

TO LOCK AND TO UNLOCK: UNDERSTANDING THE LIVED EXPERIENCE OF PUBLIC HIGH SCHOOL TEACHERS WITH STUDENTS HAVING READING DIFFICULTY



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Abstract

Teaching a student with reading difficulty is absolutely a challenging experience but through it, the researchers were able to analyze the study in which it aimed to understand and provide a clear perspective of the lived experience of the ten (10) English teachers of Balibago National High School, Curriculum Year 2014-2015. Eventually, the study was evaluated for better understanding. The researchers employed a phenomenological approach in understanding the lived experience of teachers through intensive interviews and recorded their written responses grouping them into six (6) clusters. The initial 3 clusters were categorized into textural themes such as (1) life-changing experience – resulted from real experience as they diagnose the reading difficulty of the students; (2) undergoing intense crisis- where teachers felt the heaviness of the challenge, and (3) dichotomy of emotions – about appreciation to the challenge encountered by the teachers; expressed after exerting their best efforts, time and sacrifice for students' welfare. The final 3 clusters were categorized into the structural themes such as (4) overcoming challenges- the stage where teachers devised some teaching strategies for better output; (5) an urgency for wider awareness- another stage in which they applied remedial measures, and lastly (6) sustaining hope for the student's future. Moreover, based on textural and structural descriptions, the following conclusion was drawn: the live experience of teachers having students with reading difficulty is really a life-changing experience and they acknowledged that they had to cope with the challenges encountered with a positive attitude for the secular welfare of the students.

Keywords:

Lived Experience, Lock, Public High School Teachers, Reading Difficulty, Students, Unlock

