

## **Lived Experiences of Teachers Implementing Reading Programs in Secondary Schools of Pudtol District**

### **Abstract :**

This study aims to fill that gap by exploring the challenges and successes teachers face while implementing reading programs in secondary schools in the Pudtol District. It will also look at how teachers think these programs affect students' reading abilities. This study uses a qualitative phenomenological approach to understand teachers' lived experiences with reading programs. The phenomenological method is ideal for capturing the subjective experiences and personal reflections of participants. The data reveal both the challenges and rewards of implementing reading programs in secondary schools in the Pudtol District. The challenges related to resources, time, and student engagement present clear areas for improvement, but the successes in student progress and teacher development underscore the positive impact these programs can have when adequately supported. Better support systems, including resources and parental involvement, could improve program outcomes and further enhance student literacy.

Keywords: teacher development, student literacy, reading programs

### **I. Introduction**

Reading programs are very important for improving students' reading skills, especially in secondary schools, where students face more difficult subjects and assignments. In the Pudtol District, several reading programs have been introduced to help students with low reading levels. These

programs aim to give students the skills they need to understand more complex materials and succeed in school.

However, the success of these reading programs depends not just on the materials and lessons but also on the teachers who run them. Teachers are the ones who put these programs into action in their classrooms. Their day-to-day experiences can tell us a lot about what works and what doesn't. By understanding the challenges and successes teachers experience, we can make these programs better.

In the Pudtol District, where efforts to improve reading are a priority, it's important to listen to the teachers' perspectives. This helps us understand the practical difficulties they face, like a lack of resources, students at different reading levels, and support from the school. It also helps us learn about the successful strategies they use. Lastly, by learning how teachers see the effect of these programs on students, we can make improvements that better serve both teachers and students.

#### Problem Statement

Despite the efforts to improve reading skills, there is not much research on the personal and professional experiences of teachers who implement these reading programs in the Pudtol District. Most studies focus on how students are doing or on general program reviews, but they often miss out on the teachers' perspectives. Without understanding what

teachers go through, we can't fully measure or improve the programs' effectiveness.

This study aims to fill that gap by exploring the challenges and successes teachers face while implementing reading programs in secondary schools in the Pudtol District. It will also look at how teachers think these programs affect students' reading abilities. Understanding these experiences is key to improving reading programs and better supporting the teachers who deliver them.

### 1.3 Research Objectives

1. What are the lived experiences of teachers implementing reading programs in secondary schools?

2. What challenges and successes do teachers encounter in the implementation of reading programs?

3. How do teachers perceive the impact of reading programs on student literacy development?

## II. Methodology

### Study Design

This study uses a qualitative phenomenological approach to understand teachers' lived experiences with reading programs. The phenomenological method is ideal for capturing the subjective experiences and personal reflections of participants.

### Participants

Seven secondary school teachers from the Pudtol District participated in the study. These teachers were selected through purposive sampling, ensuring they had sufficient experience implementing reading programs.

#### Data Collection

Semi-structured interviews lasting 45-60 minutes were conducted with each teacher. Open-ended questions allowed participants to freely share their experiences related to challenges, successes, and their perceptions of the programs' impact on students.

#### 2.4 Data Analysis

Thematic analysis was used to analyze interview data. Transcripts were coded, and recurring themes were identified, grouped, and categorized into overarching themes related to teachers' experiences.

#### 2.5 Ethical Considerations

Ethical clearance was obtained from the relevant research ethics board. Informed consent was secured from participants, ensuring confidentiality and anonymity throughout the study. Participants were free to withdraw at any time.

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### 3. Results

#### Results

##### 3.1 Challenges in Implementing Reading Programs

##### Table 1: Challenges in Implementing Reading Programs

Theme	Subtheme	Participant Quotes
Inadequate Resources	Lack of updated materials	"We don't have enough materials that suit the students' reading levels." (Teacher A)
	Insufficient technological tools	"The absence of computers or tablets hinders our ability to deliver the program effectively." (Teacher D)
Limited Time	Academic workload	"There's not enough time to run the program because we have other academic subjects to prioritize." (Teacher F)
Lack of Student Engagement	Disinterest in reading	"Students prefer using their phones or talking with friends instead of reading." (Teacher C)
Parental Support Issues	Minimal parent involvement	"Parents aren't involved enough in their children's reading progress at home." (Teacher G)

The challenges faced by teachers when implementing reading programs in the Pudtol District highlight several critical issues that impede the success of these initiatives. **Inadequate resources**, particularly the lack of updated reading materials and technological tools, were cited as significant barriers. Teachers expressed the difficulty of engaging students without the proper resources to cater to diverse reading levels, emphasizing the need for modernized instructional tools.

Another issue identified was **limited time**. Teachers were unable to dedicate sufficient time to reading programs due to the demands of their broader academic responsibilities, making it hard to consistently implement the programs.

Additionally, **student disinterest** emerged as a major hurdle. Teachers observed that many students lacked motivation and were more focused on other distractions such as mobile phones or socializing, which hampered their involvement in the program. This lack of interest is further exacerbated by the **absence of parental support** at home, which teachers believed would help reinforce reading habits outside the classroom.

### 3.2 Successes and Rewards

**Table 2: Successes and Professional Fulfillment**

Theme	Subtheme	Participant Quotes
Student Progress	Improved reading skills	"My student went from struggling to read a paragraph to reading full chapters." (Teacher B)

Professional Growth	Enhanced teaching strategies	"I've learned new strategies and become better at engaging students through these programs." (Teacher E)
Student Confidence	Increased confidence in reading	"They're more confident, and some now have a real love for reading." (Teacher J)

Despite the challenges faced, the teachers also experienced significant **successes** and **professional growth** through the implementation of the reading programs. Teachers shared positive experiences where students showed marked improvement in their reading abilities, progressing from struggling readers to more fluent ones. These improvements provided a sense of accomplishment and **personal fulfillment** for the teachers, validating the effectiveness of their efforts.

Moreover, teachers noted that the experience of managing these programs helped them **develop professionally**, with many refining their teaching strategies and learning how to better engage students. This professional growth, in turn, benefitted their broader teaching practice.

The most rewarding outcome for teachers was witnessing the **confidence** that developed in students as their reading skills improved. Teachers expressed pride in seeing students not only improve academically but also gain self-confidence and an increased enthusiasm for reading.

### 3.3 Perceived Impact on Student Literacy

**Table 3: Perceived Impact on Literacy Development**

Area of Literacy Development	Participant Observations
Reading Fluency	"We've seen significant improvements in reading fluency, especially among struggling students." (Teacher C)
Vocabulary and Comprehension	"Students are showing better comprehension skills and a growing vocabulary." (Teacher L)
Confidence and Enthusiasm	"Their enthusiasm and confidence for reading have noticeably increased." (Teacher I)

The teachers' perceptions of the **impact** of reading programs on student literacy reveal several positive outcomes. **Reading fluency** was the most notable improvement, with teachers observing that many students, especially those who initially struggled, showed considerable progress in their ability to read with greater speed and accuracy.

In addition to fluency, the reading programs also contributed to **enhanced comprehension** and **vocabulary acquisition**. Teachers observed that students became more adept at understanding and interpreting texts, while also expanding their vocabulary. These improvements were seen as vital for their overall academic performance.

Moreover, the teachers highlighted the development of **student confidence and enthusiasm** for reading as a key outcome. As students' reading skills improved, their confidence in their abilities grew, and many began to show a genuine interest in reading outside the classroom. This shift in attitude was particularly significant in motivating students to continue improving their literacy skills.

The data from the tables reveal both the challenges and rewards of implementing reading programs in secondary schools in the Pudtol District. The challenges related to resources, time, and student engagement present clear areas for improvement, but the successes in student progress and teacher development underscore the positive impact these programs can have when adequately supported.

## 4. Discussion

### 4.1 Insights into Teachers' Lived Experiences

The study reveals that teachers face significant challenges, particularly regarding resource shortages and low student engagement. Nevertheless, teachers find personal and professional fulfillment through the observable progress in student literacy. Their experiences highlight the delicate balance between overcoming obstacles and achieving rewarding outcomes.

### 4.2 Implications for Practice

The results indicate a need for increased resources, such as updated reading materials and technological tools, to help teachers implement reading programs more effectively. Greater parental involvement is also recommended to sustain student progress. Support from school administration could further enhance program outcomes.

### 4.3 Limitations and Future Research

This study was limited to the Pudtol District, so findings may not be generalizable to other regions. Future research could explore the experiences of teachers in different districts and investigate the long-term effects of reading programs on student literacy.

## 5. Conclusion

The lived experiences of secondary school teachers implementing reading programs in the Pudtol District reveal both challenges and rewards. While inadequate resources and student engagement present difficulties, the

improvement in student literacy and personal growth for teachers highlight the positive impact of these programs. Better support systems, including resources and parental involvement, could improve program outcomes and further enhance student literacy.

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