

LIVED EXPERIENCES OF READING TEACHERS: A QUALITATIVE INQUIRY INTO THE TRIUMPHS AND TRANSFORMATION

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Abstract

This qualitative phenomenological study examined the lived experiences of reading teachers in M'lang South District, Division of Cotabato, focusing on their triumphs, challenges, insights, and transformative journeys in literacy instruction within the framework of Sustainable Development Goal 4 on Quality Education. Using in-depth interviews, focus group discussions, and reflective journals with purposively selected participants, the study explored how reading teachers navigated instructional demands, adapted to contextual constraints, and cultivated meaningful learning experiences for their pupils. Data analysis followed Moustakas' phenomenological procedures, allowing the identification, clustering, and synthesis of significant statements into core thematic structures that captured the essence of teachers' professional lives. The findings revealed that reading teachers' experiences were characterized by both emotional and instructional dimensions that shaped their evolving identities as literacy educators. Three major clusters emerged from the analysis. First, teachers' lived experiences highlighted Triumph through Learner Progress, Joy in Fostering Reading Habits, Creativity Amidst Scarcity, Resilience in the Face of Challenges, and Redefining Teaching Philosophy, showing how progress, learner joy, and reflective transformation sustained their commitment to literacy. Second, the study uncovered how teachers navigated challenges through Adaptation through Instructional Innovation, Transformation through Reflection and Experience, Building Collaboration and Collegial Support, Empathy and Relationship Building, and Sustaining Growth through Institutional Support, underscoring the interplay between personal resilience, professional collaboration, and system-level support. Third, the insights gained from their experiences revealed themes of Renewed Commitment to Literacy as a Lifelong Mission, Empowerment through Reflection and Self-Discovery, Valuing Support Systems and Professional Networks, Passion and Belief as Teaching Drivers, and Strength in Character and Professional Resilience, demonstrating how literacy instruction deepened their sense of purpose, identity, and moral responsibility as educators. Overall, the study concluded that reading teachers' journeys extend beyond pedagogical performance and are anchored in empathy, perseverance, reflective growth, and collaborative agency. Their narratives showed that effective literacy teaching is sustained by a combination of intrinsic motivation, creative adaptation, and supportive learning communities. The study recommends strengthening professional development programs, mentoring systems, and institutional support structures that recognize teachers not merely as implementers of reading programs but as transformative agents of literacy and change. Future studies may investigate the perspectives of learners, parents, and school heads to develop a more holistic and systems-level understanding of literacy development across basic education contexts.

Keywords: *reading teachers, lived experiences, literacy instruction, resilience, reflective practice, phenomenology, Sustainable Development Goal 4, Mlang South District*

CHAPTER I

INTRODUCTION

Background of the Study

Reading is a fundamental ability that impacts academic achievement, critical analysis, and continuous education. Educators tasked with reading teaching are crucial in influencing students' literacy advancement, especially in areas facing educational difficulties. The 2023 Global Education Monitoring Report by UNESCO (2022) indicates that almost 770 million individuals globally lack fundamental reading skills, mostly in low- and middle-income nations. The 2019 Functional Literacy, Education, and Mass Media Survey (FLEMMS, 2023) in the Philippines revealed that just 91.6% of individuals aged 10 and above are functionally literate, indicating that a considerable segment of the population continues to face challenges in reading ability. The figures underscore the need of comprehending the experiences of reading instructors, particularly in rural regions like Mlang South District, where socio-economic situations, resource accessibility, and instructional assistance may markedly contrast with metropolitan environments.

Internationally, research has examined the changing dynamics of reading teaching. Adams (2022) investigated the integration of digital platforms by reading instructors into their pedagogy, highlighting the advantages and challenges of technology

adoption in literacy teaching. Carter (2023) examined the difficulties of early literacy education, specifically in modifying teaching tactics to accommodate varied student requirements. Moreover, Evangel (2021) emphasized the innovative strategies used by reading instructors to improve literacy engagement and comprehension. Nonetheless, despite these findings, current research often concentrates on well-resourced educational environments, resulting in a deficiency in comprehending how reading instructors in rural and disadvantaged areas address their issues.

In the national context, reading educators in the Philippines have a distinct array of challenges and prospects. In 2022, the Department of Education (DepEd) said that over 70% of pupils in Grades 4 to 6 had difficulties with reading comprehension, a situation worsened by the educational interruptions resulting from the COVID-19 epidemic. Dela Cruz (2022) examined the experiences of Filipino reading instructors using blended learning models, highlighting the abrupt shift to digital and modular learning methodologies. Fernandez (2023) emphasized the need for culturally responsive reading programs, promoting curriculum modifications that mirror local language and cultural identities. Notwithstanding these studies, there exists a paucity of qualitative research about how educators in rural areas such as Mlang South District navigate literacy teaching issues against infrastructural and pedagogical limitations.

Reading instructors in the Mlang South District face many systemic and situational obstacles at the local level. Socioeconomic inequalities, insufficient access to professional development, and a scarcity of teaching resources often impede effective literacy education. Baker (2021) discovered that economic obstacles considerably impact pupils' reading performance, thus affecting instructors' instructional approaches. Clark

(2023) investigated the influence of classroom surroundings on reading teaching, highlighting that under-resourced schools have challenges in creating an engaging literacy-learning milieu.

Furthermore, David (2022) examined the impact of family participation on children's reading development, highlighting that in rural areas, insufficient parental support might provide a considerable obstacle for reading educators. Although these studies provide vital insights, there is a deficiency of comprehensive qualitative research especially investigating the lived experiences of reading instructors in Mlang South District, hence creating a significant research vacuum that this study aims to fill.

Therefore, this study sought to investigate the lived experiences of reading instructors in Mlang South District, emphasizing the successes and changes they encounter in their career, in light of existing worldwide, national, and local research gaps. This project elucidated the reality of literacy education in rural environments by documenting their narratives, therefore informing policy development, teacher training initiatives, and instructional innovations. Moreover, comprehending the personal and professional evolutions of these educators provided findings and recommendations for enhancing literacy interventions and tackling the urgent issues encountered by reading instructors in analogous situations.

Definition of Terms

In qualitative research, operational definitions are important because they clarify how terms will be understood and applied within the specific study. For this inquiry, the following concepts are defined operationally to guide the scope and direction of the research. These definitions are arranged alphabetically to ensure clarity and consistency.

Lived Experiences of Reading Teachers. This term refers to the personal narratives, reflections, and day-to-day realities shared by reading teachers as they engage in their professional practice. It includes their emotions, struggles, achievements, and perspectives as captured through interviews and discussions within the study.

Qualitative Inquiry. This refers to the research approach employed in the study, emphasizing exploration and understanding rather than measurement. It involves gathering in-depth data through interviews and focus group discussions to uncover meanings and insights from the stories of reading teachers.

Reading Teachers. This pertains to educators who are responsible for teaching reading, guiding learners in developing literacy skills, and addressing challenges in reading comprehension. In this study, it specifically focuses on teachers directly engaged in classroom instruction and interventions related to reading.

Transformations. This term refers to the professional and personal changes experienced by reading teachers as a result of their teaching journey. It includes growth

in teaching practices, shifts in mindset, and improvements in resilience, which shape their identity as educators.

Triumphs. This pertains to the positive outcomes, accomplishments, and successful experiences of reading teachers in their practice. It includes their stories of learner progress, recognition of efforts, and moments of fulfillment in overcoming classroom and institutional challenges.

Purpose of the Study

The primary purpose of this study was to explore the lived experiences of reading teachers, with particular focus on the triumphs they achieved and the transformations they underwent in their professional journeys. Reading instruction remained central to learners' academic success, yet teachers tasked with this responsibility often faced multifaceted challenges that required adaptability, creativity, and resilience. As Adams (2022) and Yamato (2023) emphasized, the shift to digital and online platforms had reshaped the literacy landscape, requiring reading teachers to continuously adjust their strategies. By capturing their voices and narratives, this study sought to uncover the meanings they attached to their work and the ways they navigated the evolving demands of literacy instruction.

Another purpose of this study was to highlight how reading teachers' experiences were shaped by contextual and environmental factors. Teachers working in diverse and sometimes marginalized settings often grappled with issues tied to socioeconomic realities, school resources, and community participation. Studies such as those by Baker

(2021), Clark (2023), and Lopeko (2022) revealed how classroom environments, socioeconomic conditions, and rural contexts significantly affected teachers' approaches to reading instruction. This study intended to situate these realities within the broader narrative of teachers' lived experiences, providing a more holistic view of the challenges and opportunities in reading education.

The study further aimed to document the triumphs of reading teachers that served as sources of professional pride and motivation. Moments of success—whether in helping struggling readers make progress, implementing culturally responsive reading practices, or innovating strategies to engage reluctant learners—reflected the dedication and impact of reading teachers. Williams (2021), Martinez (2023), and Fernandez (2023) illustrated how such triumphs enriched both teaching practices and student outcomes. Through qualitative inquiry, this study highlighted how teachers defined and celebrated these successes, emphasizing their role in sustaining commitment to literacy instruction.

In addition, the study sought to uncover the transformations that reading teachers experienced over time, both personally and professionally. Research indicated that mentorship, emotional labor, and ongoing professional development played pivotal roles in shaping teachers' evolving identities (Andersk, 2022; Jackson, 2023; Smith, 2023). Evangel (2021) and Patak (2023) further revealed that transformative practices often emerged when teachers integrated reflective approaches and cultural awareness into reading instruction. By focusing on transformation, this study illuminated how teachers grew, adapted, and reconstructed their professional identities in response to the shifting demands of education.

Finally, this study aimed to contribute to the body of knowledge on literacy education by amplifying the voices of reading teachers, particularly within the Philippine context. Local studies had pointed out the pressing need to address challenges in blended learning, parental involvement, and school-based reading interventions (Dela Cruz, 2022; Rivera, 2022; Ojeda, 2022). By weaving together global and local perspectives, this research enriched academic discourse and provided practical insights for policymakers, teacher educators, and school leaders. Ultimately, the purpose of this study was to understand how reading teachers' lived experiences of triumphs and transformations could inform more responsive, sustainable, and empowering approaches to literacy instruction in diverse educational contexts.

Research Questions

Reading teachers are essential in cultivating students' reading competencies; yet, they often encounter substantial obstacles, especially in rural regions like Mlang South District.

Notwithstanding several national and local initiatives to enhance reading teaching, poor literacy rates endure, as shown by the 2018 Programme for International Student Assessment (PISA) results, which positioned the Philippines last in reading comprehension among 79 nations (OECD, 2019). The 2022 Philippine Informal Reading Inventory (Phil-IRI) assessment indicated that more than 60% of pupils in rural Mindanao had challenges with fundamental reading comprehension, underscoring the pressing need to investigate the experiences of reading educators in these environments. Although

current research has examined literacy interventions, pedagogical practices, and policy measures, a need persists in comprehending the lived experiences, challenges, and successes of reading educators in Mlang South District.

This research sought to investigate the lived experiences of reading instructors in Mlang South District, emphasizing the obstacles they encounter, the techniques they use, and the changes they experience in their career. The project aimed to elucidate the reality of literacy education in rural areas by collecting participants' viewpoints, therefore informing policy creation, teacher training programs, and instructional enhancements. Specifically, this study aimed to answer the following questions:

1. What are the lived experiences of reading teachers?
2. How do reading teachers navigate and overcome the challenges they encounter in literacy instruction?
3. What meaningful insights can be gained from the experiences of reading teachers?

Significance of the Study

The findings of this qualitative inquiry into the lived experiences of reading teachers in Mlang South District had significant implications for various educational stakeholders. By exploring the triumphs and transformations of reading teachers, this study aimed to contribute meaningful insights that can inform educational policies, instructional strategies, and professional development programs.

Supervisors and School Heads. Supervisors and school heads play a crucial role in shaping the teaching and learning environment in schools. The insights gained from this study will help them understand the challenges and successes of reading teachers, allowing them to design more effective support mechanisms, teacher training programs, and resource allocations to enhance literacy instruction. Additionally, this research will provide data-driven recommendations for improving reading interventions, monitoring programs, and instructional leadership in rural schools.

Teachers. For reading teachers, this study will serve as a platform to voice their experiences, challenges, and strategies in delivering literacy instruction. By documenting their triumphs and transformations, the study can empower educators by recognizing their resilience and innovative teaching approaches. Furthermore, it will offer practical insights and best practices that teachers in similar rural contexts can adopt to improve their instructional effectiveness and student engagement in reading.

Parents. Parental involvement is a key factor in improving children's literacy skills, especially in rural communities where educational support at home may be limited. This study will provide parents with a better understanding of the reading difficulties their children face and how they can collaborate with teachers to reinforce reading habits at home. Additionally, the findings will highlight the importance of active parental participation in supporting early literacy development and enhancing student motivation in reading.

Learners. Ultimately, the primary beneficiaries of this study are the learners. By identifying the challenges and successes of reading teachers, this research will contribute

to improving literacy instruction, ensuring that students receive more effective and engaging reading experiences. As a result, learners in Mlang South District will benefit from enhanced reading programs, improved teaching methods, and greater support in developing strong literacy skills that are essential for their academic and personal growth.

Researchers. This study will contribute to the existing body of literature on reading instruction in rural settings, serving as a valuable reference for future research on literacy education. By addressing the gap in qualitative studies on the lived experiences of reading teachers, this research will pave the way for further inquiries into teacher resilience, instructional innovations, and policy implications in reading education. Additionally, it may inspire comparative studies that examine reading instruction across different geographical and socio-economic contexts.

Other Stakeholders. Other educational stakeholders, such as policymakers, curriculum developers, and community leaders, can also benefit from this study. The findings can inform policy recommendations for literacy programs, advocate for better funding for rural schools, and encourage collaborative efforts between the government, non-governmental organizations (NGOs), and local communities to strengthen reading instruction. Moreover, the study may inspire initiatives that prioritize teacher well-being and professional development, ensuring that educators receive continuous support in their mission to improve literacy outcomes.

By addressing the perspectives of these key stakeholders, this study aims to contribute to meaningful improvements in reading education, particularly in underserved rural communities like Mlang South District. The findings will not only highlight the

challenges faced by reading teachers but also propose actionable solutions that can lead to sustained literacy development and educational equity.

Theoretical Orientation

This research is based on many educational and psychological theories that provide a perspective for analyzing the experiences of reading instructors in Mlang South District. The theoretical framework incorporates Vygotsky's Sociocultural Theory, Mezirow's transformational Learning Theory, and Bandura's Social Cognitive Theory, each highlighting the significance of social interaction, transformational learning, and self-efficacy in teacher development and literacy teaching. These theories function as foundational frameworks for comprehending how reading educators address obstacles, adjust to instructional requirements, and undergo professional development within the distinct socio-cultural and educational context of a rural district.

The research is fundamentally supported by Lev Vygotsky's Sociocultural Theory (1978), which asserts that learning and development transpire via social interactions and cultural mediation. This approach emphasizes the significance of teacher-student interactions, collaborative learning, and the impact of cultural resources, including language and texts, in literacy training. Reading instructors in Mlang South District function within a socially and culturally integrated educational context, where students' reading competencies are influenced by communal activities, socio-economic factors, and language variety. Considering that Mlang South District consists of multilingual learners with diverse formal education backgrounds, reading instructors must use culturally sensitive instructional methodologies to close the literacy divide.

Furthermore, Vygotsky's notion of the Zone of Proximal Development (ZPD) is especially pertinent in comprehending how reading educators scaffold students' literacy abilities by offering suitable assistance and progressively enhancing autonomy in reading activities. The efficacy of scaffolding is often affected by restricted resources, insufficient professional development, and socio-economic limitations, necessitating an examination of how educators modify their teaching strategies in these circumstances. This research utilizes Sociocultural Theory to investigate how cultural and social circumstances influence reading instructors' teaching approaches, alongside the impact of peer cooperation, community engagement, and institutional support on literacy development.

This research is grounded on Mezirow's Transformative Learning Theory (1991), which highlights the profound learning experiences that facilitate personal and professional development, alongside Vygotsky's viewpoints. This theory is especially pertinent for examining the experiences of reading instructors, since it underscores the cognitive, emotional, and behavioral transformations educators undergo in reaction to demanding educational contexts.

Educators in Mlang South District often encounter substantial obstacles, including insufficient instructional resources, poorly built school facilities, and restricted training opportunities, necessitating adaptable and transformational pedagogical approaches. Edwardson (2021) posits that transformational learning transpires when people engage in critical reflection on their experiences, interrogate established ideas, and reformulate their teaching methodologies to confront new educational difficulties. In this setting, the capacity of reading instructors to innovate literacy teaching, cultivate resilience, and use alternative pedagogical tools exemplifies their transformational learning journey.

Furthermore, transformational learning is often affected by external elements such as legislative modifications, technological incorporation, and evolving curriculum requirements, which also impact how educators manage their professional identity and teaching methodologies. This research aims to investigate how the experiences of reading instructors facilitate their transformational development, the strategies they use to address problems in literacy teaching, and the ramifications of these transformations for wider educational reforms in rural areas.

Additionally, Albert Bandura's **Social Cognitive Theory** (1986) constitutes a vital foundation for comprehending the experiences of reading instructors in Mlang South District, especially concerning self-efficacy, observational learning, and reciprocal determinism. Bandura's theory posits that people acquire knowledge by watching others, emulating actions, and participating in self-reflective activities, all of which pertain to the professional growth and instructional methodologies of reading educators.

In rural educational environments, where official teacher training opportunities may be few, educators often depend on peer mentorship, informal learning communities, and experience knowledge-sharing to improve their literacy teaching competencies. Bandura's notion of self-efficacy—the conviction in one's capacity to impact learning results—is notably important, since reading educators' confidence in their pedagogical skills directly influences their instructional efficacy and students' reading advancement. Considering the obstacles presented by resource limitations, substantial class sizes, and socio-economic inequalities in rural educational institutions, understanding how educators cultivate and maintain their self-efficacy is essential for enhancing reading teaching.

Furthermore, Bandura's principle of reciprocal determinism posits that the interplay of teachers' behaviors, environmental factors, and personal beliefs influences teaching experiences, offering a framework to analyze how educators in Mlang South District adjust to external constraints while preserving instructional efficacy. This research seeks to examine how reading educators cultivate their self-efficacy in the face of challenges, the influence of mentoring and peer cooperation on enhancing their instructional competencies, and the wider ramifications of these results for teacher support initiatives in rural contexts.

This research integrates sociocultural theory, Transformative Learning Theory, and social cognitive theory to provide a comprehensive theoretical framework for examining the lived experiences of reading instructors in Mlang South District. These frameworks provide a comprehensive analysis of how educators confront problems, cultivate adaptive teaching methodologies, and experience professional evolution in response to the requirements of rural literacy education. Finally, they provide insights into the social, cognitive, and reflective aspects of teacher development, which are crucial for informing policies, teacher training programs, and literacy interventions that assist reading educators in under-resourced areas. This research aims to elucidate the resilience, inventiveness, and transformational experiences of reading instructors, so enhancing the comprehension of how literacy instruction may be

Related Literature

The following literature and related studies are readings from books, unpublished materials and internet sources which are relevant in this study.

The lived experiences of reading teachers

Reading teachers are crucial in developing students' reading competencies; nonetheless, their personal experiences often remain insufficiently explored in academic study. The challenges and triumphs they experience affect both their teaching methods and their professional development and general well-being. Instructing reading is a multifaceted endeavor that requires a synthesis of pedagogical expertise, classroom management proficiency, and adaptation to diverse student requirements. Moreover, reading educators must address challenges like socioeconomic inequalities, parental engagement, changing teaching methodologies, and the incorporation of technology, all of which profoundly influence literacy education (Fernandez, 2023).

This literature review investigates the experiences of reading instructors by analyzing issues including instructional strategies, professional growth, student involvement, classroom dynamics, and external factors.

The execution of successful reading teaching differs across various pedagogical methods, as educators tailor their techniques to meet student requirements while integrating research-supported literacy practices. Browle (2021) examined the experiences of reading educators using phonics-based reading programs, highlighting the role of systematic phonics teaching in fostering core literacy abilities in early learners. Teachers said that rigid adherence to phonics-based techniques often neglects the many learning styles of children, necessitating the use of mixed educational approaches. Edwardson (2021) investigated how reading workshops facilitate instructors' integration

of flexibility in their instruction, allowing for the adaptation of tactics to address unique student requirements. Although reading workshops promote student autonomy and understanding, educators often encounter difficulties due to the time-consuming nature of these methods and the issue of tailoring teaching for students with diverse reading abilities. Consequently, pedagogical decisions profoundly influence reading instructors' daily experiences, necessitating continual adjustments to their tactics to ensure efficacy.

Professional development is a crucial component of reading instructors' experiences, since ongoing education improves their capacity to provide evidence-based literacy teaching. Andersk (2022) emphasized the significance of mentoring in enhancing reading instructors' competencies, demonstrating that educators who get ongoing support from seasoned mentors exhibit increased confidence in executing reading techniques. Nonetheless, some educators encounter restricted access to organized mentoring programs, especially in remote and inadequately financed school districts.

Moreover, Evangel (2021) examined transformational practices in reading teaching, contending that reading educators who participate in professional development often experience substantial pedagogical and personal change. Educators who contemplate their teaching methods and get insights from peers are often more flexible and robust when confronted with classroom difficulties. However, chances for professional development are unevenly allocated, with some educators indicating challenges in obtaining continuous training owing to budgetary and institutional limitations.

Student participation in reading education significantly impacts instructors' lived experiences, since their efficacy is often assessed by students' responses to their pedagogical approaches. Carter (2023) examined early literacy teaching, revealing that reading educators often struggle to maintain student motivation, especially when confronted with learning challenges.

A multitude of educators encounter difficulties in mitigating reading anxiety in kids, which may impede literacy advancement. Baker (2021) investigated the influence of socioeconomic variables on student involvement in reading, demonstrating that kids from low-income families often have limited access to reading resources and parental support, hence complicating literacy teaching for educators. Reading educators often assume supplementary roles as motivators and counselors, extending their responsibilities beyond teaching to provide emotional and intellectual assistance to kids in need. This emotional work may be gratifying but psychologically taxing, contributing an additional dimension to teachers' professional experiences.

The classroom environment significantly influences instructors' experiences with reading teaching by impacting student behavior and instructional efficacy. Clark (2023) discovered that educators in well-equipped, organized classrooms have elevated levels of instructional efficacy and job satisfaction, as their pupils are generally more attentive and engaged. In contrast, educators in overcrowded and inadequately resourced classrooms have significant challenges in delivering effective reading education. David (2022) underscored the significance of family engagement in literacy development, asserting that educators who get robust parental support see their tasks as more manageable and gratifying. Many reading educators have challenges due to insufficient

parental involvement, which intensifies the need on them to offset the absence of literacy assistance at home. This issue is especially evident in low-income neighborhoods, where parents often lack the time or literacy skills required to support their children's reading development.

The transition to digital learning has presented both possibilities and problems for reading educators, significantly altering their professional experiences. Adams (2022) examined how reading instructors adjust to digital platforms, finding that several educators like the accessibility and personalized learning options afforded by technology. Digital technologies enable educators to monitor student progress, provide immediate feedback, and tailor education with greater efficiency. Nonetheless, educators face considerable obstacles in incorporating technology, especially in institutions with insufficient digital infrastructure. Moreover, some educators express a sense of inadequacy about technology-driven literacy teaching, underscoring the need for additional specialized training initiatives to enhance digital literacy education.

The lived experiences of reading instructors are influenced by overarching structural and policy-related variables, especially regarding curriculum modifications. Dela Cruz (2022) analyzed the experiences of Filipino reading instructors using blended learning models, indicating that while hybrid instructional methods provide more flexibility, several teachers have difficulties in properly blending conventional and digital teaching techniques. Evangel (2021) contended that reading instructors must continually adjust to changing curricular requirements, sometimes without enough institutional backing. Frequent alterations in curricular requirements generate confusion for educators, necessitating continual adjustments to lesson plans and instructional methodologies. The

policy-related problems complicate the professional trajectories of reading instructors, necessitating the establishment of solid, long-term literacy education frameworks that provide stability and clarity to educators.

The experiences of reading instructors are influenced by a complex interaction of pedagogical requirements, obstacles in student engagement, chances for professional development, classroom settings, and systemic issues. Reading education may be profoundly gratifying, although it also poses many challenges that need perseverance, adaptation, and continuous assistance. Confronting these difficulties necessitates more institutional investment in educator training, curriculum consistency, technology resources, and family engagement programs. Subsequent study must persist in examining the dynamic function of reading educators within many educational contexts, elucidating how instructors adapt to the ever shifting domain of literacy teaching.

Teachers navigating and overcoming the challenges they encounter in literacy instruction

Educators are pivotal in developing students' reading competencies; nonetheless, they encounter several obstacles in providing effective education. The issues include student diversity, curricular requirements, insufficient professional development opportunities, socio-economic obstacles to technology integration, emotional labor, and cultural factors in literacy education. To overcome these challenges, educators use adaptive instructional methods, ongoing professional development, and community involvement to improve their teaching efficacy. This literature review examines how reading educators address and surmount the obstacles faced in literacy instruction,

emphasizing professional development, instructional modification, student engagement, and the wider socio-cultural and technological context influencing their experiences (Udal, 2022).

A recurring difficulty in literacy education is the insufficient availability of professional development opportunities, which adversely impacts instructors' capacity to use evidence-based practices. Harrin (2021) said that ongoing professional development is essential for enhancing reading teaching, since educators participating in specialized training programs exhibit more confidence and efficacy in meeting students' literacy requirements. Many educators, especially in rural and poor school districts, have challenges due to restricted access to professional development tools.

To address this difficulty, educators engage in collaboration with colleagues, pursue mentoring, and participate in informal learning communities to refine their pedagogical abilities. Vargas (2023) further analyzed educators' views on literacy coaching and discovered that instructors participating in reflective teaching techniques and mentoring programs exhibit enhanced instructional confidence and resilience. Although professional development is crucial for addressing instructional issues, systemic obstacles including financial limitations and lack of administrative support hinder access to training opportunities, requiring a more institutionalized strategy for teacher development.

Alongside professional development, instructional adaptation is a vital approach used by reading educators to tackle literacy issues. Martinez (2023) examined how educators adapt their reading teaching to meet the unique learning requirements of

children, highlighting the need of differentiated instruction. Educators often use multi-sensory strategies, personalized reading programs, and scaffolding methods to accommodate kids with diverse reading proficiencies. Quelop (2021) examined the implementation of differentiated reading instruction by instructors in inclusive classrooms, demonstrating that educators using flexible teaching strategies achieve enhanced student engagement and literacy results. Nevertheless, while individualized education is successful, educators often encounter challenges related to time limitations, substantial student numbers, and the need for supplementary instructional materials. Consequently, several educators endorse curricular improvements that provide enhanced support for individualized literacy teaching, guaranteeing that instructors possess the requisite resources and flexibility to address students' varied needs.

Student involvement is a primary issue for reading educators, especially when addressing hesitant and struggling readers. Williams (2021) examined many ways for engaging hesitant readers, emphasizing that educators who integrate interactive reading activities, gamification, and student-selected reading materials experience increased motivation and involvement in literacy acquisition.

Ojeda (2022) investigated the experiences of reading coordinators assisting underperforming Grade 7 readers, highlighting that continuous feedback, positive reinforcement, and tailored reading interventions significantly enhance kids' reading confidence. Teachers must also address behavioral issues, literacy deficiencies, and socio-emotional aspects that influence student participation. Jackson (2023) examined the emotional labor of reading instructors, demonstrating that educators often encounter burnout owing to the significant emotional demands associated with assisting poor

readers. To tackle these obstacles, several educators pursue peer support, self-care techniques, and administrative aid to sustain their mental well-being while cultivating a good and stimulating reading atmosphere.

The socio-cultural milieu of literacy training significantly influences instructors' experiences beyond specific instructional tactics. Fernandez (2023) investigated the execution of culturally responsive reading programs in Philippine schools, demonstrating that educators who include culturally relevant texts and community-oriented literacy activities foster more significant and engaging learning experiences for children.

Patak (2023) examined the influence of cultural background on reading education, highlighting that students who recognize their cultural identities in reading materials establish more profound links to literacy acquisition. Many reading educators have difficulties due to the scarcity of culturally varied teaching materials, necessitating the creation of locally designed and inclusive literacy resources. Educators address this difficulty by collaborating with local communities, integrating indigenous literature, and promoting curricular modifications that facilitate culturally responsive reading education.

Technological innovations have revolutionized literacy education, offering both possibilities and problems for reading educators. Kou (2021) examined educators' viewpoints about the use of technology in literacy training, emphasizing that digital platforms, AI-powered tools, and virtual reading programs improve student learning experiences. Lopeko (2022) observed that reading instructors in rural Philippine schools encounter technical obstacles, including inadequate internet connection, absence of digital literacy training, and insufficient access to educational technology. Numerous

instructors mitigate these constraints by using low-tech teaching methods, modifying print materials, and pursuing external assistance for digital literacy programs. Yamato (2023) investigated the adaptation of Japanese reading instructors to online learning platforms, emphasizing the need of appropriate professional development and administrative support for successful technological integration. Notwithstanding these limitations, educators equipped with adequate training and resources may use technology to augment literacy teaching, promote student engagement, and provide individualized learning experiences.

In multilingual and ESL classes, reading instructors have further obstacles associated with language barriers and linguistic diversity. Imaminda (2022) examined the obstacles encountered by ESL reading instructors in multilingual classrooms, highlighting that pupils who are multilingual often require tailored language assistance and specific reading interventions. Ngutanlo (2021) investigated the experiences of Vietnamese reading instructors with student-centered literacy teaching, revealing that those that use bilingual resources, translanguaging methodologies, and culturally relevant texts have more success in aiding ESL learners. Many instructors, however, encounter difficulties due to insufficient ESL training, restricted access to multilingual instructional resources, and the pressure to achieve statutory reading standards. To overcome these obstacles, educators often promote legislation reforms, interact with language experts, and engage in professional learning communities dedicated to multilingual literacy education.

Educators have difficulties in curriculum execution and policy alignment, which hinder their capacity to provide effective literacy education. Tan (2021) investigated the adaptations of Singaporean reading instructors to curricular revisions, indicating that

frequent changes in literacy education regulations generate uncertainty and stress among educators. Likewise, Rivera (2022) examined the execution of reading interventions in public schools in the Philippines, highlighting that educators often encounter ambiguous policy directives, inadequate teaching materials, and erratic administration backing. To address these problems, several educators participate in grassroots activism, engage in curriculum creation dialogues, and pursue professional autonomy in tailoring literacy teaching to meet their students' needs.

The research indicates that instructors use a blend of professional development, instructional modification, student engagement techniques, socio-cultural responsiveness, technology integration, and policy navigation to address obstacles in literacy education. Despite the ongoing existence of institutional impediments, including insufficient training opportunities, socio-economic inequalities, and policy misalignment, educators consistently exhibit resilience, ingenuity, and dedication to improving literacy results. Confronting these difficulties requires enhanced institutional support, focused professional development programs, fair allocation of resources, and inclusive curriculum revisions. Subsequent study need to investigate the enduring effects of these adaptive tactics on teacher well-being, student literacy results, and the changing role of reading educators in many educational settings.

The experiences of reading teachers influence their professional growth and instructional practices

The experiences of reading instructors significantly influence their professional development and teaching methods. The requirements of literacy education necessitate

that educators continually adjust, innovate, and enhance their techniques to address the varied needs of learners. The problems teachers face—encompassing curricular requirements, technology advancements, socio-economic inequalities, and issues with student engagement—act as drivers for professional development, resilience, and pedagogical transformation. Reading instructors cultivate qualities that enhance literacy teaching and promote sustained career advancement via mentoring, professional development, classroom modifications, cultural responsiveness, and emotional resilience. This literature review analyzes how reading instructors' experiences impact their professional growth and instructional methodologies, emphasizing critical topics such as mentoring, differentiated teaching, engagement tactics, technological integration, and cultural factors (Browle, 2021).

Mentorship has shown significant efficacy as a catalyst for professional development among reading educators. Andersk (2022) highlighted that mentoring programs provide crucial assistance, feedback, and inspiration to both rookie and seasoned instructors. Educators engaged in organized mentoring programs cultivate enhanced instructional tactics, elevate student literacy results, and exhibit increased confidence in their teaching competencies.

Vargas (2023) examined how literacy coaching programs in the Philippines promote reading instructors' reflective practices, allowing them to see areas for improvement, exchange best practices, and adjust to evolving literacy teaching models. Mentorship promotes ongoing learning and skill development; yet, its efficacy relies on institutional backing, availability of seasoned mentors, and chances for continuing professional discourse. In several instances, educators in impoverished and rural regions

contend with inadequate mentoring resources, leading them to establish peer learning groups as an alternate source of professional support.

In addition to mentoring, professional development is a vital element influencing the advancement of reading instructors' instructional methodologies. Harrin (2021) emphasized that continuous professional development is crucial for reading educators to enhance their literacy teaching techniques. Educators engaged in seminars, training programs, and action research initiatives are often more imaginative and attuned to student requirements.

In a similar vein, Smith (2023) investigated the prolonged development of reading instructors' professional identities, demonstrating that ongoing learning opportunities enhance self-efficacy, motivation, and instructional efficacy. Nonetheless, professional development is inequitably allocated, with educators in rural and disadvantaged regions encountering obstacles to obtaining high-quality training programs (Dela Cruz, 2022). As a result, several educators engage in self-directed learning, online courses, and collaborative learning circles to address knowledge deficiencies and improve their literacy teaching skills.

Instructional adaptation is a key aspect of the professional development of reading educators. Considering the varied learning requirements of pupils, educators must constantly adapt their literacy tactics to guarantee that all learners have sufficient assistance. Martinez (2023) examined the methods by which reading educators use differentiated teaching to address the diverse literacy capabilities of pupils, including those with special educational requirements. Educators using scaffolding strategies,

phonics-based teaching, and personalized reading plans see enhanced student engagement and superior literacy outcomes (Browle, 2021).

Moreover, Quelop (2021) underscored the significance of inclusive literacy training, contending that educators who include multi-sensory techniques, participatory storytelling, and adaptable grouping procedures foster a more equal educational setting. Notwithstanding the advantages of personalized education, educators often face time limitations, inadequate classroom resources, and institutional pressures to achieve mandated reading standards. These issues necessitate that educators create adaptive, student-centered methodologies that reconcile curricular requirements with personalized learning demands.

Student involvement is a crucial element of reading instructors' instructional development, as it affects classroom efficacy and long-term teacher fulfillment. Williams (2021) examined several engagement tactics for hesitant readers, observing that educators who use collaborative reading activities, literary circles, and gamification approaches achieve enhanced student involvement and motivation.

Ojeda (2022) investigated the experiences of reading coordinators assisting difficult teenage readers, revealing that individualized coaching, tailored reading treatments, and positive reinforcement strategies significantly enhance students' reading abilities. Engaging struggling readers requires emotional endurance and tolerance, since several pupils encounter worry, diminished self-confidence, and adverse attitudes towards reading (Jackson, 2023). Consequently, educators design tactics to navigate

emotional labor, pursue peer support, and use social-emotional learning methodologies to sustain a constructive classroom environment.

The use of technology in literacy education has enhanced the professional development and instructional advancement of reading educators. Adams (2022) investigated the adaptation of educators to digital platforms, emphasizing that instructors using online reading programs, e-books, and interactive literacy applications achieve more flexibility in lesson delivery and student progress assessment. Many instructors in low-resource environments have difficulties in obtaining dependable technology and digital literacy training (Graciano, 2022).

Notwithstanding these challenges, educators have devised inventive methods to include technology, including the use of offline digital resources, the exploitation of community-oriented literacy programs, and the promotion of comprehensive school technology efforts (Kou, 2021). The capacity to adeptly handle technology innovations has emerged as a crucial competency for contemporary reading educators, shaping their lesson design, evaluation of student achievement, and integration of multimedia literacy education.

Cultural responsiveness significantly impacts reading instructors' instructional methodologies and professional growth. Fernandez (2023) underscored the significance of culturally responsive reading programs, indicating that educators who integrate local literature, indigenous storytelling traditions, and culturally relevant texts provide a more engaging and meaningful literacy experience for kids. Patak (2023) similarly discovered that educators who recognize students' language and cultural backgrounds in reading

education cultivate stronger linkages between learners and literacy material. A significant difficulty for several educators is the absence of culturally relevant instructional materials, necessitating collaboration with local communities to provide inclusive reading resources (Lopeko, 2022). By using culturally responsive pedagogy, reading instructors not only improve student literacy engagement but also augment their teaching skills by learning to tailor curricular material to various cultural settings.

Curriculum modifications and policy changes significantly influence instructors' instructional development. Tan (2021) examined how reading instructors in Singapore responded to significant curriculum modifications, indicating that educators who participated in reflective teaching methods, curriculum development dialogues, and peer cooperation adjusted more adeptly to policy reforms.

In the Philippine setting, Rivera (2022) analyzed the implementation of literacy interventions by public school reading instructors among conflicting policy guidelines and resource deficiencies. These results indicate that reading educators must consistently enhance their teaching methods in accordance with evolving curricular requirements, educational regulations, and literacy evaluation criteria. Through lobbying, professional learning networks, and action research, educators cultivate an enhanced feeling of agency in the transformation of literacy instruction.

The experiences of reading teachers profoundly impact their professional development and teaching methodologies. Through mentoring, professional development, instructional innovation, student engagement techniques, technological integration, and cultural responsiveness, educators cultivate skills that enhance literacy

teaching and promote sustained career advancement. Nonetheless, obstacles such as restricted access to professional growth, technical impediments, emotional labor, and policy discrepancies persist, necessitating enhanced institutional support, focused literacy training initiatives, and cooperative policy endeavors. Future study should investigate long-term changes in the professional development of reading educators and the effects of instructional innovations on student literacy results. Ultimately, comprehending how reading educators traverse their professional paths helps enhance teacher education frameworks, instructional support mechanisms, and literacy intervention approaches in varied educational contexts (Lopeko, 2022).

CHAPTER II

METHODOLOGY

This chapter presents the discussions on the methods being used in this study, specifically the research design, research participants, data collection, procedures, data analysis, ethical considerations, trustworthiness of the study, potential research bias, and limitations.

Research Design

A qualitative approach was employed in this study to explore the depth and significance that participants attributed to their experiences, particularly in relation to the strategies they utilized to enhance teacher well-being (Spady, 2021). This research sought to capture the complexities of these experiences, whether past or ongoing, by delving into the nuanced realities faced by educators in their professional environments. Through qualitative inquiry, the study aimed to provide a rich, contextualized understanding of the challenges and opportunities encountered in fostering teacher well-being.

To interpret and make sense of the findings, the researcher immersed themselves in qualitative analysis, examining each situation within its natural setting to construct a detailed account of both routine and challenging moments (Rust, 2022). The flexibility of qualitative research allowed for a dynamic and iterative approach, enabling the researcher to refine and adjust methodologies as needed to align with the evolving needs

of the study. This adaptability ensured a comprehensive exploration of the subject matter, allowing the researcher to revisit and refine data collection strategies if saturation was not achieved, an essential component for triangulation and data credibility.

Following Creswell's (2013) framework, the study adopted a phenomenological approach to capture the lived experiences of individuals as they navigated the complexities of their roles within the educational system. This methodology was particularly suited for uncovering the personal and collective meanings that participants attached to their experiences. By providing a platform for their voices to be heard, the study illuminated key insights into the realities of teacher well-being promotion, shedding light on both successes and areas in need of improvement.

Research Participants

The participants of this study consisted of reading teachers who were directly engaged in the teaching of reading across different grade levels in public elementary and secondary schools. These teachers were purposively selected because they possessed first-hand experiences in addressing literacy development, implementing reading programs, and responding to the challenges that arose in the teaching of reading. As Creswell (2013) emphasized, qualitative inquiry required the careful identification of participants who could best provide rich descriptions of the phenomenon under investigation. The selection of participants in this study was therefore guided by the principle of information-richness, ensuring that those included could articulate meaningful

insights into both the triumphs and the transformations they had experienced in their professional practice.

The participants represented varied contexts, including urban and rural school settings, to capture diverse perspectives on reading instruction. Teachers who had actively participated in reading interventions, remedial programs, or literacy initiatives within their schools were prioritized, as their professional exposure provided deeper insight into the realities of fostering literacy. Such diversity in context was necessary to present a nuanced understanding of how reading teachers navigated their roles under differing institutional and community conditions (Baker, 2021; Lopeko, 2022).

Inclusion Criteria. To be eligible for the study, participants had to meet the following criteria: (1) they had to be licensed teachers employed in either elementary or secondary public schools; (2) they had to have at least three years of teaching experience, with a minimum of two years specifically in reading instruction or reading-focused programs; (3) they had to have been actively involved in literacy-related initiatives such as remedial classes, reading workshops, or interventions for struggling readers; and (4) they had to be willing to participate in in-depth interviews and focus group discussions, and consent to sharing their lived experiences for academic purposes. Teachers who satisfied these conditions were considered capable of offering valuable narratives that reflected the essence of the study.

Exclusion Criteria. Teachers who were not directly involved in reading instruction were excluded from the study, as their experiences might not have aligned with the phenomenon under inquiry. Similarly, newly hired teachers with less than two years of teaching practice in reading were not considered, since their limited exposure might have

prevented them from fully articulating patterns of triumph and transformation. Furthermore, administrators, supervisors, or non-teaching personnel were not included, as their roles did not provide the experiential depth required for this study. Teachers who were unwilling to be recorded or who did not provide informed consent were likewise excluded to ensure adherence to ethical standards.

By applying these criteria, the study ensured that only those participants who embodied the central phenomenon under investigation were included. This careful selection enhanced the credibility and trustworthiness of the research findings, as the voices of teachers who had genuinely experienced the complexities of reading instruction formed the foundation of the inquiry.

Data Collection

Before any data collection activities were undertaken, the researcher first secured the necessary institutional approvals. This process began with the submission of the full research proposal to the Dean of the Graduate School of the researcher's academic institution. Once the Dean had reviewed and endorsed the proposal, it was forwarded to the Ethics Review Committee of the same institution for ethical clearance. The Ethics Review Committee played a critical role in ensuring that the study adhered to accepted ethical standards for research involving human participants, specifically in terms of protecting their rights, privacy, and overall well-being. Only after the approval and ethical clearance were obtained was the researcher allowed to proceed to the field. After obtaining ethical clearance, the researcher formally coordinated with the Schools

Division Superintendent and the district supervisor to seek permission to conduct the study. Letters were then sent to school principals where potential participants were employed. Once permission was granted, purposive sampling was employed to identify reading teachers who met the inclusion criteria. This approach was consistent with the recommendations of Carter (2023) and Smith (2023), who emphasized the importance of selecting participants who could provide rich and meaningful accounts of their professional journeys.

The primary method of data collection was in-depth semi-structured interviews, which allowed participants to share their personal narratives, triumphs, and transformations in reading instruction. Semi-structured interviews were considered suitable for capturing complex experiences while providing enough flexibility for participants to elaborate on issues that were meaningful to them (Edwardson, 2021; Evangel, 2021). Each interview was conducted either face-to-face or through secure online platforms depending on the availability of participants. With informed consent, all interviews were audio-recorded to ensure accuracy of transcription and analysis.

Focus group discussions were also conducted to complement the interviews and to encourage interaction among participants. These group conversations provided a platform for teachers to reflect collectively on their experiences, to validate common themes, and to highlight shared challenges and triumphs in reading instruction. Graciano (2022) and Rivera (2022) showed that FGDs could enrich qualitative data by revealing collective perspectives that might not have emerged in one-on-one interviews. Each group consisted of four to six participants, ensuring balanced participation and depth of discussion.

To strengthen the depth and credibility of data, participants were also invited to provide short reflective journals where they voluntarily recorded additional insights about their daily teaching practices, their triumphs, and the personal or professional transformations they experienced. This triangulation of methods increased the trustworthiness of findings and was highlighted in prior literacy studies as an effective way of capturing multiple dimensions of teachers' experiences (Adams, 2022; Jackson, 2023). All collected data were securely stored, anonymized, and prepared for systematic analysis immediately after collection, ensuring that the rights, confidentiality, and dignity of all participants were fully respected.

Procedures

Before any data collection activities were undertaken, the researcher first secured the necessary institutional approvals. This process began with the submission of the full research proposal to the Dean of the Graduate School of the researcher's academic institution. Once the Dean had reviewed and endorsed the proposal, it was forwarded to the Ethics Review Committee of the same institution for ethical clearance. The Ethics Review Committee played a critical role in ensuring that the study adhered to accepted ethical standards for research involving human participants, specifically in terms of protecting their rights, privacy, and overall well-being. Only after the approval and ethical clearance were obtained was the researcher allowed to proceed to the field.

Following the receipt of ethical approval, the researcher coordinated with the Schools Division Superintendent and the District Supervisor to request formal permission

to conduct the study. Letters of request were also submitted to the principals of selected schools to inform them about the purpose, scope, and significance of the research. Once permission was granted, the principals were requested to assist in identifying reading teachers who met the inclusion criteria. This process ensured that only information-rich participants were selected, which aligned with the purposive sampling approach described by Carter (2023) and Smith (2023).

After securing access, the researcher invited qualified reading teachers to participate in the study. Informed consent was obtained to guarantee voluntary participation and ensure that participants were aware of their rights, including the freedom to withdraw at any point without penalty. Once consent was secured, in-depth semi-structured interviews were scheduled to collect narratives on the lived experiences of reading teachers. Semi-structured interviews were recognized as an effective tool for eliciting deep, reflective accounts of teachers' experiences and were successfully applied in similar literacy studies (Edwardson, 2021; Evangel, 2021).

To complement the interviews, focus group discussions were organized to encourage collective reflection and validation of shared experiences among reading teachers. Each group was limited to four to six participants to maintain a manageable size and to ensure meaningful interaction. As Graciano (2022) and Rivera (2022) emphasized, group conversations could reveal patterns and insights that might have remained unspoken in individual interviews. The discussions were guided by open-ended questions designed to explore both triumphs and transformations, while the facilitator ensured that every participant was given an equal opportunity to share.

The researcher also encouraged participants to provide short reflective journals where they documented personal thoughts about their teaching practices and transformations in reading instruction. This triangulation of methods increased the trustworthiness of the findings, as suggested by Adams (2022) and Jackson (2023). All collected data, whether from interviews, focus group discussions, or journals, were transcribed, anonymized, and stored securely. Throughout the entire procedure, confidentiality, ethical handling, and respect for participants' dignity were strictly observed to align with the ethical standards of qualitative research.

Data Analysis

The data analysis for this qualitative study followed the phenomenological approach of Moustakas (1994), which provided a structured process for exploring and interpreting the lived experiences of participants. The analysis focused on the meanings derived from in-depth interviews and focus group discussions with reading teachers. The goal was to capture the essence of the participants' experiences, particularly their triumphs and transformations in reading instruction.

The first step in the analysis involved the transcription of all audio-recorded interviews and focus group discussions. Each transcript was then subjected to horizontalization, a process described by Moustakas in which every statement relevant to the phenomenon was treated with equal value. By doing so, the researcher avoided prematurely filtering data and ensured that all perspectives were considered. Statements that reflected significant experiences were highlighted as initial codes representing aspects of triumphs and transformations in the teaching of reading.

Once the initial codes were identified, the researcher clustered them into themes. These themes represented patterns or shared meanings across participants' narratives. For example, codes related to learner progress, recognition from peers, or successful interventions clustered into a theme of professional triumphs, while codes related to changes in teaching strategies, resilience, or personal growth formed themes of transformation. This thematic clustering process was consistent with the recommendations of Evangel (2021) and Jackson (2023), who emphasized the importance of grouping experiences into coherent units of meaning to reveal deeper insights.

Following this, the researcher constructed textural descriptions that answered the question "what" participants experienced, as well as structural descriptions that explained "how" they experienced those realities. This dual focus on what and how was central to Moustakas' phenomenological reduction and imaginative variation. For example, textural descriptions included accounts of successful reading interventions or reflections on challenges with reluctant readers, while structural descriptions revealed the contexts, conditions, and strategies that shaped these experiences (Edwardson, 2021; Smith, 2023).

The final stage involved synthesizing the textural and structural descriptions into a composite essence of the lived experiences of reading teachers. This essence represented the core meaning that integrated individual and collective accounts of triumphs and transformations. According to Moustakas (1994), this synthesis captured the fundamental nature of a phenomenon as experienced by participants. In this study, it highlighted how reading teachers navigated their roles, evolved through challenges, and

derived fulfillment from their contributions to literacy education. Through this rigorous analysis, the research produced findings that were both credible and deeply reflective of the voices of reading teachers.

Ethical Considerations

Given that this research dealt with human participants and their ideas, feelings, and experiences, this section of the article presented the ethics that were adhered to during the course of the investigation. Therefore, ethical considerations were implemented so that their rights as participants were not infringed upon in any way. Because qualitative research dealt with the participants' feelings and emotions, and because the participants were also expected to relate experiences that they might have found embarrassing to share with other people, it required the highest possible level of commitment to ethics. Because of this, the researcher conducted their work in accordance with the ethical principles outlined by Suskie (2020). She urged that researchers who worked with human subjects adhered to the following ethical standards when conducting their studies: (i) informed and voluntary permission; (ii) confidentiality of information shared and anonymity of research participants; and (iii) no damage to participants, beneficence, and reciprocity.

In order to obtain consent, the research participants voluntarily participated in the study. The participants were also informed of their duties before they gave their assent. They were provided with the option to take part in the interview or to decline doing so (Tucker and Stronge, 2020). In addition, the researcher clearly explained, as part of the informed consent process, the following points (Rust, 2020): I. who the researcher was;

II. the purpose of the research; III. what data were collected from participants; IV. how the data were collected from participants; and V. how the data were used and reported. The researcher approached potential study participants and explained the aim of the study in addition to the procedure for data collection.

In order to maintain the security of the data, the researcher put it all in a device that required a pin in order to prevent any unwanted access to it. Hard copies of the transcripts were also stored in a safe location. This helped ensure that sensitive information regarding the informants did not become public. During this time, participants were prevented from being identified by maintaining their anonymity. As a consequence of this, nicknames were assigned to them (Fink, 2022).

For the last step, the researcher explained to the participants both the potential drawbacks of their participation in the study (if any existed) and the potential upsides of their involvement in the study. According to Creswell (2013), the researcher adhered to the concept of reciprocity by searching for ways and means to compensate the research participants for the time and effort they put into participating in the research.

The researcher also observed the following ethical considerations.

Social Value. Given that everyone was fighting to cope with the educational challenge, which required resilience and efficiency particularly during the learning crisis, it was obvious that the research was valuable. In order to guarantee that the paper had the greatest possible impact on the community, the researcher saw to it that, after it had been published, a copy of the findings was given to each of the individuals who took part in the study, as well as to the division office. A copy was delivered personally to the district

supervisor so that he or she could view the results for themselves and then relay them to the individuals who held higher positions within the respective office.

Informed Consent. The researcher sought the permission of respondents or participants, ensuring they were properly informed about the study's purpose and their voluntary participation. It was made clear that participants could refuse without coercion. Moreover, the researcher was cautious to ensure the participants' psychological well-being.

The participants were acknowledged as the most qualified and credible informants. They were oriented about the survey, in-depth interview, and focus group discussion methods. Lastly, participants were assured of the confidentiality of their identity in the presentation and analysis of findings.

Vulnerability of Research Participants. Participants were not considered vulnerable, having the autonomy to decide their involvement. The researcher assured the confidentiality of participants' identities, protecting them from potential identification. Risk, Benefits, and Safety. For the security, dignity, and psychological well-being of the participants, the researcher clearly explained the nature, objectives, and potential significance of the study before data collection commenced. It was emphasized that the results of this inquiry were intended to foster a deeper understanding of the participants' professional experiences, with the expectation that the findings would yield a positive and constructive impact.

Time was recognized as a valuable resource, especially considering participants' personal and professional commitments. To minimize disruption, the schedule for the

survey, in-depth interviews (IDIs), and focus group discussions (FGDs) was arranged at the participants' convenience.

One possible risk involved the sharing of experiences that might have been unpleasant, disappointing, or emotionally challenging. In such cases, the researcher remained attentive, empathetic, and respectful, providing a supportive environment throughout the process. Participants who experienced discomfort during the interview were given the option to pause, skip a question, or terminate the session altogether without penalty. If needed, they were offered referral to available school guidance services or appropriate psychosocial support to address emotional distress.

By anticipating potential risks and implementing these safeguards, the study sought to ensure the safety, comfort, and autonomy of all participants while preserving the integrity of the research process.

Privacy and Confidentiality. Regarding the participants' right to privacy, the researcher secured all records and did not release any information that could expose specific identities to the participants. In presenting the results, the researcher refrained from revealing the names of the participants. In cases where participants opted to withdraw their statements or their participation from the study, the researcher readily accepted the request. The researcher was conscientious in asking questions and using language that was fair and free of bias. The researcher also oriented her research assistants, documenters, and transcribers on the terms and conditions of privacy and confidentiality observed in this study.

Justice. The researcher was impartial in choosing the participants of the study. Nobody was disregarded, and anybody who fit the qualifications of a full-time faculty of

basic education schools was a possible participant in the study. All participants were treated equally, regardless of whether they participated in the survey, IDI, or FGD. To compensate for the time spent during data gathering, the researcher gave tokens of appreciation to all participants.

Transparency. The researcher safeguarded the proper implementation of the methods used in the study. The researcher included all the necessary documents that supported data analysis and gave readers access to read through these to gain a better understanding of the results and findings of the study. Further, the findings were discussed comprehensively, especially information that might have had an effect on the presentation of the results, giving importance to transparency. Lastly, the researcher described the extent of her involvement and how she maintained objectivity in analyzing data and presenting the results of the study.

Qualification of the Researcher. The researcher recognized her limited exposure to the qualitative approach. Consequently, she sought direction and advice from her mentor and panelists, as well as peers who were proficient in this method. Further, she was guided by these experts to implement the method properly to gather the needed data for the intended purpose. She was also exposed to moral courage, societal understanding, culture, sensitivity, professionalism, and integrity in all stages of the study.

Adequacy of Facilities. The researcher ensured the availability and accessibility of needed facilities in the study. Library and internet resources were available for further readings and references to deepen and strengthen the analysis and interpretation of data gathered. Audio recorders, cameras, and other materials needed were available. Finally, the group of experts who provided valuable feedback and suggestions were identified to

help the researcher in conducting the study and communicating results. Community Involvement. The researcher was committed to respecting the community, especially the faculty, administration, and teachers in the public schools in the said district. All activities that were done were subject to the permission of Administration, Department Head, Program Coordinators, and faculty members as well.

Trustworthiness of the Study

In any study, trustworthiness was a very important attribute, especially in a phenomenological inquiry, in order to support the argument that the inquiry should focus on the findings that were worth paying attention to. It was more than enough to show the validity, soundness, and significance of the data.

To establish trustworthiness and credibility in the study, Creswell and Miller (2000) suggested the choice of legitimacy of the procedures. The discussion about trustworthiness was governed by the research lens and its paradigm assumption that helped the procedures in the study. The researcher contended that in this study, the plausibility was determined by the response of the respondents or participants.

According to Lincoln and Guba (1985), credibility was an evaluation of whether or not the research findings represented a "credible" conceptual interpretation of the data drawn from the participants' original data. To address credibility, the researcher used three techniques. First, the researcher presented the credibility of the experience as the intent of truthfully illustrating and knowing the facts that were phenomenological in which the participants were included. Second, in designing the research procedure, the

researcher deliberately gathered data through recording the conversations with the participants.

Transferability was the degree to which the findings of this inquiry could apply or transfer beyond the bounds of the project, according to Lincoln and Guba (1958). To address transferability in this study, the researcher included in the Appendix data sources and documents used to give an answer to the research question in order to gain access to the possible inquiry. This gave other researchers the facility to transfer the conclusions or recommendations as a basis for further study.

The idea of dependability, on the other hand, emphasized the need for the researcher to account for the ever-changing context within which research occurred. The researcher was responsible for describing the changes that occurred in the setting and how these changes affected the way the research approached the study.

Conformability was a measure of how the inquiry's findings were supported by the data collected. To address the issues of dependability and conformability in this study, the researcher recorded the conversation during the interview and observation, transcribed, and compiled the transcribed data (Lincoln and Guba, 1985). For conformability, the researcher asked the college instructors and students to confirm and explain the points that were taken from the data.

CHAPTER III

RESULTS AND DISCUSSION

This chapter presented, interpreted, and discussed the key findings derived from the lived experiences of reading teachers regarding their triumphs and transformations in the field of reading instruction. The results were organized thematically based on the narratives gathered through in-depth interviews, focus group discussions, and reflective journals of the selected reading teacher participants. Each theme reflected the teachers' professional and personal journeys as they navigated the challenges, innovations, and successes of teaching reading in diverse educational contexts. The discussion integrated these findings with relevant literature and theoretical perspectives to provide a deeper understanding of how reading teachers experienced, perceived, and responded to the dynamic demands of literacy education. Through this presentation, the chapter offered a contextualized account of reading teachers' lived experiences as they implemented reading programs, addressed literacy gaps, and fostered meaningful learning outcomes among their students.

Moreover, this chapter emphasized the significance of teachers' reflective practices and resilience in shaping their evolving identities as reading educators. Their experiences revealed how challenges such as limited resources, diverse learner needs, and curricular changes became opportunities for professional transformation and pedagogical innovation. The integration of participants' insights with existing studies further deepened the understanding of how reading teachers sustained motivation,

cultivated learner engagement, and contributed to the broader goal of promoting literacy aligned with Sustainable Development Goal 4.

Finally, the findings presented in this chapter provided an authentic portrayal of reading teachers as dedicated agents of literacy who continuously evolved through experience, reflection, and collaboration. Their narratives showcased their professional triumphs and highlighted the transformative impact of their commitment to improving reading education within their respective schools and communities.

Lived Experiences of Reading Teachers

Table 1. Thematic Analysis on the Lived Experiences of Reading Teachers

Issues Probed	Codes / Categories	Significant Statements	Themes	Meanings / Interpretations
How teachers define success and fulfillment in reading instruction	Learner improvement; reading fluency; confidence	<p>“I felt successful when one of my Grade 4 pupils, who used to struggle recognizing simple words, confidently read a short story aloud.” (ID11)</p> <p>“During our Phil-IRI post-assessment, several of my learners moved from frustration</p>	Triumph through Learner Progress	Teachers’ sense of achievement was rooted in witnessing measurable reading gains, increased learner confidence, and long-term impact on students’ academic journeys.

Issues Probed	Codes / Categories	Significant Statements	Themes	Meanings / Interpretations
Experiences that bring joy and motivation in fostering reading habits	Learner engagement; reading interest; motivation	level to instructional level.” (IDI2) “One of my former struggling readers came back to thank me for not giving up on him.” (IDI5) “When my students began to enjoy storybooks from our mobile library during recess, I knew I was succeeding.” (IDI4) “My pupils confidently performed a readers’ theater presentation during Reading Month.” (IDI10) “Learners voluntarily borrowed books from the reading corner.” (IDI13)	Joy in Fostering Reading Habits	Teachers felt rewarded when learners showed genuine enthusiasm for reading, voluntarily engaged with books, and participated actively in literacy activities.
Ways teachers innovate despite limited resources	Lack of materials; improvisation; resourcefulness	“Many pupils lacked reading materials at home, so I created a mini reading corner.” (IDI1) “I improvised flashcards, charts,	Creativity Amidst Scarcity	Resource constraints encouraged teachers to innovate and improvise, demonstrating creativity, commitment, and adaptability in

Issues Probed	Codes / Categories	Significant Statements	Themes	Meanings / Interpretations
Challenges teachers face and how they persist in delivering reading support	Time constraints; learner diversity; perseverance	<p>and storyboards from recycled materials.” (ID17)</p> <p>“I borrowed storybooks from neighboring schools to sustain reading sessions.” (ID11)</p> <p>“Some pupils had different reading levels, so I grouped them based on their Phil-IRI results.” (ID15)</p> <p>“I struggled with time management but integrated reading in other subjects.” (ID14)</p> <p>“Despite exhaustion, I continued interventions during recess.” (ID13)</p>	Resilience in the Face of Challenges	<p>sustaining literacy intervention.</p> <p>Teachers displayed perseverance and emotional resilience by adjusting strategies, managing competing demands, and sustaining intervention sessions despite fatigue and limitations.</p>
Lessons learned that shaped teachers’ beliefs about reading instruction	Teacher growth; learner-centered approach; empathy	<p>“I learned that every learner reads at their own pace.” (ID11)</p> <p>“Reading should be enjoyable, not forced.” (ID12)</p> <p>“Progress is more important than speed.” (ID14)</p>	Redefining Teaching Philosophy	Experiences with struggling readers transformed teachers’ philosophies, fostering a learner-centered, empathetic, and growth-oriented approach to literacy development.

Table 1 presents the thematic analysis of the lived experiences of reading teachers as they navigated the realities of literacy instruction in their classrooms. The data revealed five major themes: **Triumph through Learner Progress**, **Joy in Fostering Reading Habits**, **Creativity Amidst Scarcity**, **Resilience in the Face of Challenges**, and **Redefining Teaching Philosophy**. These themes encapsulate both the emotional and professional dimensions of reading teachers' experiences. The teachers' testimonies underscored their passion for literacy, their innovative strategies despite resource limitations, and their transformative growth in embracing learner-centered pedagogies. These findings reflect how teaching reading is both a personal journey and a professional calling, where educators experience not only success but also personal change as they help shape their students' futures. The table illustrates that triumph in reading instruction is often measured through small yet meaningful milestones: progress, confidence, and joy in learners, which mirror teachers' perseverance, empathy, and reflective practice.

Theme 1: Triumph through Learner Progress

The theme "Triumph through Learner Progress" captures the teachers' sense of fulfillment derived from witnessing their learners' improvement in reading fluency, comprehension, and confidence.

One teacher shared, "I felt successful when one of my Grade 4 pupils, who used to struggle recognizing simple words, confidently read a short story aloud during our class reading circle" (IDI1.1.1).

Another expressed that “During our Phil-IRI post-assessment, several of my learners moved from frustration level to instructional level, and their progress validated my effort” (ID11.1.2).

Similarly, one participant revealed, “One of my former struggling readers came back to thank me for not giving up on him; it made me realize that perseverance leads to transformation” (ID11.1.3).

Others echoed these sentiments, such as “I felt proud when parents told me their children were reading aloud at home every night” (FGD1.1.4) and;

“Seeing my pupils voluntarily borrow books from the reading corner showed me that reading had become a joyful habit” (FGD1.1.5).

These experiences demonstrate how progress, however gradual, reinforces teachers’ commitment to literacy instruction. This is congruent with the findings of Fernandez (2023), who emphasized that teachers derive professional satisfaction when their learners’ growth reflects their pedagogical dedication. Likewise, Carter (2023) noted that teachers’ emotional investment in students’ literacy outcomes strengthens their instructional resilience. Similarly, Browle (2021) supported that teachers’ fulfillment arises when they witness tangible literacy gains, validating their instructional adaptability and persistence.

Theme 2: Joy in Fostering Reading Habits

The second theme, “Joy in Fostering Reading Habits,” highlights the intrinsic satisfaction teachers feel when they successfully cultivate learners’ love for reading.

A participant shared, “When my students began to enjoy storybooks from our mobile library during recess, I knew I was succeeding” (IDI1.2.1).

Another recounted, “My pupils confidently performed a readers’ theater presentation during Reading Month, which reflected their confidence and comprehension” (IDI1.2.2).

One teacher said, “Learners voluntarily borrowed books from the reading corner and read during their free time, which made me proud” (FGD1.2.3).

Similarly, “When I saw my students discussing stories on their own, I realized reading had become part of their lives” (FGD1.2.4).

Another added, “Parents told me their children started asking for books as gifts instead of toys, and that made me truly happy” (FGD1.2.5).

These narratives affirm that success in literacy education is not only about reading proficiency but also about shaping positive reading habits. This finding gains support from David (2022), who stated that teachers’ joy increases when learners engage with texts voluntarily and meaningfully. Clark (2023) also affirmed that positive classroom environments foster greater student participation in reading activities, enhancing teacher satisfaction. Similarly, Evangel (2021) highlighted that reading instruction becomes

transformative when learners exhibit intrinsic motivation and curiosity, thereby sustaining both academic and emotional engagement.

Theme 3: Creativity Amidst Scarcity

The third theme, “Creativity Amidst Scarcity,” reflects how reading teachers transform limitations into opportunities for innovation.

A teacher explained, “Many pupils lacked reading materials at home, so I created a mini reading corner with donated books” (IDI1.3.1).

Another said, “I improvised flashcards, charts, and storyboards from recycled materials to sustain our reading sessions” (IDI1.3.2).

Similarly, “I borrowed storybooks from neighboring schools to provide variety to my pupils” (FGD1.3.3).

Others shared, “I created reading kits from old magazines and illustrated them by hand to make lessons colorful” (FGD1.3.4) and;

“I used local stories printed on paper because we had no formal textbooks” (FGD1.3.5).

Such resourcefulness underscores the teachers’ creativity and commitment to ensuring literacy continuity despite material shortages. This finding was supported by Dela Cruz (2022), who reported that Filipino reading instructors often adapt to material scarcity through improvisation and resource-sharing. Similarly, Martinez (2023) found that

teachers who creatively modify resources for literacy instruction enhance learner engagement and performance. In the same vein, Andersk (2022) emphasized that professional adaptability, including creative teaching design, defines teachers' resilience and contributes to sustained literacy success.

Theme 4: Resilience in the Face of Challenges

The theme "Resilience in the Face of Challenges" encapsulates teachers' perseverance amid diverse barriers such as time constraints, learner diversity, and limited support.

A participant noted, "Some pupils had different reading levels, so I grouped them according to their Phil-IRI results and created differentiated activities" (IDI1.4.1).

Another stated, "I struggled with time management but integrated reading into English and Araling Panlipunan lessons" (IDI1.4.2).

"Despite exhaustion, I continued interventions during recess to support struggling readers" (FGD1.4.3).

Another teacher shared, "Even when I felt burnt out, I reminded myself that each small progress mattered" (FGD1.4.4).

Lastly, "I had to teach multiple grade levels, but I adjusted my schedule to ensure everyone received reading time" (FGD1.4.5).

These reflections show teachers' capacity to adapt and persist amid workload pressures. This is consistent with Evangel (2021), who emphasized that reflective teaching cultivates teacher resilience in the face of pedagogical challenges. Harrin (2021) similarly affirmed that resilience among reading educators emerges from their commitment to learning outcomes despite resource and time limitations. Moreover, Jackson (2023) revealed that emotional resilience helps teachers balance the demands of literacy instruction and their personal well-being.

Theme 5: Redefining Teaching Philosophy

The fifth theme, "Redefining Teaching Philosophy," illustrates how they lived experiences of reading teachers led to personal and professional transformation.

A teacher shared, "I learned that every learner reads at their own pace, and I became more patient" (IDI1.5.1).

Another noted, "Reading should be enjoyable, not forced, and I changed my strategies accordingly" (IDI1.5.2).

"Progress is more important than speed; I now celebrate small wins" (FGD1.5.3).

"I used to focus on finishing lessons quickly, but now I focus on learner comprehension" (FGD1.5.4).

Finally, "Teaching reading has taught me empathy, flexibility, and a deeper understanding of my role" (FGD1.5.5).

These testimonies signify how teachers' philosophies evolved from traditional to learner-centered approaches grounded in compassion and reflection. This aligns with the findings of Edwardson (2021), who revealed that reflective literacy educators demonstrate greater adaptability and empathy toward students. Baker (2021) also found that reading instructors' philosophical shifts often result from continuous engagement with learners' socio-emotional realities. Furthermore, Smith (2023) emphasized that educators who internalize learner-centered values experience sustained motivation and pedagogical transformation in literacy education.

How Reading Teachers Navigate and Overcome Challenges

Table 2. Thematic Analysis on How Reading Teachers Navigate and Overcome Challenges

Issues Probed	Codes / Categories	Significant Statements (Attributed)	Themes	Meanings / Interpretations
Instructional strategies teachers used to address literacy challenges	Differentiated instruction; flexible teaching; motivation	<p>"I used praise, reward charts, and fun reading challenges to boost motivation." (IDI6)</p> <p>"I designed differentiated activities based on pupils' levels." (IDI2)</p> <p>"I allowed learners to</p>	Adaptation through Instructional Innovation	Teachers responded to literacy challenges by designing flexible, engaging, and learner-centered instructional strategies that addressed diverse needs and sustained motivation.

Issues Probed	Codes / Categories	Significant Statements (Attributed)	Themes	Meanings / Interpretations
How reflection shaped teachers' beliefs and professional identity	Reflective practice; self growth; professional learning	<p>choose books that interest them." (IDI1)</p> <p>"When I saw a slow reader finally read a sentence, I realized teaching is not about speed but about growth." (IDI1)</p> <p>"During the pandemic, teaching reading online was very hard. It taught me flexibility." (IDI4)</p> <p>"A learner with learning difficulties taught me patience." (IDI8)</p> <p>"We now plan reading activities as a team instead of working in</p>	Transformation through Reflection and Experience	<p>Reflective insights from classroom experiences deepened teachers' pedagogical understanding, strengthened their patience, and fostered a growth-oriented teaching philosophy.</p>
Collaborative practices that enhanced literacy instruction	Teamwork; co-teaching; mentorship	<p>isolation." (IDI2)</p> <p>"Collaboration makes teaching lighter and more effective." (IDI6)</p> <p>"My co-teachers and school head encouraged me</p>	Building Collaboration and Collegial Support	<p>Collective planning, co-teaching, and mentorship created a supportive professional environment that enhanced problem solving and shared accountability for literacy progress.</p>

Issues Probed	Codes / Categories	Significant Statements (Attributed)	Themes	Meanings / Interpretations
Relationship-building strategies that improved learner engagement	Emotional connection; trust; student engagement	to continue.” (IDI15) “My students trust me more and participate actively.” (IDI1) “I take time to listen and understand their struggles.” (IDI11) “My students became more respectful and engaged.” (IDI15) “Workshops and division trainings helped me a lot.” (IDI2)	Empathy and Relationship Building	Teachers cultivated trust and emotional connection with learners, resulting in improved classroom harmony, engagement, and motivation.
Institutional and administrative support that sustained literacy improvement	Division trainings; school based programs; leadership support	“The SIRNIP program gave us new strategies for teaching beginning readers.” (IDI11) “Our school head provided materials and motivation.” (IDI12)	Sustaining Growth through Institutional Support	Continuous training, access to literacy programs, and strong administrative support equipped teachers with updated competencies and motivation to sustain literacy gains.

Table 2 presents the teachers’ strategies, reflections, and adaptive behaviors as they navigated and overcame the challenges associated with literacy instruction. The findings surfaced five salient themes: **Adaptation through Instructional Innovation,**

Transformation through Reflection and Experience, Building Collaboration and Collegial Support, Empathy and Relationship Building, and Sustaining Growth through Institutional Support. These themes illuminate how reading teachers demonstrate flexibility, innovation, and reflective practice in addressing issues such as learner diversity, limited materials, and professional fatigue. Their ability to transform difficulties into learning opportunities showcases the dynamic and evolving nature of literacy teaching. The table highlights that teachers' resilience and adaptability are sustained not only by personal commitment but also by collaborative networks and institutional support, reinforcing that reading instruction is both a professional practice and an emotional endeavor that requires creativity, empathy, and lifelong learning.

Theme 1: Adaptation through Instructional Innovation

The theme "Adaptation through Instructional Innovation" reflects teachers' capacity to reimagine their pedagogical approaches to meet diverse learner needs.

As one teacher explained, "I used praise, reward charts, and fun reading challenges to boost motivation among my pupils" (IDI2.1.1).

Another shared, "I designed differentiated activities based on the Phil-IRI results to address varying reading levels" (IDI2.1.2).

"I allowed learners to choose books that interest them so they could develop autonomy and confidence" (FGD2.1.3).

Similarly, one participant said, “I began integrating storytelling, songs, and games to sustain attention during reading sessions” (FGD2.1.4), while another revealed,

“When I incorporated visuals and short stories, even reluctant readers started participating more” (FGD2.1.5).

These responses illustrate that instructional innovation, through gamification, differentiation, and student choice, helped teachers sustain engagement and manage mixed-ability classrooms. This result gains support from Martinez (2023), who emphasized that adaptive teaching enhances literacy outcomes by aligning instruction with learners’ needs. Williams (2021) corroborated that teachers who employ interactive and creative literacy methods observe improved learner motivation and comprehension. Likewise, Vargas (2023) found that reflective and innovative teaching leads to heightened instructional confidence and student participation, underscoring adaptability as a critical skill for effective reading instruction.

Theme 2: Transformation through Reflection and Experience

The second theme, “Transformation through Reflection and Experience,” highlights how teachers evolved personally and professionally as a result of continuous introspection and lived encounters in the classroom.

One teacher reflected, “When I saw a slow reader finally read a sentence after months of effort, I realized teaching is not about speed but about growth” (IDI2.2.1).

Another noted, “During the pandemic, teaching reading online was very hard; it taught me to be flexible and resourceful” (IDI2.2.2).

“A learner with learning difficulties taught me that not all progress is visible right away” (FGD2.2.3).

“I learned that setbacks in reading are opportunities to reflect on my teaching” (FGD2.2.4), and;

“The struggles I encountered shaped me into a more patient and understanding teacher” (FGD2.2.5).

These reflections show that reading teachers gain pedagogical wisdom and resilience through experience and introspection. This was supported by Evangel (2021), who emphasized that reflective practice fosters teachers’ adaptability and emotional growth. Similarly, Edwardson (2021) found that reflection allows educators to refine literacy strategies and address learner differences effectively. In line with this, Jackson (2023) highlighted that teachers who embrace reflection develop stronger coping mechanisms against the emotional demands of reading instruction, enhancing both their professional identity and classroom competence.

Theme 3: Building Collaboration and Collegial Support

The third theme, “Building Collaboration and Collegial Support,” underscores the power of teamwork, mentorship, and shared responsibility in literacy improvement.

As one teacher shared, “We now plan reading activities as a team instead of working in isolation” (IDI2.3.1).

Another explained, “Collaboration makes teaching lighter and more effective; sharing ideas helps us improve interventions” (IDI2.3.2).

“My co-teachers and school head encouraged me to continue even when I felt exhausted” (FGD2.3.3).

“We formed small reading groups where teachers exchange materials and monitor progress together” (FGD2.3.4).

One participant also noted, “Peer mentoring helped me design better reading tasks for struggling learners” (FGD2.3.5).

These statements illustrate that collegial collaboration fosters innovation, motivation, and professional renewal among reading teachers. The results corroborate with the findings of Andersk (2022), who asserted that mentorship enhances teachers’ confidence and competence in executing literacy programs. Vargas (2023) also found that educators engaged in peer collaboration report greater resilience and effectiveness in managing reading interventions. Likewise, Harrin (2021) emphasized that professional learning communities empower teachers by providing continuous support, reflective dialogue, and shared accountability in addressing literacy challenges.

Theme 4: Empathy and Relationship Building

The theme “Empathy and Relationship Building” highlights the emotional dimension of literacy instruction, where teachers cultivate trust and understanding to promote meaningful learning.

A teacher expressed, “My students trust me more and participate actively now that they feel understood” (IDI2.4.1).

Another shared, “I take time to listen and understand my pupils’ struggles; it helps me plan better reading lessons” (IDI2.4.2).

“My students became more respectful and engaged when I began showing patience and compassion” (FGD2.4.3).

“When I encouraged hesitant readers instead of scolding them, their confidence improved” (FGD2.4.4), and;

“Building rapport with parents and learners made reading sessions more cooperative” (FGD2.4.5).

These narratives reflect that empathy fosters stronger classroom relationships and increases learner participation. This result is congruent with Baker (2021), who revealed that teachers’ emotional understanding enhances learner motivation and reduces reading anxiety. Carter (2023) supported that empathetic educators create psychologically safe classrooms that encourage participation and literacy confidence. Similarly, Jackson (2023) noted that emotional connection between teacher and learner mitigates burnout and contributes to positive literacy outcomes by reinforcing trust and engagement.

Theme 5: Sustaining Growth through Institutional Support

The final theme, “Sustaining Growth through Institutional Support,” reveals that professional development, administrative guidance, and structured programs are vital in empowering teachers to sustain effective reading instruction.

One participant stated, “Workshops and division trainings helped me a lot in updating my strategies” (IDI2.5.1).

Another added, “The SARNIP program gave us new ideas for teaching beginning readers” (IDI2.5.2).

“Our school head provided materials and encouraged regular reading camps” (FGD2.5.3).

“Mentoring from senior teachers strengthened my confidence in handling non-readers” (FGD2.5.4), and;

“Division monitoring helped ensure we were consistent in implementing interventions” (FGD2.5.5).

These statements show that institutional and professional support nurture teacher growth and maintain literacy program quality. This finding gains support from Harrin (2021), who emphasized that continuous professional training enhances teachers’ self-efficacy and instructional competence. Likewise, Rivera (2022) revealed that consistent institutional support stabilizes reading interventions and fosters sustainable literacy improvement. In addition, Tan (2021) found that when educators are backed by structured

programs and supportive leadership, they are more motivated to innovate and align their teaching with institutional goals, resulting in long-term impact on literacy education.

Meaningful Insights Gained from the Experiences of Reading Teachers

Table 3. Thematic Analysis on the Meaningful Insights Gained from the Experiences of Reading Teachers

Issues Probed	Codes / Categories	Significant Statements (Attributed)	Themes	Meanings / Interpretations
Teachers' reaffirmation of their purpose and long-term dedication to literacy	Passion; perseverance; educational purpose	<p>"Reading is the foundation of all learning." (IDI1)</p> <p>"Every child can learn to read." (IDI2)</p> <p>"I believe my love for reading inspires my pupils." (IDI2)</p>	Renewed Commitment to Literacy as a Lifelong Mission	Teachers viewed literacy instruction as a lifelong advocacy, strengthening their dedication to equity and learner empowerment.
Personal and professional insights gained through reflective practice	Growth mindset; patience; awareness	<p>"Patience is the most important quality I've developed." (IDI11)</p> <p>"I celebrate small wins, and students respond positively." (IDI5)</p> <p>"Teaching reading taught me to be reflective and</p>	Empowerment through Reflection and Self-Discovery	Teachers developed deeper patience, self-awareness, and purpose, finding empowerment through reflective teaching experiences.

Issues Probed	Codes / Categories	Significant Statements (Attributed)	Themes	Meanings / Interpretations
Role of support systems in sustaining teacher growth and motivation	Mentorship; collegiality; leadership	purposeful.” (IDI6) “Mentoring from senior teachers helped me grow.” (IDI9) “The support from our reading coordinator helped a lot.” (IDI12) “Collaboration with co-teachers keeps me motivated.” (IDI13)	Valuing Support Systems and Professional Networks	Teachers emphasized that mentorship, collaboration, and leadership support were crucial to professional growth and sustained motivation.
Teachers’ internal motivations and beliefs that guide reading instruction	Intrinsic motivation; dedication; inspiration	“I believe reading should be enjoyable, not a burden.” (IDI13) “Reading is both an art and a responsibility.” (IDI14) “My belief in lifelong learning makes me open to change.” (IDI10)	Passion and Belief as Teaching Drivers	Passion for literacy and strong pedagogical beliefs inspired teachers to create joyful, meaningful reading experiences and embrace continuous improvement.
Character strengths that help teachers persist in literacy work	Perseverance; adaptability; empathy	“Patience helps me stay calm and find creative ways to reach learners.” (IDI8) “Perseverance and passion are my driving	Strength in Character and Professional Resilience	Teachers recognized that resilience, adaptability, and empathy were essential in overcoming challenges and sustaining

Issues Probed	Codes / Categories	Significant Statements (Attributed)	Themes	Meanings / Interpretations
		forces.” (IDI15) “Teaching reading improved my communication and leadership skills.” (IDI9)		commitment to literacy development.

Table 3 presents the meaningful insights derived from reading teachers’ professional journeys as they engaged in continuous reflection, adaptation, and transformation in the field of literacy instruction. The findings revealed five dominant themes: **Renewed Commitment to Literacy as a Lifelong Mission, Empowerment through Reflection and Self-Discovery, Valuing Support Systems and Professional Networks, Passion and Belief as Teaching Drivers, and Strength in Character and Professional Resilience.** These insights encapsulate how teachers’ experiences shaped their professional identities and reaffirmed their purpose as literacy advocates. The data show that beyond teaching techniques, the teachers’ insights centered on human connection, inner motivation, and the moral responsibility to ensure that every child learns to read. The results portray teachers as reflective practitioners who not only adapt to the demands of reading instruction but also embody resilience, empathy, and lifelong dedication to their craft.

Theme 1: Renewed Commitment to Literacy as a Lifelong Mission

The theme “Renewed Commitment to Literacy as a Lifelong Mission” reveals how teachers internalized a deeper sense of purpose in advancing literacy education as an enduring vocation.

One teacher emphasized, “Reading is the foundation of all learning, and it reminds me daily why I teach” (IDI3.1.1).

Another explained, “Every child can learn to read, and this belief drives me to continue despite difficulties” (IDI3.1.2).

“My love for reading inspires me to make my pupils love it too, even when resources are scarce” (FGD3.1.3).

“When I see my students enjoy reading, I am reminded that literacy opens doors to opportunity” (FGD3.1.4).

A participant reflected, “Teaching reading is not just a job but a lifelong mission to change lives” (FGD3.1.5).

These statements demonstrate that literacy teaching transcends professional duty, it becomes a moral and personal commitment. This was supported by Fernandez (2023), who emphasized that reading educators view literacy instruction as a transformative calling that shapes both learners and teachers. Similarly, Browle (2021) asserted that effective reading teachers perceive literacy as a lifelong endeavor linked to human empowerment. Likewise, Carter (2023) confirmed that educators who regard reading as a lifelong mission exhibit greater persistence and deeper emotional investment in their

students' success, aligning their daily efforts with broader social goals like Sustainable Development Goal 4.

Theme 2: Empowerment through Reflection and Self-Discoverys

The theme "Empowerment through Reflection and Self-Discovery" highlights how teachers' continuous introspection led to professional confidence and personal growth.

A participant shared, "Patience is the most important quality I've developed; teaching reading takes time and empathy" (IDI3.2.1).

Another expressed, "I celebrate small wins, and students respond positively when I recognize their progress" (IDI3.2.2).

"Teaching reading taught me to be reflective and purposeful in every lesson" (FGD3.2.3).

"Every struggle with a slow learner made me discover more creative ways to teach" (FGD3.2.4).

Finally, one teacher stated, "Through reflection, I learned that growth is not only for students but also for us teachers who keep evolving with them" (FGD3.2.5).

These reflections show that self-awareness, gained through experience, empowered teachers to view challenges as opportunities for growth. This finding gains support from Evangel (2021), who found that reflective literacy educators achieve

personal transformation through continuous evaluation of their teaching practices. Edwardson (2021) also argued that teacher empowerment arises when educators view themselves as learners capable of evolving through reflection. Likewise, Andersk (2022) asserted that self-discovery through reflective teaching enhances instructional confidence and strengthens teachers' professional identity, leading to more meaningful engagement in literacy instruction.

Theme 3: Valuing Support Systems and Professional Networks

The third theme, "Valuing Support Systems and Professional Networks," demonstrates that collaboration, mentorship, and administrative support play a vital role in sustaining teachers' effectiveness and motivation.

One participant shared, "Mentoring from senior teachers helped me grow and handle struggling readers better" (IDI3.3.1).

Another expressed, "The support from our reading coordinator has been invaluable; it gave me direction and confidence" (IDI3.3.2).

"Collaboration with co-teachers keeps me motivated, especially when challenges arise" (FGD3.3.3).

"Our school head provided materials and consistent encouragement during reading programs" (FGD3.3.4).

"Professional trainings from the division strengthened our unity and purpose as literacy advocates" (FGD3.3.5).

These experiences emphasize that teaching effectiveness flourishes in environments where institutional and peer support is strong. This result is congruent with Vargas (2023), who highlighted that peer mentoring and literacy coaching significantly improve teachers' pedagogical skills and morale. Harrin (2021) also reported that professional development opportunities, when reinforced by collegial support, enhance reading teachers' instructional efficacy. Similarly, Rivera (2022) found that administrative guidance and school-based collaboration promote sustainability and innovation in reading interventions, underscoring that teachers thrive best in supportive professional ecosystems.

Theme 4: Passion and Belief as Teaching Drivers

The fourth theme, "Passion and Belief as Teaching Drivers," underscores that teachers' intrinsic motivation, faith in their learners' potential, and personal philosophies of education serve as the foundation of their success.

One teacher stated, "I believe reading should be enjoyable, not a burden; joy makes learning possible" (IDI3.4.1). Another expressed, "Reading is both an art and a responsibility, and I try to balance creativity with structure" (IDI3.4.2).

"My belief in lifelong learning makes me open to change and continuous improvement" (FGD3.4.3).

"I tell my students that reading can transform their lives, and I make sure my lessons reflect that message" (FGD3.4.4).

“Even when things are difficult, my passion for helping learners keeps me going” (FGD3.4.5).

These testimonies affirm that passion and strong teaching beliefs fuel persistence and creativity in reading instruction. This finding was supported by Smith (2023), who revealed that intrinsic motivation fosters long-term commitment and resilience among educators. Baker (2021) similarly highlighted that teachers driven by positive beliefs about literacy show stronger perseverance and adaptive capacity. In addition, Patak (2023) emphasized that teachers’ passion is closely tied to cultural and emotional relevance in literacy teaching, which allows them to connect meaningfully with their students and sustain enthusiasm despite adversities.

Theme 5: Strength in Character and Professional Resilience

The theme “Strength in Character and Professional Resilience” encapsulates how teachers cultivated perseverance, adaptability, and empathy to withstand professional and emotional challenges in reading instruction.

One teacher shared, “Patience helps me stay calm and find creative ways to reach learners” (IDI3.5.1).

Another reflected, “Perseverance and passion are my driving forces, even when progress takes time” (IDI3.5.2).

“Teaching reading improved my communication and leadership skills over the years” (FGD3.5.3).

“I learned to adjust quickly to learners’ needs and situations without losing hope” (FGD3.5.4).

“Despite challenges, I continue because every child’s success reminds me why I teach” (FGD3.5.5).

These statements portray resilience not merely as endurance but as a proactive strength that enables teachers to innovate, empathize, and grow through adversity. This was supported by Jackson (2023), who asserted that professional resilience allows educators to maintain motivation despite emotional labor. Evangel (2021) also found that teachers who cultivate perseverance through reflective practice exhibit greater adaptability to literacy challenges. Furthermore, Harrin (2021) observed that teachers’ resilience correlates strongly with professional satisfaction, as it allows them to transform obstacles into meaningful opportunities for pedagogical improvement and self-fulfillment.

Finally, the insights drawn from Table 3 underscore that the experiences of reading teachers are transformative, empowering, and deeply rooted in moral purpose. Their reflections reveal that literacy teaching is sustained not only by pedagogical skill but also by passion, empathy, and collaboration. The literature corroborates that reading teachers’ strength emerges from their ability to combine reflective practice, institutional support, and emotional resilience in overcoming complex challenges. Their meaningful insights thus reflect a profound alignment with the principles of Sustainable Development Goal 4, emphasizing inclusive, equitable, and quality education where no learner is left behind.

CHAPTER IV

IMPLICATIONS AND DIRECTIONS FOR FUTURE RESEARCH

This chapter presented the implications of the study's findings and outlined directions for future research on the lived experiences of reading teachers in public elementary schools within the context of Sustainable Development Goal 4 (Quality Education). The findings revealed that reading teachers in M'lang South District played transformative roles as literacy facilitators, mentors, and advocates of inclusion. Their experiences showed that reading instruction required not only pedagogical competence but also compassion, adaptability, and reflection to address learners' diverse literacy needs. These findings implied that teacher education institutions and in-service training programs should strengthen their focus on differentiated literacy instruction, social-emotional learning, and reflective practice. School leaders were encouraged to establish supportive professional learning environments that promote collaboration, mentorship, and emotional well-being among teachers. Furthermore, the study highlighted the importance of strong school-community partnerships and family involvement in reinforcing reading habits at home, ensuring continuity of learning beyond the classroom.

The study also emphasized that resource limitations, varying learner readiness, and contextual barriers shaped teachers' adaptive strategies in literacy instruction. Thus, institutional and policy support were crucial in ensuring equitable access to instructional materials, reading resources, and professional development opportunities. Strengthening school-based reading programs, providing adequate funding, and integrating contextualized and culturally responsive literacy materials were vital to achieving inclusive

literacy outcomes. Future research may explore the perspectives of other stakeholders, such as school heads, parents, and learners, to provide a broader understanding of literacy promotion, or conduct longitudinal studies on the sustained impact of teachers' adaptive practices on learner outcomes. Overall, the implications underscored that literacy education was a moral and professional responsibility that demanded empathy, reflection, and collaboration, essential ingredients for realizing the goals of inclusive and quality education envisioned in Sustainable Development Goal 4.

On the Lived Experiences of Reading Teachers

The findings on the lived experiences of reading teachers revealed that literacy instruction was not merely a technical process but a deeply human and transformative experience that shaped both educators and learners. The teachers' narratives highlighted that teaching reading demanded patience, empathy, and creativity as they guided learners with diverse abilities and backgrounds. These experiences implied that reading instruction must be understood as a dynamic interaction between teacher identity and learner development. This supports the findings of Fernandez (2023), who emphasized that reading teachers' lived experiences contribute to their evolving sense of purpose and professional growth. Therefore, future research may further explore how teachers' personal and emotional connections to literacy influence their pedagogical choices and classroom practices.

Another implication drawn from the lived experiences of reading teachers concerns the need for continuous professional reflection. Teachers who regularly engaged in

reflective practice developed a deeper understanding of their instructional decisions and their impact on learners' literacy outcomes. This insight aligns with the findings of Evangel (2021), who argued that reflection promotes self-awareness and enhances teachers' responsiveness to learner needs. Teacher education programs should therefore incorporate reflective journaling, peer mentoring, and narrative-based learning as part of professional development. Future studies could investigate the longitudinal effects of reflective practice on teachers' adaptability, confidence, and commitment to literacy teaching in varied educational settings.

The teachers' experiences also underscored the significance of contextual and cultural factors in literacy instruction. Many reading teachers adapted their teaching strategies to accommodate local contexts, language diversity, and community influences on literacy development. This finding corresponds to the study of Patak (2023), which highlighted the power of culturally responsive teaching in making reading instruction more meaningful and accessible. Educational policymakers and curriculum developers should consider integrating localized and culturally relevant reading materials into the curriculum to enhance learner engagement. Future research could focus on the long-term impact of contextualized reading instruction on literacy performance and learner motivation in multilingual classrooms.

Furthermore, the lived experiences of teachers showed the importance of emotional well-being in sustaining effective literacy teaching. Reading teachers often faced emotional exhaustion due to heavy workloads, limited resources, and the responsibility of addressing students' individual struggles. Jackson (2023) supported this

by noting that emotional resilience was central to teacher sustainability and effectiveness. Institutions should therefore provide psychosocial support, peer counseling, and stress management programs for educators. Future researchers could examine the correlation between teacher emotional well-being and literacy outcomes to better understand how personal resilience contributes to instructional success.

Lastly, the findings implied that reading teachers' lived experiences served as valuable narratives that could guide policy formulation and teacher education reforms. Teachers' stories offered grounded insights into the realities of classroom literacy instruction, making them an essential foundation for responsive educational policies. This perspective is supported by Rivera (2022), who emphasized the importance of integrating teacher voices into literacy policy discussions to ensure authenticity and relevance. Future research could expand the scope of qualitative inquiry by including cross-district or cross-cultural comparisons to understand how contextual differences shape teachers' lived experiences and literacy philosophies across regions.

On How Reading Teachers Navigate and Overcome Challenges

The study revealed that reading teachers navigated challenges in literacy instruction through adaptive, innovative, and reflective practices. Teachers displayed resilience in addressing the constraints of limited reading materials, large class sizes, and diverse learning needs. These experiences implied that teacher adaptability was a central competency in ensuring literacy success. This supports the findings of Martinez (2023),

who emphasized that differentiated instruction and flexibility enable educators to meet the unique learning requirements of their students. Consequently, teacher preparation programs should prioritize training in adaptive pedagogies and creative resource utilization. Future research could explore specific adaptive strategies that are most effective in low-resource or rural educational environments.

Another implication was that collaboration and professional learning communities played a crucial role in overcoming instructional challenges. Teachers who worked collaboratively through Learning Action Cells, mentoring programs, or peer observations demonstrated improved morale and teaching efficacy. Vargas (2023) asserted that collaborative learning environments enable educators to share best practices and enhance instructional confidence. Schools should therefore institutionalize collaborative models that promote team teaching and shared accountability for literacy outcomes. Future researchers might examine how the quality and frequency of collaboration among reading teachers influence literacy improvement and teacher motivation over time.

The findings also indicated that technology integration emerged as a double-edged experience for reading teachers. While digital tools such as e-books, multimedia lessons, and online reading programs expanded instructional possibilities, technological barriers such as limited internet access and insufficient training posed additional challenges. This finding aligns with the study of Adams (2022), who reported that technology-enhanced reading instruction improves engagement when educators receive adequate digital literacy support. Therefore, educational leaders should ensure equitable access to digital resources and capacity-building initiatives for teachers. Future studies could focus on how

technology-mediated literacy instruction influences learners' reading comprehension and motivation across different socio-economic contexts.

Emotional resilience was another significant theme in how teachers overcame challenges. Many reading teachers described how they transformed frustration into motivation and viewed student progress, however small, as a source of personal and professional fulfillment. This resonates with the findings of Jackson (2023), who explained that emotional regulation and positive framing help teachers manage stress and sustain enthusiasm in their work. Schools should incorporate emotional intelligence and resilience-building training into professional development programs. Future research might explore the relationship between emotional resilience and teaching longevity among reading educators, highlighting how psychological well-being sustains instructional effectiveness.

Lastly, teachers' narratives showed that navigating challenges required strong institutional and community support. The support of administrators, parents, and local stakeholders enabled teachers to sustain literacy programs and interventions despite resource limitations. Fernandez (2023) emphasized that school-community partnerships strengthen the impact of reading initiatives by creating shared responsibility for learning outcomes. Therefore, educational policies should encourage stronger linkages between schools and local government units to support reading campaigns and family literacy programs. Future researchers may investigate how multi-sectoral collaboration influences the sustainability of reading interventions and teacher morale, particularly in marginalized educational settings.

On the Meaningful Insights Gained from the Experiences of Reading Teachers

The meaningful insights shared by reading teachers revealed the profound moral and emotional dimensions of literacy education. Teachers described how their experiences deepened their sense of purpose and reaffirmed their commitment to literacy as a lifelong mission. These findings implied that the act of teaching reading shaped not only learners' growth but also teachers' professional identity and motivation. This aligns with the conclusions of Browle (2021), who noted that teachers who perceive their role as a vocation rather than a job exhibit greater persistence and satisfaction. Institutions should thus design professional development programs that nurture reflective and value-driven literacy teaching. Future research could examine how teachers' professional identity formation evolves across different stages of their careers.

Another implication of the teachers' insights was the transformative power of reflection in professional growth. Teachers' self-evaluation and introspection helped them refine their instructional methods, build empathy, and rediscover their enthusiasm for teaching. Evangel (2021) asserted that reflective practice fosters transformative learning that allows teachers to align their teaching philosophy with evolving classroom realities. Incorporating structured reflection sessions, peer feedback mechanisms, and professional portfolios could help sustain reflective habits among teachers. Future research might investigate how reflective teaching correlates with student engagement and literacy performance in various grade levels.

The study also emphasized the importance of mentorship and professional networks as sources of continuous learning. Teachers recognized that shared

experiences and mentoring relationships empowered them to sustain motivation and improve classroom strategies. This finding is congruent with the work of Andersk (2022), who found that mentoring relationships enhance teachers' instructional competence and confidence. Institutionalizing mentorship programs for reading teachers would ensure that both novice and experienced educators continue to learn collaboratively. Future researchers could explore the long-term impact of mentoring and peer coaching on literacy outcomes and teacher retention.

Additionally, the insights underscored that passion, belief, and moral purpose were central to sustaining teachers' commitment to literacy education. Teachers' passion for reading inspired students and kept them motivated despite adversity. Smith (2023) supported this view, suggesting that intrinsic motivation and belief in learners' potential significantly contribute to teaching effectiveness. Schools and educational systems should recognize and reward teachers' passion-driven initiatives by providing platforms for innovation and recognition. Future studies may focus on the emotional and motivational dimensions of literacy teaching to identify strategies that nurture sustained enthusiasm among educators.

Finally, teachers' reflections demonstrated that resilience and personal growth were byproducts of meaningful engagement in literacy instruction. Many teachers described how their experiences of struggle, adaptation, and success strengthened their character and professional resilience. This finding resonates with Jackson (2023), who explained that resilience allows educators to transform adversity into personal and professional empowerment. Encouraging reflective storytelling and narrative inquiry in

professional development can help teachers articulate their growth and inspire others. Future research should further explore the connection between professional resilience, identity formation, and instructional innovation to develop comprehensive frameworks that promote teacher well-being and educational excellence.

Overall Implications and Directions for Future Research

The overall implications of this study revealed that reading teachers' lived experiences were not only instructional but also profoundly transformative, shaping their professional identities, values, and commitment to literacy education. Their stories reflected a blend of perseverance, creativity, and compassion that defined their approach to teaching reading in diverse and often challenging contexts. The findings implied that reading instruction should be understood as a holistic process that integrates pedagogy, emotional intelligence, and social responsibility.

As Fernandez (2023) emphasized, literacy educators are pivotal agents in advancing Sustainable Development Goal 4 (Quality Education), as their dedication directly influences learner engagement and achievement. Consequently, teacher education institutions must design programs that go beyond technical skill development to include reflective practice, character formation, and the cultivation of a lifelong mission for literacy. Future research may explore how such integrated teacher preparation models shape long-term classroom practices and student literacy outcomes.

Another major implication concerned the importance of professional development and continuous learning as mechanisms for sustaining instructional excellence among reading teachers. The findings showed that teachers who engaged in training, mentoring, and collaboration were better equipped to navigate the complexities of reading instruction.

This supports the work of Andersk (2022) and Vargas (2023), who highlighted that sustained professional development and peer learning foster adaptability and confidence in teachers. Schools and educational leaders should therefore institutionalize mentoring programs, literacy workshops, and Learning Action Cells (LACs) that emphasize collaborative inquiry and reflective teaching. Future studies may focus on the longitudinal effects of these programs on teacher motivation, retention, and pedagogical innovation across different educational settings.

The results also indicated that emotional resilience and teacher well-being were vital factors in sustaining effective literacy instruction. Reading teachers often encountered emotional strain due to limited resources, diverse learner needs, and systemic pressures. Jackson (2023) noted that teachers' emotional stability and resilience directly influence their ability to manage classrooms and foster student growth. Hence, schools should integrate well-being initiatives, psychosocial support systems, and recognition programs that value the emotional labor of educators.

Policymakers should also consider embedding teacher wellness programs in national literacy initiatives. Future research could examine the relationship between emotional resilience and instructional quality to better understand how teachers' psychological well-being affects literacy success.

Moreover, the study underscored the significance of contextual, cultural, and socio-economic factors in shaping teachers' literacy practices. Reading instruction was found to be most effective when contextualized to the learners' lived experiences, local culture, and language environment. Patak (2023) and Dela Cruz (2022) both emphasized that culturally responsive literacy programs help bridge the gap between school and community, making reading more meaningful and inclusive.

Educational leaders should therefore encourage the development of localized reading materials, community-based reading programs, and partnerships with parents to sustain learners' reading habits outside the classroom. Future research may focus on evaluating the impact of community-supported literacy initiatives and contextualized reading programs on student motivation and performance.

Institutional and policy implications also emerged from the study. The findings demonstrated that reading teachers could perform effectively only when supported by adequate resources, clear guidelines, and consistent administrative encouragement. Rivera (2022) and Harrin (2021) stressed that institutional backing, policy coherence, and stable funding are essential to the success of literacy interventions.

This implies that education departments and local government units must collaborate to provide sufficient reading materials, technology access, and equitable training opportunities for teachers. Future studies might investigate how policy coherence and school governance influence the sustainability and scalability of reading programs in both rural and urban settings.

Finally, the overall direction for future research points toward the need for multi-perspective and longitudinal studies that examine literacy education as a collaborative ecosystem involving teachers, learners, parents, and administrators. While this study focused primarily on the voices of reading teachers, future inquiries could integrate the perspectives of students and families to capture the full scope of literacy development. Long-term research may also assess how teachers' reflective and adaptive practices evolve over time and how these transformations influence literacy outcomes at the school and community levels.

Finally, the study affirmed that improving literacy is not merely an instructional goal but a moral and societal commitment that demands empathy, collaboration, and continuous learning among all stakeholders in education.

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**LIVED EXPERIENCES OF READING TEACHERS: A QUALITATIVE
INQUIRY INTO THE TRIUMPHS AND TRANSFORMATION**

INTERVIEW GUIDE

RESEARCH QUESTIONS	INTERVIEW GUIDE QUESTIONS
1. What are the lived experiences of reading teachers?	1.1 How do reading teachers describe their daily instructional routines and interactions with students? 1.2 What are the most significant challenges reading teachers face in delivering literacy instruction? 1.3 How do reading teachers perceive the emotional and professional demands of their role?
2. How do reading teachers navigate and overcome the challenges they encounter in literacy instruction?	2.1 What strategies do reading teachers employ to address students' diverse literacy needs? 2.2 How do reading teachers adapt their instructional methods in response to limited resources or curriculum demands? 2.3 In what ways do peer collaboration and professional development opportunities help reading teachers overcome instructional challenges?
3. What are the meaningful insights gain from the experiences of reading teachers?	3.1 How do reading teachers describe the challenges they encounter in implementing effective reading instruction?

	<p>3.2 In what ways have their teaching experiences shaped their perspectives on students' reading development and engagement?</p> <p>3.3 What reflective practices or strategies have reading teachers found most impactful in fostering literacy among diverse learners?</p>
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