focus on the student is relative to the outcome of the results. The student's performance in reading is based on the efforts exerted by the teacher. In any case, the teachers tracked critical outcomes for social and work aversion objectives; however, no reasonable outcomes for authority and teaching objectives focused on coping mechanisms and self-management practices.

Furthermore, Wang et al. (2017) also focused on the impacts of practices, objectives, and teaching authority arranged within the classroom as the teachers are utilizing a more comprehensive plan for students with learning disabilities. The studies certified that self-management objectives were significant for the teachers' core behavioral competencies, and self-efficacy objectives and practices construct a comprehensive method for the pupils.

*Motivating Oneself.* The study results show that teachers also motivate themselves to cope with the challenges. The results are as follows,

"Sometimes, it needs more patience and time, yet I'm so determined to make them fast readers." TP2

"I am always positive and hopeful that upon my assistance, children be able to make it." TP7

"Stay calm and cool. Dealing it positively. Challenging myself to this line, "the reading future of this child lies on my hand". I feel motivated, thinking that nothing is impossible to constant learning." TP10

"I cope with the challenges in assisting struggling readers by constantly reminding myself that I have a responsibility to fill in, and it is up to me to really put an effort to serve pupils well." TP8

Most participants shared that they motivate themselves to find ways to solve the struggles of their pupils. No teaching strategy fits all learners, and teachers feel frustrated whenever their pupils do not improve. Motivating themselves to overcome this challenge is very rewarding when achieved. According to Mitchell (2015), competent educators have always been multifaceted, selecting from various methodologies to ensure that their students receive an exceptional learning experience and outcomes.

### Conclusion

Teachers must transition from learning to reading to reading for learning because this is essential for their future success should insist that readers of adolescent age must be able to deal with increasingly difficult texts. This is important to learn more about the subjects they are studying. Teachers must have access to a complete English language curriculum that integrates teacher-led and online learning in a blended learning environment, as well as continuing assessments, data analytics, and literacy assistance for teachers if they want to be efficient teachers. In addition, by reading and understanding more difficult texts, pupils will be able to produce better-written assignments as their reading skills improve. Immediate and positive feedback encourages pupils to improve their reading skills, especially in reading English materials. Thus, it is recommended that teachers, in order to assist their pupils' development in reading, should schedule a time to speak with parents/guardians. As a result, the teacher will know which areas of

the lesson need to be simplified or given additional instructions/notes so that the pupils can understand how to complete the challenging sections of the reading process. The local school district may sponsor seminars about handling the hindrances encountered in the reading performance of the pupils. The researchers only focused on one school to conduct the study, we suggest other researchers to examine and investigate the different experiences of elementary teachers in helping struggling readers to figure out whether or not the results presented in this study reflect the general experiences of teachers in the different school divisions.

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