Success Stories of Best-Practicing Elementary School Teachers in Handling Non-Readers in Davao City Division: An Interpretative Phenomenological Analysis

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ABSTRACT

This study employed Interpretative Phenomenological Analysis (IPA) to explore the best practices of elementary teachers in handling non-readers in the Davao City Division and how these teachers make sense of their experiences related to their best practices. The study involved seven elementary school teachers who experienced transforming non-readers into independent readers in the Davao City division. In an in-depth interview, each participant shared their best practices for transforming non-readers into independent readers. Through thematic analysis, four superordinate themes emerged: Upon reflecting on their practices, the teachers acknowledged the vital role of parent-teacher collaboration; the teachers highlighted the importance of devoting time to reading through reading sessions and remediation; the teachers emphasized the significance of boosting students' motivation through positive feedback and encouragement and; teachers recognized the importance of varied and appropriate reading materials.

KEYWORDS: Education; applied linguistics; best practices in handling non-readers; interpretative phenomenological analysis; elementary school, Davao city division, Philippines

INTRODUCTION

Teachers play a crucial role in shaping students' reading abilities, but their task becomes particularly challenging when dealing with non-readers (Davis et al., 2016). Each academic year, elementary teachers are confronted with the recurring concern of addressing the needs of non-readers, who present a range of difficulties. These difficulties encompass poor decoding skills, limited vocabulary, and comprehension deficits, all essential components of the reading process (Libre III & Decano, 2021). In the study of Reyes et al. (2023), various challenges emerged for teachers in dealing with non-readers. These challenges include students' lack of motivation, parents' lack of cooperation, insufficient time dedicated to reading, scarcity of reading materials, and the need for teachers to exhibit patience. Another concern is the teachers' inadequate skills in teaching reading. Adao et al. (2023) found that teachers need to undergo capacity building since their background in teaching letters and sound recognition is inadequate.

The predicament of teachers worldwide regarding non-readers has worsened based on reports from various academic institutions and organizations. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) recorded that approximately 250 million children of primary school age cannot read or write (UNESCO, 2018). In many low-income countries, children lacking basic reading skills are more likely to drop out of school, further exacerbating the problem of non-reader students. In addition, UNICEF (2021) reported that 100 million additional students worldwide are experiencing reading challenges. From 460 million students in 2020, it increased to 584 million in 2021. The University of Virginia (2021) also noted a significant percentage of students who failed to reach the reading standard when comparing the reading scores from 2020 and 2021. It translates to 232,982 students scoring below the standard in 2021, a 25,765-student increase from 2020.

In the Philippines, findings from Philippine Informal Reading Inventory (Phil – IRI) have shown quite a concerning trend of non-readers that elementary school teachers have to deal with. The regional office in Benguet had 301 non-readers, 99 of whom were grade 4 students, 118 were grade 5 students, and 84 were grade 6 students (Phil Star, 2019). Several school division and elementary schools in Pangasinan posted their Phil-IRI results on their websites. Based on the data provided by the school's division of Dagupan last 2019, there were 330 non-readers in grades four to six. In the 2019 Phil-IRI results of Pogonsili Elementary School in Schools Division of Pangasinan, there were nine non-readers and 101 frustrated readers out of 135 grade four to six students. The 2020 Phil-IRI results of Aguilar Integrated School in Schools Division of Pangasinan tallied 43 non-readers and 189 frustrated readers out of 442 grade four to six students.

Apart from Phil-IRI, Program for International Student Assessment (PISA) and Southeast Asia Primary Learning Metrics (SEA-PLM) also documented the alarming reading situation in the Philippines. In the 2018 global survey called Program for International Student Assessment, the Philippines had one of the lowest average reading performance scores among PISA-participating countries. Compared to the international average of 487 points, Filipino students only attained 340 points, placing the Philippines last among 76 countries (PISA, 2021; OECD, 2022). Additionally, Southeast Asia Primary Learning Metric (2021) national report presented that the average scores of the Philippines in reading are below compared to other participating countries.

The reports from different institutions and organizations show a deteriorating reading state in the country and globally. Addressing this issue and equipping students with strong reading skills can have transformative positive outcomes. Teachers' role in transforming readers into independent readers is essential since the ability to read is one of the most significant determinants of a student's success in education and modern society, and it is a primary tool for learning and a gateway to enhancing skills and knowledge across all disciplines (Estrada, 2016; Libre III & Decano, 2021; Tomas et al., 2021). Rupley et al. (2009) emphasized teachers' profound importance and influence on how much students learn. When students become independent readers, they gain access to a wealth of knowledge, expand their vocabulary, and develop better comprehension skills, enabling them to excel in various subjects and become lifelong learners. Consequently, if teachers neglect to instill in students the fundamental skill of reading, a generation at risk of illiteracy emerges, posing a significant threat to the fabric of the country's social, political, and economic vitality.

Several studies have examined effective teaching strategies for non-readers. Davis et al. (2016) found various approaches, including process-oriented teaching to improve critical thinking, exercises, and worksheets to master reading skills, collaborative sharing of reading experiences, and encouraging creativity for meaningful outcomes. On the other hand, Yansyah (2018) conducted interviews with experienced reading teachers, highlighting the significance of reading aloud, drills, comprehension exercises, activating background knowledge, silent reading, and group work for text comprehension. In the findings of Estrella (2022), 71 of the 79 respondents perceive the Marungko Approach as the best method to teach Reading. Additionally, Boltron and Ramos (2021) stated that it emphasizes the teaching of correct single sounds and the handling of these sounds into syllables or words; rather than the teaching of the alphabet. The names of the letters of the alphabet are not taught until all the sounds have been mastered in association with their form.

However, these studies do not provide results on the transformation of non-readers into independent readers through these practices. Addressing this gap, the current study aimed to identify the best teaching practices used by teachers who experienced transforming non-readers into independent readers. Furthermore, this study employed interpretative phenomenological analysis (IPA), a distinct method from the previous studies. Given the existing gaps in the literature, this study is warranted.

Objectives of the Study

This qualitative research employing interpretative phenomenological analysis (IPA) specifically aimed at exploring the success stories of best-practicing elementary school teachers in transforming non-readers into independent readers. The focus is identifying effective instructional practices, assessment methods, monitoring techniques, and feedback processes that drive reading improvement. Thus, purposely, the research questions discussed in this qualitative investigation sought answers about: a) the best practices of elementary school teachers in transforming non-readers into independent readers, and b) how these teachers make sense of their experience related to their best practice.

Theoretical Framework

As an anchor of this study, two theories/concepts relevant to transforming non-readers into independent readers were used. The Social Developmental Theory (Vygotsky, 1978 as cited by Davis, 2016), and the qualities of knowledge and practice of excellent qualities as explained by the concept of the International Reading Association (2000).

First, The Social Developmental Theory by Vygotsky (1978) as cited by Davis (2016) places significant emphasis on the crucial role of social interaction in cognitive development. Based on this theory, individuals acquire knowledge and advance their development through engaging with individuals who possess greater expertise and understanding, such as teachers and parents (Vygotsky, 1978 as cited by Davis, 2016). This theory suits the study since teachers are trained professionals who spend most of their time with the students. Through scaffolding, teachers will support the non-readers until they can independently decode and understand the text. It, however, does not mean giving students the answer, accomplishing the work for them, decoding it for them, or diluting the information and learning it for them. The supports are designed to be temporary until they can execute the tasks independently.

Second, this study is also parallel to the concept of the International Reading Association (2000), which states that excellent reading teachers share several qualities of knowledge and practice; they: have an understanding of reading development, continually evaluate students' progress and connect the reading instruction to students' previous experiences; have various ways in teaching reading; use different materials and texts for students to read; use flexible grouping approaches; and have good coaching skills in reading. This concept suits the study because it encompasses several vital elements essential for instruction and support for non-readers. By incorporating these aspects into the study, researchers can investigate how teachers who possess these qualities and practices impact the reading development of non-readers.

METHODS

Research Design. This qualitative study employed interpretative phenomenological analysis (IPA). IPA generates an account of lived experience in its terms rather than one dictated by pre-existing theoretical ideas, and it acknowledges that this is an interpretative attempt because humans are sense-making beings (Smith & Osborn, 2015). Moreover, IPA is committed to examining a topic from its standpoint, employing an interpretative process involving the researcher and the participant. It is dedicated to conducting a meticulous examination of specific cases, initially providing a thorough account of each case before identifying patterns of convergence and divergence across cases.

Research Participants. The participants of this study were elementary public school teachers from grades three to six in Davao City who have been teaching in a public institution for at least five years. Seven participants from various public elementary institutions in Davao City participated in the in-depth interview. Moreover, these teachers experienced handling non-readers and successfully transforming the latter into independent readers. It means that not all elementary teachers are qualified to participate in the study.

Ethical Considerations. This study followed ethical guidelines, including those outlined by the university REC and submitted the research proposal for review by the review ethics committee to ensure it adhered to these standards and protected participants' rights and welfare.

Data Analysis. The analysis of qualitative data was conducted using the multi-stage approach of Smith et al. (2009), as cited by Pombrio (2015). The qualitative data analysis followed a multi-stage approach involving reading and re-reading interview transcripts, initial noting with two rounds of coding, development of emergent themes, and identifying patterns across cases, emphasizing the extraction of personal experiential themes and connections between cases (Pombrio, 2015).

Trustworthiness of the Study. In accordance with the criteria proposed by Lincoln and Guba (1989) and Shenton (2004) for trustworthy research, this study ensured credibility through expert validation of research instruments, confirmability and dependability by meticulous data collection and analysis, and transferability by thoroughly describing the research methods, participants, instruments, and procedures, thus enhancing the study's overall trustworthiness.

RESULTS

Participants' profile. Table 1 reflects the overview of the participants involved in the study. These are dedicated elementary school teachers in the Davao City division teaching grades three to six in a public institution. The selection process involved rigorous evaluation of the teachers' ability and track record to effectively transform non-readers into independent readers. Moreover, the performance of these teachers was recognized by their colleagues and superiors, who provided recommendations for their inclusion in this research endeavor.

Table 1. Profile of the participants

CODE	District	Grade Level	Years in teaching	Level of education	Rank
Teacher 1	1	6	25 years	MA – SPED (ongoing) AB Language and Literature	Teacher II
Teacher 2	3	5	15 years	MAEd – English (ongoing)	Teacher III
Teacher 3	3	4	16 years	MAEd – English (ongoing)	Teacher II
Teacher 4	1	6	16 years	EdD Educational Management	Master Teacher II
Teacher 5	2	3	11 years	MAEd – Educational Management (ongoing)	Teacher I
Teacher 6	2	3	31 years	MAEd – Educational Management (CAR)	Master Teacher II
Teacher 7	3	6	8 years	BEED – Generalist	Teacher I

Teacher 1. This participant is an elementary school teacher in Davao City who teaches seven subjects to grade six students. She has a rank of teacher II and has a Bachelor of Arts degree with a specialization in Language and Literature. Currently, she is working towards her master's degree in Education, focusing on special education. Having been involved in teaching for a quarter of a century, she has fulfilled diverse responsibilities, including that of an adviser, classroom teacher, reading coordinator, and research coordinator.

Teacher 2. This participant has been an elementary school teacher for 15 years in the 3rd district, Davao City. Currently, she teaches English and ESP subjects at the grade five level. She has a BSED – English degree, and MA – English units and ranks as teacher III. Aside from being a classroom adviser and subject teacher, she is also the reading coordinator, school paper coordinator, school LAC coordinator, and English coordinator.

Teacher 3. This participant is a teacher II in one of the elementary schools in District 3, Davao City Division. She has a Bachelor of Science in Education degree with a major in English and is currently pursuing a Master's degree in Education, specializing in English. With 16 years of experience in teaching, she has taken on various roles, such as adviser, classroom teacher, and reading coordinator. She has also taught eight subjects to grade 4 students.

Teacher 4. This participant is a graduate of Doctor of Education major in Educational Management and has been teaching at the elementary level for 16 years. She is currently handling grade four students in one of the public institutions in district one, Davao City. At present, she ranks as master teacher II, and apart from being a grade six subject teacher and classroom adviser, she is also a school paper coordinator.

Teacher 5. This participant has been teaching in the Department of Education for 11 years. She has earned units in Master of Education major in Educational Management. She is currently teaching all subjects at the grade III level in one of the schools in the 2nd district, Davao City Division. She is the grade level head, a subject teacher, and an adviser.

Teacher 6. This participant is the most seasoned of all participants in this study. She has been teaching for 31 years in one of the public institutions in Davao City, specifically in District 2, and currently ranks a master teacher II. She is a grade 3 adviser, a subject teacher, and a reading coordinator at her institution.

Teacher 7. This participant is the least experienced in this study. She has been teaching in a public elementary institution in Davao City for eight years and currently ranks as a teacher I. She is a graduate of Bachelor of Elementary Education – Generalist. Apart from being an adviser in grade 6, she is also a subject teacher and the reading coordinator of the school.

Report of Participant Findings. The participants in the study utilized Visayan, Tagalog, and English languages during the in-depth interviews, employing code-switching and code-mixing practices. There are no direct quotes in the results; instead, the researcher presented the data in a paraphrased form, capturing the participants' perspectives. It allowed for a comprehensive understanding of the themes and findings from the interviews without relying on specific quotes.

Teacher 1. This teacher provided insights on effectively transforming non-readers into independent readers. She highlighted several successful approaches, such as conducting regular assessments, integrating multimedia resources, fostering collaboration between parents and teachers, using relatable materials, and tailoring activities to individual student needs. Additionally, she also highlighted that to be successful in transforming non-readers into independent readers, teachers must be passionate about what they are doing.

Teacher 1: Personal Experiential Themes

- Conduct regular assessments to continuously monitor student progress
- Integrate a range of multimedia resources, including audio and visual aids
- Collaborate closely with parents and teachers to provide targeted support and interventions for non-readers,
- Select reading materials that are relatable and engaging to students
- Offer differentiated activities to non-readers
- Conduct daily reading sessions before class
- Emphasize the importance of motivation in the reading process

Teacher 2. This teacher not only recognized the significance of encouragement but also emphasized the crucial role of time in the reading process. Firmly believing that strategies alone would not yield effective results unless students were given dedicated time for reading, she made it a priority to allocate exclusive periods for this purpose. Understanding that non-readers required focused attention and consistent practice to develop their reading skills, she implemented a comprehensive remediation program. Within this program, Teacher 2 applied a range of strategies tailored to the individual needs of each non-reader, with the ultimate goal of transforming them into independent readers.

Teacher 2: Personal Experiential Themes

- Conduct Intensive 8-week reading remediation
- Utilize dictionaries as learning tools to enhance vocabulary
- Employ probing questions to enhance reading comprehension
- Conduct a reading session during the first period
- Involve parents in the reading process
- Inspire students to realize the importance of reading

Teacher 3. In the context of elementary education, Teacher 3 firmly believes that every teacher should embrace the role of a reading teacher. It is essential to foster a culture of encouragement and support encompassing all individuals involved in the reading process, including students, teachers, and parents. Similar to Teacher 2, Teacher 3 also shared the same approach of conducting an 8-week remediation program. After the 8-week period, teacher 3 conducted assessments to find out if there were significant gains. The program yielded remarkable results as no non-readers remained among the students upon completion of the intervention. Recognizing the importance of parental involvement, this teacher took proactive steps by inviting parents of other students to participate in reading sessions with non-readers. To augment this strategy, independent readers were also invited to assist in tutoring the non-readers which created a positive learning atmosphere.

Teacher 3: Personal Experiential Themes

- Implement an intensive 8-week reading remediation program
- Administer personalized one-on-one remedial sessions
- Implement Robust vocabulary instruction
- Select reading passages that align with the reading level
- Conduct differentiated instruction to non-readers
- Encourage parents to participate in teaching non-readers
- Conduct reading sessions every day
- Create a positive learning atmosphere to motivate students

Teacher 4. To ensure effective handling of non-readers, this teacher shared six best practices: Building foundational reading skills, contextualizing materials, monitoring and intervention programs, collaborating with parents and teachers, scheduling regular reading sessions, and motivating students. Teacher 4 departed from the traditional ABCD approach and adopted the Marungko Approach, a teaching method that facilitates the step-by-step learning of sounds and syllables. Through the implementation of this approach, the students were able to build a strong foundation in phonics, enabling them to progress confidently in their reading and language skills. Teacher 4 implemented regular monitoring, which enabled her to design interventions. She shared the collaborative efforts of teachers and parents to address the problems of non-readers, creating a comprehensive approach to address the challenges faced by non-readers.

Teacher 4: Personal Experiential Themes

- Build strong foundational skills using Marungko Approach
- Select materials that are appropriate for each student's reading level
- Implement regular monitoring, using data to provide timely and effective interventions
- Support non-readers through collaborative efforts of teachers and parents
- Establish a dedicated time for reading every Monday
- Provide encouragement and recognize student's improvement

Teacher 5. For Teacher 5, consistency through reading drills, appropriate strategies for phonemic awareness, vocabulary, and comprehension, an inclusive classroom, motivated students, and support from other students and parents are the key elements to effectively handle non-readers. Teacher 5 recognized that transforming a non-reader into an independent reader is gradual, requiring both time and consistent effort. To address this, she implemented a practice of dedicating specific time in the mornings solely for reading activities. During this dedicated time, she could focus exclusively on reading instruction, employing various strategies, techniques, and resources tailored to the specific needs of her non-readers. Recognizing the diverse reading levels within her classroom, Teacher 5 implemented differentiated instruction to cater to the individual needs of her students effectively.

Teacher 5: Personal Experiential Themes

- Implement a daily routine of reading drills in the morning
- Establish strategies for phonemic awareness, vocabulary, and reading comprehension.
- Apply differentiated instruction based on the level of the students.
- Motivate students to read by utilizing a structured staged-based approach
- Implement a point-based peer tutoring system to allow students to support each other's reading development
- Collaborate with parents to monitor and track progress

Teacher 6. Direct Instruction System (DIS) in Teaching Reading has proven to be an invaluable tool for Teacher 6, as it has significantly eased her ability to address the needs of non-readers. With the implementation of DIS, she has experienced a remarkable improvement in handling non-readers, enabling her to provide them with effective instruction and support. Teacher 6 strongly gave reading a greater emphasis and treating it as a separate subject in the curriculum. From her perspective, reading is the gateway to acquiring other forms of knowledge and deserves special attention. She created an environment where students could concentrate solely on developing their reading abilities. This approach acknowledged the importance of reading as a foundational skill by prioritizing it within the classroom.

Teacher 6: Personal Experiential Themes

- Categorize students into groups based on their reading abilities.
- Allocate time for reading for non-readers
- Employ the Direct Instruction System in Teaching Reading
- Incorporate relevant words to build vocabulary and comprehension
- Reinforce non-readers' progress through positive feedback
- Establish a strong partnership with parents through Project Pair

Teacher 7. Color coding techniques and monitoring checklists are the unique practices that Teacher 7 employed in the reading process. She used a specific approach to ensure effective learning when teaching non-readers by introducing the letter sounds before simple words. This progression allowed the non-readers to gradually develop an understanding of how to blend sounds and build the skills they need to read more complex words by starting with simple sounds.

This teacher strongly emphasized the power of positive feedback in the reading process. . Focusing on the positive aspects of their reading abilities instilled a sense of pride and belief in her non-readers' potential. In addition, she provided reading passages to the parents and required them to have a reading session with the students at home. Parents need to be actively involved in the reading process and provide a conducive learning environment at home.

Teacher 7: Personal Experiential Themes

- Focus on building a strong phonemic awareness
- Apply scaffolding to enhance vocabulary and comprehension.
- Use color-coding techniques for reading materials that align with the student's reading level.
- Create a checklist to monitor student's progress
- Acknowledge improvements in students by providing constructive feedback.
- Establish collaboration between the student and teacher
- Engage parents in the reading process to promote active involvement

Report of All Participant Findings. Upon completion of thematic analysis and interpretation of results, four super-ordinate themes emerged. These super-ordinate themes can be linked to the research questions of the study and can be connected to the literature about the best practices of elementary school teachers in handling non-readers.

Super-ordinate Themes

1. Upon reflecting on their practices, the teachers acknowledged the vital role of parent-teacher collaboration.
2. Upon reflecting on their practices, the teachers highlighted the importance of devoting time to reading through reading sessions and remediations.
3. Upon reflecting on their practices, the teachers emphasized the significance of boosting students' motivation through positive feedback and encouragement.
4. Upon reflecting on their practices, the teachers recognized the importance of varied and appropriate reading materials.

In presenting the four super-ordinate themes, the information included specific data from the in-depth interviews.

Upon reflecting on their practices, the teachers highlighted the vital role of parental-teacher collaboration in transforming non-readers into independent readers. All participants in the discussion unanimously recognized and emphasized that the task of transforming a non-reader into an independent reader should not rest solely on the shoulders of teachers. It was collectively acknowledged that this endeavor requires a collaborative effort involving various stakeholders, including teachers, parents, and students. In the study, all teachers involved parents in two ways: Assistance and Monitoring. It means that parents were engaged in conducting reading sessions at home while also monitoring their children's progress in reading.

The teachers implemented strategies to ensure parents actively support their children's learning at home. Each teacher had a unique approach to encourage parent participation.

Effective parent-teacher collaboration is crucial in addressing the needs of non-readers and helping them acquire the skills necessary for independent reading. When parents and teachers work together, they can create a supportive and consistent learning environment for the student. Parents have a unique perspective on their child's interests, home environment, and daily routines. Their involvement and engagement greatly enhance the learning process. By encouraging reading at home, parents can reinforce what is being taught in the classroom and cultivate a love for reading in their

children. Teachers, on the other hand, possess professional knowledge and expertise in teaching. They can assess the student's reading abilities, identify specific areas of difficulty, and implement targeted strategies to address those challenges. Through open communication with parents, teachers can share information about the student's progress, offer guidance on effective reading strategies, and suggest activities that can be done at home to support the student's reading development.

Collaboration between parents and teachers also enables a comprehensive approach to intervention. They can jointly develop individualized reading plans and set goals for the student, regularly monitoring progress and adjusting strategies as needed. This shared responsibility ensures that the child receives consistent support and guidance at school and home, leading to improved reading skills.

Upon reflecting on their practices, the teachers highlighted the importance of devoting time to reading through reading sessions and remediations. Teachers understood that relying on regular time and expecting to transform a non-reader into an independent reader is nearly impossible. Based on what they shared during the in-depth interviews, teachers allocated a different time to focus on reading. They emphasized the significance of morning reading sessions. They provided focused attention and extended reading periods by conducting reading remediation in the morning before regular classes. This approach allowed for 1 to 2 hours of daily reading practice, which proved effective in helping students become independent readers.

Incorporation of reading drills and dedicated reading time during the first period enhanced concentration and prioritization of reading skills. To add, implementation of an 8-week reading intervention program specifically designed to address the needs of non-readers also proved to be a successful strategy with non-readers successfully transitioning to independent.

Upon reflecting on their practices, the teachers emphasized the significance of boosting students' motivation through positive feedback and encouragement. All the participants recognized that no matter how effective the strategy, it would be arduous if the non-reader lacked the motivation to learn. So, all teachers made sure that they encouraged and motivated the students by fostering a supportive and inclusive classroom atmosphere where students felt valued and respected. Usually, non-readers lack attention from parents at home, and the teachers' attention fills that gap for them. They utilized positive feedback as a means to motivate their students. They implemented positive reinforcement strategies, including praising and acknowledging their students' efforts and accomplishments. The teachers successfully boosted their students' self-esteem and cultivated a sense of fulfillment within them by providing commendations and celebrating their achievements. All teachers viewed their role not only as educators but also as a source of support and encouragement. Even small expressions of affirmation and praise were seen as significant.

Upon reflecting on their practices, the teachers recognized the importance of varied and appropriate reading materials. The teachers in this study shared the varied materials they used to transform the non-readers into independent readers. They emphasized that when choosing reading materials, it has to be relatable and appropriate for their level. Even if the students can decode, if they don't understand what they're reading, they will have a hard time grasping it. To illustrate, Grade 5 students with grade 2 skills must be given materials suited for grade 2 students like giving passages from the Philippine Informal Reading Inventory (Phil-IRI) suitable for grade 2. But it should not be too easy because there would not be much to learn, and it should not be too difficult because they would lose interest in reading. These teachers also used other materials like multimedia resources such as audio and video aids. Non-readers learn more quickly when they have something to see.

Summary. Based on the personal experiential and super-ordinate themes extracted from the participants, transforming non-readers into independent readers is a joint effort of teachers, parents, and students. Each of them plays a vital role in the reading process. Teachers serve as facilitators in the classroom, providing structured instruction and appropriate reading materials. They provide expertise shared with the parents through consultations, orientations, and training. They employ various strategies for phonemic awareness, vocabulary development, and reading comprehension.

On the other hand, parents serve as the teachers' partners. They support and reinforce reading instruction in the classroom by allocating specific time for reading at home. They can collaborate with teachers to share insights and observations about their student's reading progress. Lastly, the student's active participation is essential in the process. They have to be motivated, engaged, and willing to exert effort to enhance their reading skills. They must adhere to the instruction of their teachers and parents to achieve a positive outcome and ultimately transform them into independent readers.

DISCUSSION

From the personal experiential themes of the seven participants, four super-ordinate themes emerged. The discussion of the four super-ordinate themes amplifies the information presented through the literature review and the theoretical underpinnings.

Upon reflecting on their practices, the teachers acknowledged the vital role of parent-teacher collaboration. The results of this study reinforced the importance of collaboration between teachers and parents in the reading process. Teachers acknowledged that parents must play an essential role in transforming non-readers into independent readers. Usca et al. (2016) asserted that teachers and parents must be actively involved in the reading process. It was evident in the practices shared by teachers that they ensured to involve parents of non-readers in assisting and monitoring their students, providing them with reading materials to use at home. This approach aligns with Ahmad et al. (2020), who emphasized the crucial role of parental involvement in fostering and sustaining students' reading habits. Parents substantially impact how quickly the students learn to read and acquire basic literacy skills (Vasylenko, 2017). Heick (2020) also noted that the most influential factors in developing lifelong readers start and end at home. Home is the place where students come from long before they step into the classroom, and it is where they will return when their time in the classroom is over.

These superordinate themes uphold several studies that presented evidence supporting the positive outcomes of parental involvement in the reading process. Parental involvement in the reading process and their attitudes and behaviors help primary school students develop their reading interests, skills, and ability to reach higher reading levels (Usca et al., 2016). In the study conducted by Marasigan et al. (2019), it was found that students achieved higher reading levels when parents actively participated in the reading process. Similarly, the findings of Ahmad et al. (2020) showed that parents' reading with their children has a positive impact on their child's educational attainment. Another study by Lumapenet and Andoy (2017) revealed that parents' reading assistance significantly influences their children's oral and silent reading abilities. Additionally, a study by Geske and Ozola (2020) demonstrated that fourth graders whose parents were actively involved in reading promotion activities achieved higher reading achievements. The act of reading together and storytelling were found to be particularly significant.

However, studies also found that parental involvement is a challenging endeavor for some parents since they, too, need to gain the competence to be part of the reading process. Research suggests that many parents believe they are not competent enough to instruct their students (Mcgraw-Hill, 2019) adequately. Parents usually find it difficult to teach their children to read because some of them struggle to read the text (Laurito, 2022). To fill this gap, some teachers in this study, conducted orientation and programs to provide parents with the necessary knowledge and skills to assist and

monitor the students. One of the more mainstream or traditional forms of communication with parents, parent-teacher conferences can be a simple way to meet elementary parents. Teachers may utilize conference time to provide families with easy-to-implement tools and ideas for at-home involvement (Mcgraw-Hill, 2019). Moreover, in support of the practices of the teachers in this study, Tinapay et al. (2021) recommended that institutions should provide orientations for parents about the importance of their involvement in the reading process and should conduct workshops for parents that will give them insights about the proper strategies that they may be used in guiding their children to achieve independent level.

The reading teachers in this study recognized the crucial link between home and school. They involved the parents in developing the reading skills of their students. They were aware that establishing contact with parents would enable them to gain ample information about the diverse needs of their students and can apply strategies to meet those needs. They even went to the extent of providing orientation to parents they know have limited knowledge of how to coach their children in their reading endeavors. It was a consuming but excellent strategy, an additional burden on the part of the teacher. However, going the extra mile undoubtedly paid off as they were able to convert the non-readers to independent readers. The degree of their success can be traced to different claims of the authors mentioned above, underscoring the importance of home-school partnerships in developing students' reading literacy.

Upon reflecting on their practices, the teachers highlighted the importance of devoting time to reading through reading sessions and remediations. The results of this study proved that to transform non-readers into independent readers, there has to be a time that focuses on reading. It supports the study of Emefa et al. (2020), who recommended that teachers allocate more reading time. During this time, the teachers can provide guided reading to a small group of students. Guided reading is an instructional approach often used in elementary classrooms designed to promote independent reading. It provides an opportunity for teachers to support small groups of children within the same reading levels. The texts are carefully matched to the children so they can successfully apply their strategies to overcome the challenges in the text and read it independently (Young, 2019). It is in line with the study of Oostdam, Blok, and Boendermaker (2015), who stated that guided reading affects students' reading fluency.

Additionally, the results of the study suggest that teachers were conducting one-on-one reading sessions with non-readers on a different schedule, focusing solely on reading. This approach supports Neitzel et al. (2021), as cited by Miles et al. (2022), who highlighted the effectiveness of individual instruction in the reading process, stating that it is more effective than group instruction. In the study of Adapon and Mangila (2020), the Department of Education-Zamboanga del Sur also implemented a program that provided students with one-on-one reading assistance. This program, called The Care for the Non-Readers (CNR) Program, was implemented during the 2013-2014 school year. It is a division-wide reading initiative that offers beginning and developmental reading sessions aimed at giving pupils and students who struggle with reading and writing the opportunity to catch up through specialized one-on-one reading assistance from a reading teacher. The study concluded that the program was very effective in enhancing the reading levels of students.

The reading teachers clearly understood the importance of consistent and targeted practice in fostering independent reading levels. Their unwavering commitment to this goal was evident through the diligent allocation of dedicated reading sessions. By creating a structured and supportive environment, the teachers allowed students to develop their reading skills at their own pace. Additionally, the teachers recognized that some students required extra assistance to bridge the gap between their current reading level and the desired independent reading level. To address this, they provided targeted remediation, tailoring their approach to address the individual student's specific

needs and challenges. This personalized approach ensured that non-readers received the necessary support and resources to make significant progress in their reading abilities.

Furthermore, the teachers went above and beyond by implementing one-on-one instruction for non-readers. They understood that these students needed personalized attention and guidance to overcome difficulties and establish a strong foundation in reading. This individualized approach further enhanced the students' progress. Undeniably, the commitment of the teachers to nurturing independent reading skills was a challenging task that demanded their time, effort, and energy beyond expectations. However, this practice has proven highly effective, transforming non-readers into independent readers.

Upon reflecting on their practices, the teachers emphasized the significance of boosting students' motivation through positive feedback and encouragement. This super-ordinate theme aligns with one of the effective practices for teachers in handling non-readers, as identified in the study conducted by Davis et al. (2016). The study revealed that moving away from traditional teaching methods and encouraging learners to engage in more creative and meaningful activities is an effective approach. The teachers in the study implemented encouragement and positive feedback to motivate students as part of their best practices. They acknowledged that even the most effective strategies would not fulfill their intended purpose without motivation. Motivation is considered an essential factor in enhancing reading comprehension (Ahmad, 2017; Emefa et al., 2020). It is consistent with the study of Turner et al. (2017), which stated that students need an extra push to be in the right direction.

Several studies reported that lack of motivation is detrimental to the reading process. Vasylenko (2017) emphasized that by the end of first grade, most children face substantial decreases in their motivation to learn to read if they cannot master reading skills and keep up with their peers. The lack of motivation to read is a common factor contributing to readers' struggles and low achievement. When students lack motivation, they tend to spend less time engaging in reading activities, resulting in slower progress than their peers with stronger reading motivation (Le Cordeur, 2011). In the study of Adapon and Mangila (2020), this issue is particularly evident in the Philippines, where education is hindered by a general lack of motivation and inspiration, especially in reading education. Educators have observed that children today often show little interest in reading books, novels, and other materials, and their reading interests are often diverted towards less meaningful or nonsensical activities, which is especially noticeable among younger children aged five and above.

The reading teachers emphasized the importance of motivation through encouragement and positive feedback in the reading process. As a result, the students developed a positive attitude towards reading and a willingness to engage in reading activities, thanks to their teachers' support, appreciation, and recognition. Acknowledging the students' hard work and progress, irrespective of their current reading level, helped foster a sense of accomplishment and motivation to continue improving. Ultimately, this method proved successful in transforming non-readers into independent readers. The teachers' statements in the study reflect the shared success experienced by students and educators.

Upon reflecting on their practices, the teachers recognized the importance of varied and appropriate reading materials. This super-ordinate theme supports one of the findings from the study conducted by Davis et al. (2016). Based on their study, one of the effective practices is to involve learners in exercises or worksheets that facilitate the mastery of required reading skills through visual and manipulative media. This is congruent with the study of Louise (2018), who stated that television is one of the technologies being used by educators to disseminate knowledge. Kayalar (2016) emphasized that television could be effectively utilized within the classroom to facilitate student learning.

Furthermore, the study of Jaucian (2017) provided evidence of teachers actively incorporating television technology into their instructional practices. Daling (2016) highlighted the efficiency and effectiveness of new teachers in utilizing instructional technology due to their exposure to modern trends and proficiency in ICT knowledge and skills. These findings collectively suggest that integrating television as a teaching tool in the classroom has the potential to enhance the learning experience. When leveraged by knowledgeable and skilled educators, television technology can effectively support instruction and foster improved student engagement and understanding.

On the other hand, teachers in this study emphasized the importance of teachers determining the students' proficiency level to select appropriate materials that suit their individual needs and interests. Kumler and Linden (2014) found that combining suitable reading materials and teaching competence effectively enhanced reading skills. Yansyah (2018) stated that the reading process starts in the mind of readers with an idea about the meaning of the text. Meaning is initiated from the knowledge that the readers have already had. Teachers who are top-down oriented claim that activating students' prior knowledge is the central key to inferring meanings in the text.

The reading teachers acknowledged the benefits of incorporating technology, such as television, into the learning process, as it allowed the students to both learn and enjoy simultaneously. This approach capitalized on the skills of young teachers who possess knowledge of how to integrate technology into instruction. They also recognized that non-readers face diverse challenges and possess different reading levels. Therefore, in order to address these challenges effectively, they emphasized the importance of utilizing a range of varied and appropriate reading materials. The teachers carefully selected reading materials matching the students' reading levels, ensuring they were neither easy nor difficult. By providing texts that were accessible yet challenging enough, the teachers fostered a sense of confidence and motivation in their students. Consistent assessment and monitoring of the student's reading levels were required to implement this approach successfully. As a result, the teachers found this to be effective, as they were able to transform non-readers into independent readers.

The results of this study provide valuable insights into teachers' best practices for transforming non-readers into independent readers. By recognizing the importance of parent-teacher collaboration, dedicating time to reading sessions and remediation, fostering motivation through positive feedback, and utilizing varied reading materials, teachers helped non-readers overcome the challenges and ultimately achieved independent reading levels.

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