

The Transition of Reading Intervention Program: Plight of Teachers During The Pandemic

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Abstract: Reading Intervention Program is viewed as a vital tool in education, providing opportunities for students who struggle with reading comprehension. There is an undeniable increase in the number of students needing reading assistance, as it is clear that few learners reach higher grade levels while still struggling to demonstrate their reading skills. Therefore, teachers play a crucial role in helping learners overcome these difficulties and develop their skills. Due to the shift to remote learning, where traditional physical activities were halted, the implementation of the reading intervention program took on a different form. This has posed challenges for teachers, as the mode of delivering intervention is new to them, and they face difficulties in adapting. This qualitative study aims to describe the experiences of teachers in implementing the reading intervention program. Data were collected through one-on-one virtual interviews with teachers from Banaybanay District, Davao Oriental, with their responses carefully recorded and documented. The study found that teachers' experiences were shaped by their unfamiliarity with the new modality, limited resources, and insufficient instructional time. To overcome these challenges, teachers relied on external sources for supplementary materials and remained dedicated to their roles. Enhancing reading instruction and increasing adaptability to the mode of delivery have shown positive effects and support teachers in their work. Based on the study, providing additional resources and more opportunities for students to practice reading are essential to meet the needs of those struggling with reading.

Keywords: Reading Intervention; Reading Comprehension Skills; Qualitative; Mindanao; Philippines.

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I. INTRODUCTION

The COVID-19 pandemic triggered a rapid shift to remote and hybrid learning, disrupting educational systems worldwide and posing serious challenges for teachers, particularly in reading intervention. Educators had to adapt to digital platforms, redesign instructional strategies, and manage increased workloads while supporting struggling readers. This global crisis, which began in late 2019, led to widespread school closures and ushered in a "new normal" in education.

Globally, institutions were urged to adopt remote teaching to sustain learning continuity (Alqabbani et al., 2021). This shift is especially concerning given that many elementary learners already struggle to meet reading standards. Reading remains a fundamental academic skill essential for both personal and professional development (Sanders et al., 2019), making effective intervention strategies even more critical during disruptions.

Research highlights that consistent reading practice supports skill development, including decoding and comprehension. Studies in China emphasize the importance of frequent reading exposure; however, findings on its

effectiveness remain mixed, suggesting that increased reading opportunities alone may not guarantee improved proficiency (Allington and McGill-Franzen, 2021).

In the Philippines, the pandemic worsened existing issues in reading proficiency. Data show that about 80% of Filipino students failed to meet minimum reading standards during this period, affecting performance in core subjects. These challenges are linked to learners' weak comprehension skills and the difficulties teachers face in implementing effective reading interventions.

Given these realities, it is vital to examine teachers' experiences in delivering reading interventions during the pandemic. Factors such as teaching experience, specialization, and location influence readiness for remote education (Lapada et al., 2020), while evidence-based programs can enhance instructional effectiveness (Tamban and Maningas, 2020). This study, focused on teachers in Mahayag Elementary School, Banaybanay District, Davao Oriental, aims to explore their experiences, challenges, and coping strategies in the "new normal," and to provide insights that can support educators and inform the Department of Education in improving reading intervention programs.

Moreover, the study intends to explore the parents' perspective on digital learning. Specifically, this study seeks to answer the following questions:

- What is the plight of teachers in delivering Reading Programs during the Pandemic?
- How do teachers cope with the challenges they encountered in their reading intervention program?
- What insights can be drawn from the experiences of teachers in delivering Reading Programs in these times of the Pandemic?

Furthermore, this study is anchored in ecological systems theory and new literacies, which frame the relationship among home, literacy, and technology in shaping learning experiences. It is further grounded in Victor Vroom's Expectancy Theory (1964), which posits that motivation and productivity increase when individuals believe their efforts will lead to successful outcomes and corresponding rewards. This theory emphasizes that behavior is driven by conscious choices aimed at maximizing benefits, and that performance is influenced by factors such as skills, knowledge, and experience. In addition, the study draws from Jean Piaget's (1936) theory of cognitive development, which explains that children progress through stages of intellectual growth shaped by maturation and environmental interaction, with each stage reflecting qualitatively different thinking. This perspective highlights the importance of active learning, where learners construct knowledge through exploration rather than passive absorption.

Guided by these frameworks, the study examines three interrelated variables: teachers' involvement in delivering reading interventions, the coping strategies they employ, and the insights they share with peers. By exploring teachers' lived experiences during the pandemic, the research captures how they adapted to remote learning challenges and implemented reading intervention programs in the "new normal." The interplay of these variables provides a deeper understanding of how educators navigated instructional demands, offering valuable perspectives and practical lessons that can inform and support other teachers in similar contexts.

II. METHOD

➤ *Design and Procedure*

This study employed a qualitative research design using a phenomenological approach to explore and describe teachers' lived experiences in delivering reading intervention programs during the pandemic. Qualitative research focuses on understanding human actions and social realities through non-numeric data such as words (Denzin & Lincoln, cited in Bishwakarma, 2017), while phenomenology specifically seeks to capture the meaning and essence of shared experiences from the participants' perspectives (Christenson et al., 2022). This approach is appropriate for examining complex educational contexts, as it allows participants to freely express their thoughts, feelings, and coping strategies (Alhazmi & Kaufmann, 2022). Guided by the goal of understanding how teachers navigated challenges in the "new normal," the study highlights their personal insights and realities, recognizing that such findings are subjective and not intended for generalization but for deeper understanding of the phenomenon (Liamputtong, 2020).

➤ *Research Participants*

The key informants of this study were public elementary school teachers from Banaybanay District, Davao Oriental, selected to provide rich and firsthand accounts of delivering reading intervention programs during the pandemic. A total of ten (10) teachers participated, all of whom had at least three years of teaching experience, served as teacher-advisers during the COVID-19 period, and were aged 30 or older, regardless of gender. From this group, eight (8) teachers were chosen for Virtual In-Depth Interviews (IDI) to elicit detailed descriptions of their experiences and insights. Data were gathered through one-on-one virtual interviews, a common method in qualitative research. The study utilized purposive sampling, as recommended by Andrade (2021), to ensure that participants had direct and relevant experience with the phenomenon under investigation. This non-probability sampling technique allows for the collection of meaningful and in-depth data, particularly when the goal is to fully understand specific experiences or contexts (Campbell et al., 2020).

➤ *Research Instrument*

Qualitative analysis was employed to ensure credibility, transferability, dependability, and confirmability of the study. Data were gathered through unstructured, open-ended, one-on-one virtual in-depth interviews, which were audiotaped and supplemented with note-taking to accurately capture how informants described their experiences. This approach allowed participants to freely express their ideas, feelings, and motivations while enabling the researcher to build rapport and observe nonverbal cues such as facial expressions and body language (Marshall, 2016). An interview guide with open-ended and probing questions was used to elicit detailed responses and validate the findings, ensuring a comprehensive and accurate description of the teachers' lived experiences.

➤ *Data Analysis*

Data analysis was conducted after transcribing the interview responses, using coding and thematic analysis to

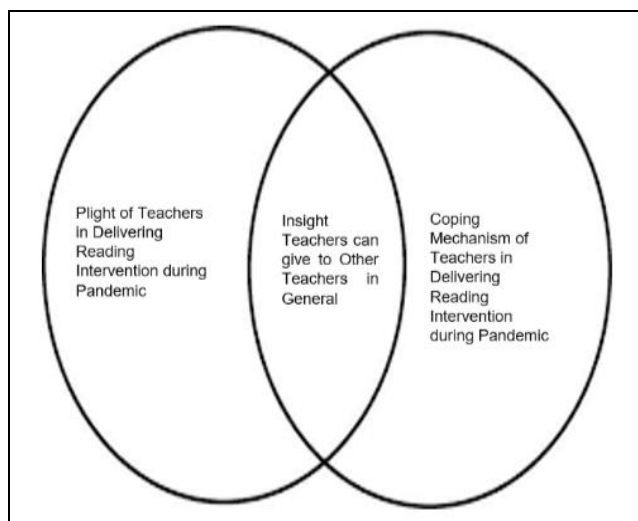


Fig 1 Conceptual Framework of the Study

interpret the data. The researcher first familiarized himself with the data by listening to recordings, reviewing transcripts, and identifying recurring responses among participants. Through coding, related data were grouped and labeled to highlight key ideas, themes, and categories, allowing for systematic organization and easier comparison of responses.

Subsequently, related codes were clustered based on shared meanings and assigned descriptive labels to reflect emerging themes. These themes were carefully analyzed to capture their significance and relationships within the study. The final step involved presenting the findings alongside their interpretations, providing a clear and meaningful understanding of the participants’ experiences.

➤ *Framework of Analysis*

This study utilized a systematic qualitative approach to categorize and interpret data through thematic analysis. Guided by an analytical framework, the researcher examined

teachers’ experiences in reading interventions using transcribed in-depth interviews. The analysis followed six stages: data familiarization, initial coding, theme development, review and refinement, defining and naming themes, and reporting findings. This structured process enabled the identification of key patterns and meaningful insights, ensuring that the data were organized and interpreted clearly and comprehensively.

Furthermore, the study integrated Braun and Clarke’s six-phase thematic analysis with De Farias et al.’s (2020) framework on similarity and levels of thematic complexity. This combined approach strengthened the rigor of analysis by not only identifying themes through systematic coding but also examining their relationships and levels of abstraction. As a result, the study achieved a deeper and more nuanced understanding of the data, providing rich and well-supported insights into teachers’ experiences.

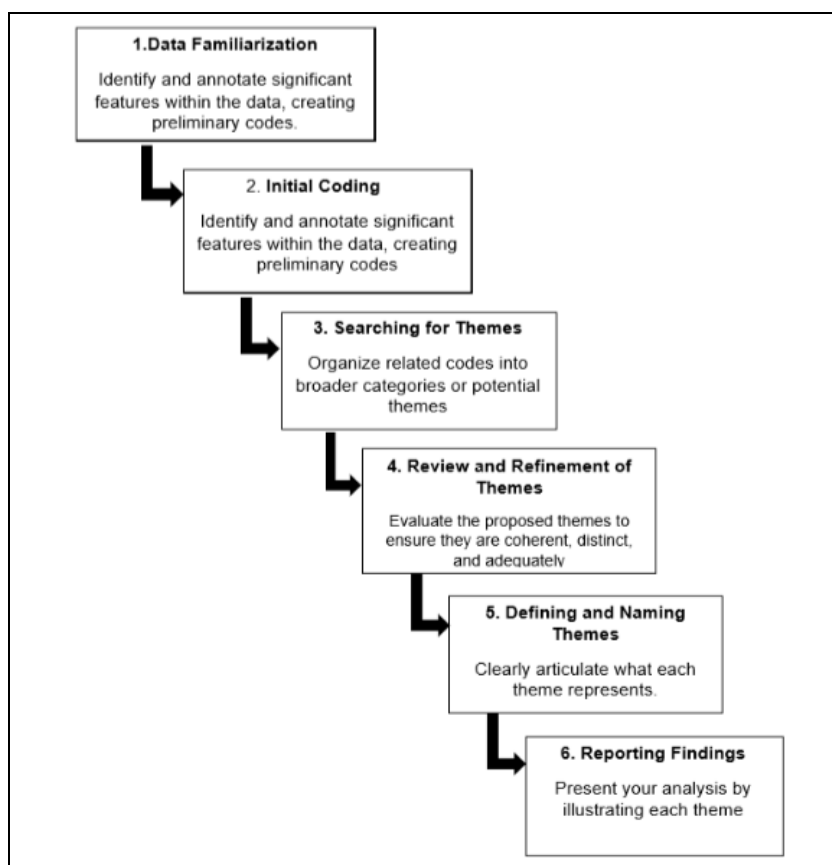


Fig 2 Analytical Framework of the Study

III. RESULTS AND DISCUSSIONS

➤ *Teachers’ Plight in Conducting Reading Intervention Program During the Pandemic*

Even before the COVID-19 pandemic struck, there was a relatively high rate of reading problems among students. For this reason, the Department of Education, in collaboration with other local agencies, has continually developed reading intervention programs to help bridge the increasing rate of low reading comprehension among students. Even before the advent of face-to-face education, teachers had encountered

challenges and difficulties. During the pandemic outbreak, when schools and learning were taken on a different path, teachers encountered even more difficulties in delivering reading intervention programs through distance learning.

The primary objective of this study is to investigate the challenges faced by teachers in implementing reading intervention programs during pandemics, as a crucial factor in the holistic learning of children. It further sought to discover their coping mechanisms in overcoming challenges faced and insights that can be generated from their experiences.

Information gathered from the conduct of the study was grouped into themes.

- *Unfamiliarity with New Teaching Modality:*

In almost all aspects of learning, both teachers and learners were significantly affected by the shift the pandemic has caused. The conduct of the reading intervention program had significantly caused difficulty and challenge for teachers of COVID-19 education, as they were separated from their students by distance. They might not gather concrete findings regarding the outcome of the reading intervention program. Additionally, teachers also find it challenging to implement and actualize the program's content since it was delivered virtually. In general, the new modality is one significant factor that contributes to the challenge faced by teachers. This can be read through the responses of the respondents:

“The number 1 thing that makes it—the reading intervention difficult is that we cannot face our students due to the pandemic. You know, it is hard to assess them, their level of comprehension as of the moment, and even harder to assess their comprehension after the intervention was done.” (P8)

“Ang akong kasinatian sa pagpatuman sa interbensyon sa pagbasa niining panahon sa pandemya bag-o kaayo alang kanako. Naanad na ako nga mag-atubang sa akong mga estudyante matag higayon nga maghatud ako sa akong interbensyon apan karon makita ra nako sila sa screen ug bisan ang katunga sigurado kung nadawat nila ang hingpit nga katuyoan sa interbensyon.” (“My experience in implementing reading intervention in this time of pandemic is very new to me. I am used to be facing my students every time I deliver my intervention but now I can only see them on screen and I am even half sure if they received completely the intent of the intervention.”) (P6)

“One of the unpleasant experiences I have had in delivering the reading intervention program during the pandemic is that I cannot see my students physically. There is a difference between teaching the students face-to-face compared to teaching them virtually, so I felt discontented because I still do not know how to deliver the intervention program effectively on an online platform.” (P4)

“Distance is what challenges me, most of us teachers. This new modality, from which we cannot see our students physically and teach them effectively, hinders, maybe, the success of the intervention. Well, that is for me.” (P7)

The responses highlight the complex realities of education during the COVID-19 pandemic, revealing that shifts in learning modalities significantly challenged teachers in delivering effective reading interventions. Distance and limited interaction hindered accurate assessment of learners' progress and often led to teachers' dissatisfaction in implementing interventions. These findings suggest that changes in instructional delivery not only affected teaching practices but also impacted the overall effectiveness of learning support for struggling readers.

Supporting this, Geranco (2023) noted that Modular Distance Learning (MDL), widely used during the pandemic, posed difficulties such as unclear instructions, limited vocabulary, and communication barriers. While themes like collaboration and critical thinking emerged, the transition to blended learning introduced further issues, including time management concerns, academic integrity challenges, and adjustment difficulties between modalities. Despite these, the return to face-to-face learning improved interaction and immediate feedback. Various platforms and resources, including online tools and broadcast media (UNESCO, 2020), supported learning continuity, while institutions adopted multiple delivery modes such as face-to-face, blended, distance learning, and homeschooling (CHED, 2020; DepEd, 2020), emphasizing the need for strategic planning to ensure quality education moving forward.

- *Lack of Resources:*

The lack of available materials necessary for teaching reading to early elementary school students has been a persistent issue for some time. Many books may be available at the school, but only a select few can be utilized for reading preparation and enhancement, which are essential for developing reading comprehension among students. The lack of available resources to develop reading comprehension skills significantly contributes to the difficulty teachers face in delivering the intervention program, as they struggle to find reading materials suitable and appropriate to the child's level of attainment. Teachers find it challenging to support their program with materials since they cannot outsource from the school library. The following are the responses of the participants:

“One of the unpleasant experiences I have had in conducting an intervention program is the fact that the school lacks the appropriate or needed books to support the intervention program. This is already a challenge in the face-to-face.” (P3)

“Ang kakulang sa mga kahinguhaan mao ang usa sa mga hagit nga akong nasugatan. Tungod kay labing maayo nga ang mga magtutudlo mahatagan sa materyal nga ilang magamit ingon usa ka tabang sa pagdesinyo sa programa ug pagpangita sa angay aron madugangan ang kalihokan sa nagkat-on.” (“Lack of resources is one of the challenges I have encountered. Because it would be very best that teachers be provided with the material they can utilize as a help in designing the program and looking for appropriate to supplement the activity of the learner.”) (P5)

“No available books in the school where we can find preparatory reading materials or stories where students can practice to read.” (P1)

“Tingali usa ka butang nga naghagit kanako mao ang pagpangita sa mga suplemento nga materyal o, oo, mga materyales sa pagbasa aron mahatagan ang akong mga estudyante sa pagbansay sa pagbasa.” (“Maybe one thing that challenge me is finding supplementary materials or, yes, reading materials to give my students for practice reading.”) (P8)

“During face-to-face classes, the school struggles with limited engaging reading materials, hindering students’ reading practice and comprehension development.” (P6)

This finding supports Brozak (2018), who emphasized that the lack of pre-reader books and reading materials contributes to low reading ability among pupils. Access to a reading-rich environment is crucial, as consistent exposure and practice significantly improve students’ reading skills; conversely, limited access increases the risk of poor reading outcomes.

Similarly, Bottiani (2019) noted that teachers already face heavy workloads managing large classes, lesson planning, and limited resources, which can lead to stress and reduced motivation. In this study, participants confirmed that insufficient materials hinder the effective implementation of reading intervention programs. Thus, providing adequate and supplementary reading resources is essential to improve comprehension and support struggling readers.

• *Inadequate Period of Instruction:*

Limited time for teaching and learning can negatively affect student performance and overall educational progress. Contributing factors include inefficient scheduling, frequent absences, classroom disruptions, poor management, and challenges in curriculum delivery. These constraints hinder effective instruction and create barriers to achieving educational goals, leading to difficulties in understanding lessons, reduced student learning, and decreased teacher motivation (Inadequate Training – The Opportunity Cost, 2022).

In particular, insufficient time allotted for reading instruction has been identified as a key factor in low reading comprehension. Since reading is often integrated with other components of English, it receives limited focused attention. Participants in this study confirmed that inadequate time for reading significantly affects students’ performance, emphasizing the need for more dedicated instructional time to improve reading outcomes. The participants have attested that:

“Ang oras nga gitumong sa paghatag sa interbensyon usa usab ka hagit sa pagpatuman sa programa sa interbensyon sa pagbasa.” (“The time intended to deliver the intervention is also really a challenge in the implementation of reading intervention program.”) (P2)

“During the implementation of the intervention program, I realized I am struggling to compensate for lost instructional time, especially for reading during English classes. It is challenging to catch up online without overexposing students to screen time, making the process difficult for me to implement.” (P4)

“When teaching reading, learners needing additional support require sufficient, but not excessive, time during instruction or intervention. Teachers must be patient and provide ample opportunities for practice to help these learners improve.” (P8)

“Kini nga kasinatian nahimong usa ka bililhon nga oportunidad sa pagkat-on, ug karon mas nahibal-an ko ang mga bahin nga kinahanglan nakong pauswagon pa.” (“This experience has been a valuable learning opportunity, and I am now more aware of the areas I need to develop further.”) (P9)

“The instruction was too brief because I lacked preparation, resulting in a shortened lesson that left students confused.” (P10)

Based on the responses of participants P2, P4, P8, P9, and P10, several key challenges and reflections emerged in implementing reading interventions. P2 identified timing as a major obstacle, while P4 struggled to recover lost instructional time in online settings without overexposing students to excessive screen time. P8 emphasized the need for sufficient practice and patience for struggling learners, whereas P9 viewed the experience as a valuable opportunity for growth. Meanwhile, P10 noted that poor preparation resulted in shortened and confusing lessons. Overall, these responses highlight logistical constraints, issues with pacing, and the importance of reflective practice.

These findings align with Sanford’s (2019) study, which emphasizes that ineffective teaching strategies can hinder reading development. Reading instruction is especially critical in early learning stages, particularly in developing phonemic awareness and phonics skills that serve as foundational building blocks. When instruction in these areas is inadequate, students are less likely to progress in their reading abilities. This suggests that the challenges faced by teachers in delivering reading interventions may stem from broader issues in instructional delivery and curriculum design, indicating a need to reassess and strengthen teaching approaches to address persistent reading difficulties.

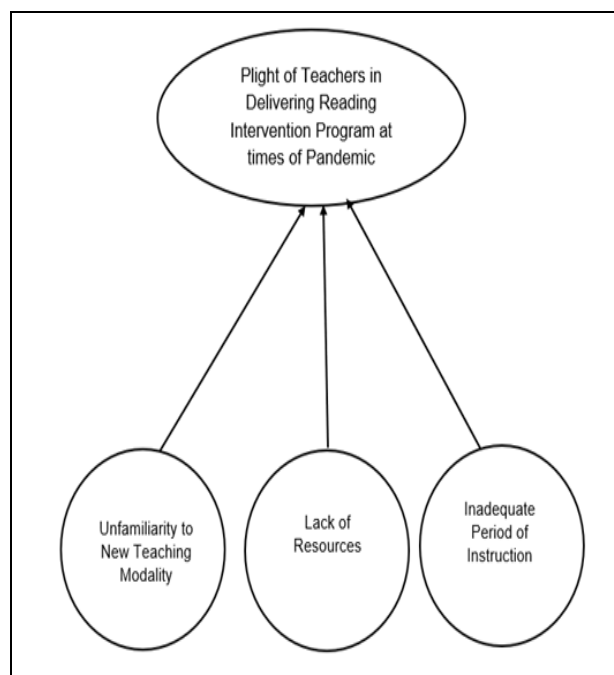


Fig 3 Plight of Teachers in Delivering Reading Intervention Programs During the Pandemic

➤ *Coping Mechanisms of Teachers in Delivering Reading Intervention During the Pandemic*

The second objective of this study looked at the coping mechanisms of teachers when they are prompted with difficulties and challenges in delivering reading intervention during the pandemic. This aimed at looking at what the difficulties teachers encountered in full detail and what steps they take to cope with such difficulties. In this part, a thorough discussion and presentation of the participants' responses will be presented. Such responses were grouped into themes, which will be elaborated in the following:

➤ *Outsourcing Available Materials:*

Teachers adapted materials, created digital resources, partnered with parents, and organized fundraising to address material shortages. They also used phonetic methods, incorporated games, and made home visits for hands-on support.

According to Agayon et al. (2022), teachers face different challenges due to these abrupt changes in the new educational system. Modular instruction, as an alternative modality for maintaining learning continuity, presented various challenges. Still, teachers must keep track of their students' development and monitor their progress. Generally, teachers are required to be innovative and creative. As identified, the lack of available resources to support the implementation of the reading intervention program is one of the challenges teachers face during the pandemic. Teachers have had to outsource possible materials they could utilize to supplement activities for practice reading. Teachers utilize available online reading materials for students to practice reading. In turn, they were able to overcome the struggle of the unavailability to supplement the intervention program. The following are the responses of the participants:

"Internet. Though there are already standardized materials provided alongside the reading curriculum, for practice reading during virtual sessions, I make use of the internet as a supplement and then have the materials provided for the students to bring home." (P1)

"During the pandemic, I utilized available online materials to support my students, as many resources were unavailable at school. I provided these materials for them to practice at home, ensuring continuity in their learning." (P2)

"There are many reading materials actually that can be found on the internet, so I use them every time I have my remedial session for reading with my students." (P3)

"I recycle materials used previously and revise to ensure that they fit the needs of my learners." (P5)

"I scan books that I can use, like books that have stories for practice reading to provide materials for my students." (P7)

"Gigamit nako ang internet, nag-browse sa mga website alang sa mga andemia nga pangandam sa pagbasa labi andem gitudloan nako ang mga estudyante nga naglisud pa sa

pagpares sa mga bokales alang sa pagbasa." ("I make use of the internet, browse websites for preparatory reading materials especially that I am teaching those students who still have difficulty in pairing vowels for reading.") (P8)

"In my classroom, some teaching materials are limited or outdated, so I outsource resources like supplementary readings and visual aids to provide students with diverse and engaging content." (P10)

The shift to remote learning during the pandemic created significant challenges for teachers in maintaining effective instruction. In a study assessing the impact of remote instruction on literacy, teachers reported difficulty sustaining a rigorous learning culture due to limited student interaction. To adapt, they conducted individual writing conferences using tools like Loom and Google Suite, which, although challenging, helped them transition from face-to-face to online learning (Ciampa & Jagielo-Manion, 2021).

Additionally, the internet has become an essential resource for enhancing instruction. Teachers use online materials to supplement standardized reading curricula, enabling more creative and flexible teaching approaches. This highlights the positive role of digital tools in education, as many teachers today are highly capable of integrating technology into their instructional practices.

➤ *Work Dedication:*

There is more to dedication than its definition suggests. Dedication to work dictates success and failure, satisfaction and dissatisfaction, and all that lies in between the job. Undeniably, teachers are naturally dedicated primarily to providing welfare to the students. About this study, work dedication is crucial for implementing a successful reading intervention program every year to support students who struggle with reading comprehension. Work dedication is what enables teachers to cope with the challenges and difficulties they may encounter and even make them proactive in addressing these challenges. The following are the responses of the respondents:

"Ang inner motivation mao ang nagsuporta kanamo sa among panaw isip mga magtutudlo sa panahon sa pandemya sa COVID-19. Ang kadasig sa sulod mao ang nagdasig sa among dedikasyon nga magpadayon sa pagtrabaho bisan pa sa mga kalisdanan nga among giatubang." ("Inner motivation is what supported us throughout our journey as teachers during the COVID-19 pandemic. Inner motivation is what fuels our dedication to continue working despite the difficulties we face.") (P2)

"Ang pagpatuman sa programa sa interbensyon sa pagbasa sa pandemia nanginahanglan gyud nga doblehon ang among paningkamot, halos sa tanan nga aspeto dili lamang sa pagpatuman sa programa, busa ang nagpadayon sa among pagpadayon mao ang pagpahinungod nga kinahanglan namon nga magpadayon sa pagdilaab sa sulod namo." ("The implementation of reading intervention program in the pandemic really requires us to double our effort, almost in all aspects not just in the implementation of

the program, so what keeps us going is the dedication that we have to keep burning within us.” (P3)

“Caring for students during the pandemic is challenging and stressful, but we must persevere, doubling our efforts and staying persistent to overcome obstacles.” (P5)

“Dedication to work is essential for teachers to overcome challenges. It provides the support needed to persist through struggles, whether in implementing reading interventions or other responsibilities.” (P6)

“Work dedication for me means being consistently committed to my responsibilities, maintaining high standards, and showing genuine care for my students’ well-being.” (P10)

The above responses indicated that work dedication is one of the coping mechanisms used by teachers to cope with the challenges and struggles they faced during the conduct of the reading intervention program. According to Kolmar, C. (2022), dedication and devotion will nurture your work ethic and can make you stand out. Being dedicated to your work does not necessarily mean that you are planning to stick around and make a lifelong career there and it all comes down to work ethics and performance.

It can be inferred that inner motivation and dedication are the driving forces that propel teachers to continue working towards their goals. Work dedication embodies all the actions taken by teachers in the school.. As stated by Witasari & Gustomo (2020), their research results related to vigor, dedication, and absorption did not affect Employee performance.

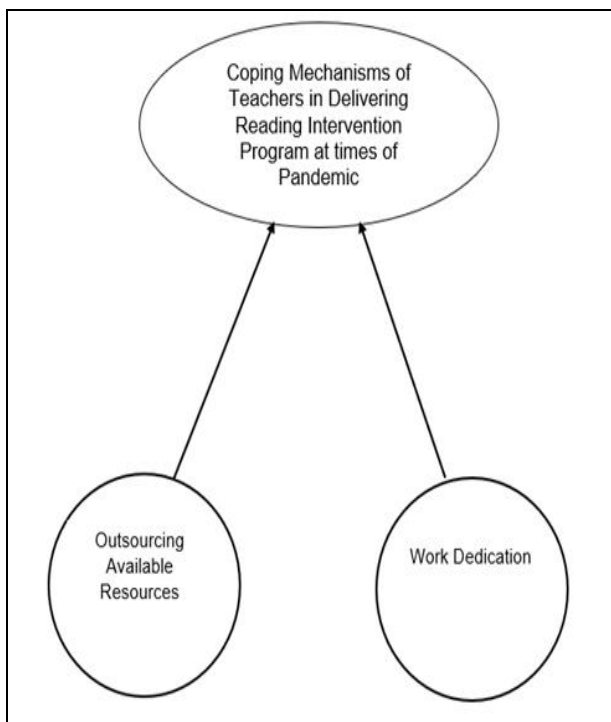


Fig 4 Coping Mechanisms of Teachers in Delivering Reading Intervention at Times of Pandemic

➤ *Insights that Can be Drawn from the Experiences of Teachers Delivering Reading Intervention Program*

The third objective of the study examined the insights that can be gained from the experiences of teachers in delivering a reading intervention program during the pandemic. The following are the emerging themes discussed thoroughly based on the grouped responses of the study's informants.

• *Intensifying Reading Instruction:*

This method accelerates the progress of struggling readers toward grade-level standards by increasing instructional intensity, clarity, and the use of research-based practices within an MTSS framework. It targets students who do not respond to core instruction, focusing on phonics, vocabulary, and comprehension to close learning gaps. Explicit instruction, recognized as a high-leverage practice in special education, has been shown to improve outcomes for students with disabilities (Hughes et al., 2019). During the COVID-19 pandemic, teachers adapted reading interventions to virtual settings and observed an increased need to support students’ reading comprehension.

Research suggests that intensive reading interventions begin with validated approaches that are then strengthened by increasing instructional dosage and support (Fuchs, L.S., et al., 2018). Similarly, within DBI, teachers implement evidence-based strategies, monitor progress, and adjust instruction when students do not improve (Peterson et al., 2019). These adjustments may include making instruction more systematic, enhancing modeling, increasing guided support, and providing more opportunities for student response and feedback. In response, teachers modified and intensified their instructional methods to better address learners’ reading needs, as reflected in the participants’ experiences. Such is presented in the following responses of the participants of the study:

“Reflecting, I could see that maybe our students just lack the opportunity to develop their comprehension skills, resulting in this, the one we are catering to through the implementation of the reading intervention program.” (P2)

“I have come to realize that maybe one of the contributing factors why our students struggle to establish their reading comprehension skills is that they need more time allocated for reading. Maybe more opportunity for reading instruction and reading practice would be a great help for learners to overcome their struggle in terms of reading.” (P3)

“Lengthened Reading Instruction is helpful to our struggling learners.” (P6)

“Ang akong kasinatian sa programa sa interbensyon sa pagbasa nagtugot kanako nga makita kung unsa ka hinungdanon ang oras sa pagbasa sa mga estudyante mao nga labing maayo nga adunay daghang oras nga gihatag alang sa mga estudyante sa pagbasa sa mga istorya alang sa mas taas nga lebel, ug mga pagbansay nga naa sa ubos nga lebel.” (“My experience with reading intervention program allows me to see how time with reading is important to

learners so it is best to have more time given for students to read stories for those of higher level, and drills who are in lower levels.”) (P8)”

“To intensify reading instruction, I use technology like e-books and audiobooks, set clear goals with immediate feedback, and tailor small-group sessions to target specific skills such as decoding or inferencing.” (P9)

• *Adaptability to the Nature of Work:*

The key soft skill is the ability to adapt seamlessly to evolving workplaces, responsibilities, and technologies. This entails maintaining a mindset geared toward ongoing learning, welcoming new challenges, and developing specific skills to navigate new projects, clients, or industry trends effectively. As stated by Gorey (2020), schools all over the world made the difficult decision to shut their doors— forcing an abrupt and nearly universal shift to distance learning that proved disruptive for teachers, students, and parents alike. Just as learners cope with the changing trends in learning, teachers also need to adapt to the transition in teaching modes easily. The inability to cope with the demand and the resulting adjustments caused a disturbing impact on teachers, which may hinder their effectiveness in performing their jobs. It is essential to emphasize that teachers must be trained to be flexible and innovative in their teaching methods. It could not be denied, however, that teachers are flexible, creative, and innovative. Such qualities highlighted the positive results in their performance, especially now that the teaching and learning process was put into a new scheme. The majority of the participants mentioned this:

“Kini nagbutang kanamo sa usa ka bentaha nga punto nga kami, mga magtutudlo, makahimo sa kalit nga pagbalhin sa bisan unsang butang nga among buhaton sa among trabaho. Busa ang pagbag-o sa modalidad, sa panahon sa paghatud sa programa sa interbensyon sa pagbasa, bisan kung naglisud, nakapadayon kami niini ug nabuntog ang kalisud.” (“It put us in an advantage point that we, teachers, are very capable of a sudden shift on anything we do with our job. So the shift in modality, during the delivering of reading intervention program, though struggling, we were able to keep up with it and overcome the difficulty.”) (P1)

“A teacher must be open to anything that could happen in his or her teaching journey and is quick in adjusting to it.” (P3)

“Your ability to fit your style, your teaching style, will determine your success as a teacher. We must model this as teachers, because we truly do not know what might happen. Look where we are now, we have not anticipated this, so we must always be adaptive and yes, proactive.” (P4)

“Gusto nako nga ipasiugda nga ang panabut nga akong nakuha sa akong kasinatian sa paghatud sa programa sa interbensyon sa pagbasa sa akong mga estudyante sa panahon sa edukasyon sa COVID-19 mao nga ang mga magtutudlo kinahanglan nga mapahiangay sa bisan unsang klase o bisan unsang kinaiya sa trabaho nga sila maaghat.” (“I would love to highlight that the insight I gained

with my experience in delivering reading intervention program towards my students during the COVID-19 education is that teachers must be adaptive to any kind or any nature of work that they will be prompted.”) (P7)

The responses of participants P3, P4, and P7 highlight the importance of teacher adaptability, especially during unexpected changes such as the shift to remote learning. They emphasize that flexibility in teaching methods, openness to change, and the ability to respond proactively are essential in supporting students effectively during challenging situations.

This aligns with broader research on adaptability in dynamic environments. Teams play a key role in managing change, as their ability to understand complex contexts and coordinate effectively leads to better adaptive outcomes and improved performance (Rico et al., 2020). Similarly, adaptability is defined as the capacity to make appropriate mental, behavioral, and emotional adjustments in response to uncertainty (Nejad et al., 2021). However, measuring adaptability remains a challenge, as it is context-dependent and continues to evolve alongside modern work demands (Van Dam & Meulders, 2020).

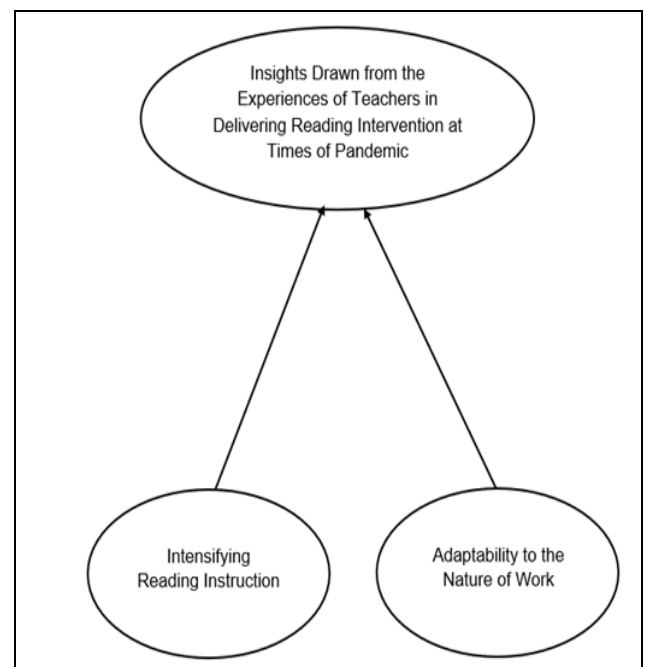


Fig 5 Insights Drawn from the Experiences of Teachers in Delivering Reading Intervention at Times of Pandemic

IV. IMPLICATIONS AND FUTURE DIRECTIONS

➤ *Implications*

The study identified three main challenges faced by teachers in conducting reading interventions during the COVID-19 pandemic: the novelty of the teaching modality, lack of resources, and limited instructional time. Teachers struggled to assess and support students without face-to-face interaction, making it difficult to gauge improvements in reading comprehension. In addition, inadequate materials and limited opportunities for reading practice further hindered student progress.

To cope, teachers relied on two key strategies: outsourcing available resources and maintaining strong work dedication. They utilized online materials to supplement instruction and remained motivated despite challenges. The findings suggest that strengthening reading instruction and enhancing teacher adaptability are crucial, as increased practice opportunities and flexible teaching approaches improve student outcomes.

Overall, the study concludes that schools should provide adequate instructional materials, maximize available resources, and support teachers both professionally and emotionally. While motivation theories like Vroom's Expectancy Theory (1964) may help explain effort and persistence, they are not directly applicable as a framework for delivering reading interventions.

➤ *Future Directions*

Based on the findings, several key recommendations have been proposed to enhance the reading curriculum and support strategies for learners.

Firstly, for the Department of Education (DepEd) authorities, the study's results highlight the importance of recognizing and harnessing teachers' potential to improve the implementation of the reading curriculum. By doing so, they can better facilitate the development of reading comprehension skills among students, ensuring that instructional approaches are effectively aligned with learners' needs.

Secondly, School Administrators are encouraged to utilize these findings to bolster their support for teachers. Strengthening this support can motivate educators to continue their efforts in addressing the challenges faced by students struggling with reading. This might include providing additional resources, professional development opportunities, or targeted interventions to enhance reading skills.

Thirdly, Teachers themselves are advised to leverage their strengths and expertise to sustain and refine the reading intervention programs. By doing so, they can maintain a consistent and impactful approach that fosters improved reading comprehension among learners.

Ultimately, the conclusions of this study serve as a valuable resource for future researchers, particularly those engaged in quantitative research or comparative studies. The insights gained here can help broaden understanding, inspire further investigation, and contribute to the development of more effective strategies for enhancing reading skills across diverse educational contexts.

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