

**LIVED EXPERIENCES OF READING COORDINATORS IN
PUBLIC SECONDARY SCHOOLS**

FELICITAS L. ALAO

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ABSTRACT

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Adviser: Maritess A. Rulona, MALIT

Teaching reading to learners is crucial, as literacy skills are fundamental to academic success, personal development, and lifelong learning. This phenomenological study explores the lived experiences of reading coordinators in public secondary schools, focusing on the operation of the school-based literacy programme in the Matanao I and II districts. The research addresses the challenges faced by reading coordinators, their instructional activities, emotions, perceptions, and enabling conditions. Four key questions guide the study that centers on investigating the coordinators' experiences, challenges, initiatives to improve reading proficiency, and learning insights. The findings reveal a cyclic process in the implementation, involving pretests, differentiated support, progress tracking, post-tests, and feedback. The challenges include time management, students' negative attitudes, insufficient technical assistance, and a lack of parental support. Meanwhile, initiatives to enhance proficiency include a collaborative reading

approach. Learning insights emphasize collaboration among stakeholders, mastery of reading development processes, and teachers' commitment. The study concludes with recommendations for restructuring the school-based reading program, addressing factors affecting low proficiency levels, benefiting students through creative interventions, and offering valuable insights for future researchers exploring related variables.

Keywords: *Lived Experiences, Challenges Faced by Reading Coordinators, Secondary Schools, Reading Proficiency, and School-based Reading Program*