

# **EBPUN SA UKIT TAMAN SA KAPAMANDU: EXPLORING THE LIVED EXPERIENCES OF READING COORDINATORS IN THE BANGSAMORO AREAS**



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## Ebpun Sa Ukit Taman Sa Kapamandu: Exploring the Lived Experiences of Reading Coordinators in the Bangsamoro Areas

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### Abstract

Literacy played a crucial role that shaped the educational landscape of the Bangsamoro Region, and Reading Coordinators are important players to foster a culture of reading. In the face of poverty, violence, and a lack of educational resources, they are essential in putting local literacy techniques into practice. This study aims to explore the lived experiences of reading coordinators in the Bangsamoro region, focusing on the challenges they face, the strategies they use, and the contextual factors influencing their work in implementing literacy programs. It seeks to generate insights that can inform more effective literacy policies, teacher training, and educational interventions tailored to the unique needs of Bangsamoro learners. Using a phenomenological approach, the research reveals how these coordinators transcend their roles as program implementers to become nurturers, advocates, and change agents in their communities. Despite facing barriers such as limited resources, institutional constraints, and cultural complexities, they demonstrate resilience and innovation. The findings emphasize the importance of localized, culturally responsive literacy programs and call for enhanced institutional support to empower Reading Coordinators and transform literacy education in the region.

**Keywords:** *reading coordinators, literacy, Bangsamoro, lived experiences, resilience*

### Introduction

In the dynamic realm of education, literacy continues to be an essential skill that influences academic success and lifelong learning. In a world that is becoming more driven by information and advancing technology, it is unimaginable that reading is occasionally neglected. The skill to read efficiently and critically has become more crucial than it has ever been to empower individuals. Reading coordinators play a crucial role in guaranteeing that literacy reaches the students in need.

Globally, literacy remains a critical issue, as millions of children and adults lack access to quality education. According to UNESCO, more than 770 million people worldwide are illiterate, with many residing in conflict-affected and marginalized areas. Literacy is recognized as a fundamental human right and a cornerstone for sustainable development. An individual's capacity to comprehend and write (UNESCO 2017). With the teacher taking a central position in the classroom (Hennessy, 2021).

In the Philippines, the literacy rate has significantly improved over the years as reading serves as the foundation of all learning (Ditona & Rico, 2021), but disparities remain, especially in Mindanao. The Department of Education (DepEd) is intensifying its campaign on reading proficiency with the unveiling of Hamon: Bawat Bata Bumabasa (3Bs) to address literacy concerns. Reading holds great significance, so we must support one another in ensuring that the children can read. (San Antonio, 2019). Acquiring knowledge is our primary means (Pradani, 2021). With previous national assessments revealing that learners still need improvement in literacy skills, DepEd's 3Bs initiative encourages offices from central to division level and schools to intensify their advocacies for reading to make every learner a reader at their grade level and capacitate teachers to become effective reading instructors, according to DepEd Memorandum No. 173, s. 2019. (DepEd, 2019).

In the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) lags behind with a literacy rate of 86.4%, the lowest among all regions. As reading is important because written and spoken words are served as the foundation for who we will become in the future. (Davis, G., 2016). In a profound of educational challenges, reading coordinators stand as unsung heroes. Their daily experiences shed light on the intricate process of transforming educational strategies into effective practices, offering valuable insights into the realities of education in the Bangsamoro areas. Reading is an essential part of education and is connected to success in school, and the capacity to participate completely in a variety of facets of life (Evans & Hares, 2021).

In response to these challenges, the Ministry of Basic, Higher, and Technical Education in BARMM has initiated projects to improve educational infrastructure to ensure that No Bangsamoro child shall be left behind in terms of education (Iqbal, 2020). It is essential for students to enhance their reading abilities to a point where it can utilize their academic perseverance (Ambayong, 2020).

### Research Questions

This study aimed to answer key research questions that provide insights into the experiences of reading coordinators in the Bangsamoro areas. It answered the following research questions:

1. What are the lived experiences of Reading Coordinators in implementing literacy strategies in schools?
2. What are the contexts of these lived experiences?
3. How do Reading Coordinators view themselves in the future?

## Literature Review

### *Issues in Reading*

Reading as one of the essential abilities needed in the classroom, reading plays a crucial role in a child's educational development since it is the most important language skill (Sadiku, 2015). Ultimately the mother of all study skills as stated by Helarde (2021). Nevertheless, even with a prolonged recognition of reading comprehension as a vital part of the learning process, it continues to be a significant issue for schools in the Philippine education.

### *Literacy and its Importance*

Literacy is a fundamental skill that allows individual to participate completely in a society. According to UNESCO (2017), literacy goes beyond the ability to read and write; It is more than just the ability to read and write; it is a tool for empowerment. It is thru reading that students can achieve their knowledge (Ambayong, 2020).

## Methodology

### Research Design

This study utilized a qualitative research design, particularly adopting Transcendental Phenomenology which aimed to explore and describe the lived experiences of reading coordinators as they navigate their professional roles.

### Participants

This study used of purposive sampling guarantees that the people chosen have firsthand, pertinent experiences to offer deep, comprehensive insights into the phenomena under investigation. Purposive sampling selects volunteers based on predetermined criteria that match the study's goals

In purposive sampling, participants are chosen according to predetermined standards that complement the study's goals. When examining the personal experiences of people who have firsthand, pertinent knowledge of the subject being studied, phenomenological research benefits greatly from this method (Creswell & Poth, 2018).

In this study, six high school reading coordinators were specifically chosen from the following schools: Bai Tembabay National High School, Gen. Salipada K. Pendatun National High School, Datu Shajid Khan P. Pendatun Memorial National High School, Hadji Datu Abubakar K. Pendatun National High School, Bai Moniera F. Pendatun Memorial National High School, and Bai Maguinal Egkayogen National High School.

### Instrument

This study used semi-structured interviews as the primary research instrument to explore the lived experiences of reading coordinators, allowing for both consistency and flexibility in data collection. The interview guide was developed in alignment with Moustakas' (1994) phenomenological framework and validated by experts in education, research, and language to ensure relevance, clarity, and cultural sensitivity. The validation process, guided by expert feedback, enhanced the tool's credibility and content validity. During data collection, one-on-one interviews were recorded with participant consent for transcription and verification purposes, supported by tools such as informed consent forms, interview protocols, and transcription guides to maintain data integrity and ethical standards.

### Procedure

The study utilized a semi-structured interview guide developed by the researcher to collect in-depth insights from Reading Coordinators in Bangsamoro. This interview guide allowed for flexibility in responses while ensuring that key themes related to their experiences, challenges, and strategies in literacy implementation are covered.

To ensure the credibility and relevance of the instrument, the semi-structured interview guide undergo content validation by a content validity expert. The expert assessed the clarity, appropriateness, and alignment of the questions with the study's objectives, ensuring that the gathered data is both reliable and meaningful.

Before conducting the interviews, the researcher ensured that informed consent was obtained from all participants, who signed confidentiality agreements to protect the information gathered. Permission to conduct the study was also secured from the School Principal. After receiving approval, the researcher scheduled interviews while adhering to health protocols. The interview responses were transcribed, coded, and analyzed in a structured manner.

Additionally, the participants received an orientation about the details of the study before the interview. This allowed them ample time to review and sign the assent and informed consent form (ICF) Furthermore, Ethical considerations, including informed consent, confidentiality, and respect for participants, was integral to the research process, ensuring that the study will conducted in a manner that was both ethical and methodologically sound. By doing this, the researcher can guarantee the participants' accuracy and honesty in responding to the interview questions.

The researcher scheduled interviews at times convenient for the participants. Interviews were conducted in person to accommodate participants from different locations. All interviews were audio-recorded with the consent of the participants, allowing for accurate transcription and analysis.

The researcher established rapport with the individual by utilizing acquired information. After transcribing and analyzing the interviews, the researcher sent the transcriptions back to the participants for member checking. This allowed participants to review their responses for accuracy, clarify any misunderstandings, and add any further reflections. This process helped to ensure the credibility and validity of the data.

### Data Analysis

Thematic Analysis (TA) was employed [6, 20]. The TA was also employed in various qualitative studies [8, 7, 5,]. The researchers acquainted with the transcripts by repetitive reading and indulged with the participants' responses. It was followed by identifying meaningful statements (MSs). The MSs were coded based on the similarities of the ideas and responses. Then, the initial themes (ITs) were formulated based on the coded data. Sets of ideas were grouped. The clustered themes (CTs) were based on the similarities of data sets from the IT. Theme reviews were also conducted to verify and validate the procedure and the naming of corresponding themes. Then, based on CTs, the relevant themes (RTs) were identified. The RTs represent and characterize the lived experiences of Reading Coordinators in the Bangsamoro Areas.

### Ethical Considerations

In this research, the protection, the dignity, and welfare of participants throughout the study were guaranteed. At all time, ensuring that the Participant's involvement in the research is entirely voluntary, and they have the right to withdraw at any time without consequence. The researcher ensured the avoidance of pressure, ensuring that participants feel comfortable and in control of their participation (Berg, 2009).

### Results and Discussion

Through procedural Thematic Analysis and interpretation of the Reading Coordinators lived experiences in the Bangsamoro Areas, three relevant themes were articulated, namely Lived Experiences of Reading Coordinators in Implementing Literacy Strategies in Schools, Contexts of the Lived Experiences of the Reading Coordinator, and Future Self-Perceptions and Aspirations of Reading Coordinators.

Table 1. *Lived Experiences of Reading Coordinators in Implementing Literacy Strategies in Schools*

| <i>Emerging Themes</i>                                    | <i>Clustered Themes</i>  | <i>Codes</i>   |
|---|--|--|
| 1. Maternal Identity and Foundational Role                | identifying as a mother<br>grounding in a foundational role  | mother, connect<br>foundation, first ABCs  |
| 2. Passion for Literacy and Commitment to Empowerment     | expression of love and commitment<br>demonstration of passion and empowerment<br>facing student struggles  | love, commitment, joy<br>passion, empowering<br>struggling, ashamed, bullied   |
| 3. Transformative Literacy Incidents                      | witnessing student transformation<br>receiving parental gratitude  | overcoming, transformation, determined<br>gratitude, teaching, reading   |
| 4. Successes and Milestones in Literacy Programs          | achieving student improvement and progress<br>receiving teacher recognition and validation<br>engaging through interactive and casual conversation | improvements, fulfillment, reading levels<br>taught to read, recognition<br>engaging, casual conversations, peer-to-peer |
| 5. Engaging and Assessing Student Needs                   | assessment through observation and formal assessments<br>experiencing fulfillment and witnessing growth  | observing, pre- and post-assessments,<br>small group<br>fulfillment, joy, confident readers                              |
| 6. Emotional Fulfillment and Joy in Coordinating Literacy | expressing joy through student recognition<br>navigating emotional challenges in engaging students   | marunongna po akongmagbasa<br>challenging, embarrassed   |
| 7. Challenges and Barriers in Literacy Implementations    | facing limited resources and materials<br>dealing with student embarrassment and environmental constraints   | no library, books, limited resources,<br>learning materials<br>embarrassed, lack of room, parents                        |
| 8. Reflective Insights and Professional Growth            | reflecting on self and learning from challenges<br>gaining purpose and innovating teaching practices   | learned, realized, self-reflection, struggles<br>deeper sense, purpose, innovative solutions                             |

### Theme 1 – Lived Experiences of Reading Coordinators in Implementing Literacy Strategies in Schools

Eight emerging themes that capture the real-life experiences of reading coordinators were found through thorough analysis: (1) Maternal Identity and Foundational Role, (2) Passion for Literacy and Commitment to Empowerment, (3) Passion for Literacy and Commitment to Incidents, (4) Successes and Milestones in Literacy Program, (5) Successes and Milestones in Literacy Needs, (6)

Emotional Fulfillment and Joy in Coordinating Literacy, (7) Challenges and Barriers in Literacy Implementation, and (8) Reflective Insights and Professional Growth.

These themes demonstrate the diverse role that reading coordinators play in putting literacy initiatives into practice. They see themselves not only as educators but also as nurturers, advocates, and change agents who are passionate about empowering learners. Their stories demonstrate a deep professional and personal dedication to assisting students in overcoming literacy obstacles and acknowledging their accomplishments. They find happiness and meaning in their work despite a variety of obstacles, often reflecting on their journey to grow personally and professionally. Collectively, these insights highlight how important reading coordinators are in creating caring and productive literacy environments in schools.

### ***Emerging Theme 1. Maternal Identity and Foundational Role***

Reading coordinators see themselves as the foundation of students' literacy journeys. They recognize that their work is crucial in building the first stepping stones toward reading proficiency. Their emotional connection, gentle attitude, and strong feeling of responsibility help to create a conducive learning atmosphere in which children feel free to grow in their reading ability.

Out of the 6 participants, 2 highlighted their role as nurturing and foundational in shaping students' literacy skills. Being a mother is one experience that has been recognized as a life-altering event for women.

“Maybe it's because of being a mother; I feel like I can connect with them as a reading coordinator, ....” (T-1)

“I used to be a mother, I am a foundation, and I am their first ABCs. tutor” (T-3)

Approximately 2 out of 6 participants highlighted their role as nurturing and foundational in shaping students' literacy skills.

### ***Emerging Theme 2: Passion for Literacy and Commitment to Empowerment***

This theme defined that Reading coordinators express their love for teaching and their strong commitment to helping students learn to read. They find joy in seeing children develop an interest in reading and believe that their role is not just about teaching literacy but also about inspiring students to learn and grow.

According to the participants:

“As a reading coordinator, my foundation is to love what I do as a teacher...and seeing children who want to learn gives me joy and commitment to continue.” (T-2)

“... It's about empowering students to develop a love for learning...” (T-4)

“.... I am deeply committed to fostering a love for reading among our learners... ” (T-5)

“My passion for literacy is not just about teaching others to read—it is about empowering individuals...” (T-6)

Approximately 4 out of 6 participants highlighted supports this by emphasizing that reading coordinators find fulfillment in their students' progress and consider their role essential in shaping not just literacy skills but also personal growth and empowerment.

### ***Emerging Theme 3: Passion for Literacy and Commitment to Literacy***

This emerging theme emphasized that Coordinators witness both the struggles and successes of students learning to read. They share experiences of students who initially found reading difficult but later showed great progress.

Many also recall moments when parents expressed gratitude after seeing their children improve, which strengthens their dedication to their work.

Participants shared:

“... Seeing my students struggling in Reading, we feel that this is our struggle. ...” (T-2)

“..., witnessing students overcome reading challenges and discover a love for reading ...” (T-4)

“I remember a mother who expressed her gratitude because her son, who used to struggle with reading, was now eager to go to school...” (T-6)

Approximately 4 out of 6 participants highlighted their experience both challenges and transformations in their students' literacy journeys.

### ***Emerging Theme 4: Successes and Milestones in Literacy Program***

This theme reflects a major source of fulfilment for reading coordinators seeing students improve. They celebrate moments when struggling readers gain confidence and achieve higher reading levels. Recognition from teachers and students who remember them as the ones who helped them read adds to their sense of accomplishment.

According to the Participants:

“... When it comes to the success of my students, it is a fulfillment when you see that there are improvements... ” (T-1)

“One of the biggest milestones has been the significant improvement in students' reading levels... ” (T-4)

“Seeing struggling readers gain confidence and improve their reading skills has been a major success... ” (T-6)

Approximately 4 out of 6 participants highlights the positive impact of literacy initiatives as perceived by reading coordinators, emphasizing both student progress and personal fulfillment.

#### ***Emerging Theme 5: Successes and Milestones in Literacy Needs***

This emerging theme is Coordinators build strong relationships with students by talking to them and making reading activities enjoyable. They also use different ways to assess students' reading levels, such as observations and formal assessments, to understand their progress and provide better support.

According to the Participants:

“I work closely with teachers to gather observations on students' reading habits, participation... ” (T-5)

“I use pre- and post-assessments to evaluate students reading levels before and after implementing a strategy... ” (T-6)

All 6 participants emphasized that reading coordinators interact with students to assess and address their literacy challenges.

#### ***Emerging Theme 6: Emotional Fulfillment and Joy in Coordinating Literacy***

This theme Witnessing students grow into confident readers brings great joy to coordinators. Hearing students proudly say they can now read makes them feel that their efforts are worthwhile.

However, they also face emotional challenges, such as working with students who are embarrassed about their reading difficulties.

Participants shared:

“...I can say that it is a great fulfillment to see that you are doing something for our youth... ” (T-1)

“One of the greatest joys is watching a struggling reader finally grasp a word, sentence, or story... ” (T-6)

All 6 participants emphasized that their passion sustains their commitment, proving that literacy coordination is not just about teaching—it's about changing lives.

#### ***Emerging Theme 7: Challenges and Barriers in Literacy Implementation***

This theme highlights that Reading Coordinators often work with limited resources, such as a lack of books and learning materials. They also encounter students who feel ashamed of their reading struggles and parents who hesitate to send their children to reading programs. Despite these difficulties, they find ways to keep supporting students.

Participants expressed:

I'm basing it on our situation. We don't have a library, and we don't have books; when we have a reading program, I borrow books so I can have something to display, and I borrow my son's books.” (T-1)

“We have limited access to books, learning materials, and reading aids, making it difficult for us to reinforce literacy... ” (T-5)

All 6 participants emphasized that despite these obstacles, they remain committed to finding solutions and improving literacy outcomes.

#### ***Emerging Theme 8: Reflective Insights and Professional Growth***

This theme highlighted that through their experiences, reading coordinators learn important lessons about patience and understanding. They reflect on their challenges and find ways to improve their teaching. They also develop a deeper sense of purpose and continue to find creative solutions to literacy challenges.

The participants asserted that:

“The struggles are real, but the rewards are greater. That's what's always on my mind when I help students with reading... ” (T-2)

“Being a reading coordinator has given me a deeper sense of purpose. It is a role that requires patience... ” (T-5)

“Being a reading coordinator is a rewarding journey. We teachers are the front-liners of literacy instruction... ” (T-6)

All 6 participants emphasized that their experiences shape their teaching practices and enhance their skills.

Table 2. *Lived Experiences of the Reading Coordinator*

| <i>Emerging Themes</i>                               | <i>Clustered Themes</i>  | <i>Codes</i>  |
|--|--|---|
| 1. Intrinsic Professional Passion and Growth         | –experiencing passion and personal growth<br>–finding joy in helping and student engagement  | passion, profession<br>joyful, helping, love for reading  |
| 2. Institutional and Classroom Dynamics              | –navigating student preparedness and lesson challenges<br>–implementing structural strategies and managing classroom constraints   | students, prepared, lesson, application<br>nondecoders, strugglers, reading room, seats   |
| 3. Resource Constraints and External Support         | –receiving appreciation despite limited resources<br>–maintaining hope amidst resource limitations and support challenges  | appreciation, progress, limited resources<br>struggling readers, limited resources, lack of support, hopeful, determined  |
| 4. Motivational Drivers in Reading Coordination      | –sense of duty and calling to serve youth<br>–student progress and achievement as a motivator  | help the youth, duty, Allah gave you this role<br>students improve, overcome, achieve, rewarding  |
| 5. Shaping Personal Values and Beliefs in Literacy   | –gratitude and appreciation reinforcing the role<br>–fostering a sense of mission and responsibility<br>–belief in literacy as empowerment and change<br>–transformative realizations through experience | “Thank you, teacher”, appreciation<br>sense of mission, help, action, patience<br>early literacy, empowerment, change, meet each student<br>thankful, helped a lot, support, no additional salary |
| 6. Essential Skills and Knowledge for Future Success | –commitment to continuous learning and responsibility<br>–adaptability and technological integration<br>–employing research, data-driven decision making, and innovative strategies                      | never run out, shouldn't stop learning, responsibility<br>adapt, diverse literacy needs, integrate technology<br>research, data-driven, effective programs, leadership, creativity                |
| 7. Collaborative Practices and Support Systems       | –implementing programs and providing direct support<br>–relying on teamwork for sustainable literacy initiatives   | organize reading programs, interventions, coaching, mentoring<br>fellow teachers, administrators, future help, strategies   |

## Theme 2: Contexts of the Lived Experiences of the Reading Coordinator

Seven emerging themes were identified that provide insight into the contexts shaping the reading coordinators lived experiences: (1) Intrinsic Professional Passion and Growth, (2) Institutional and Classroom Dynamics, (3) Resource Constraints and External Support, (4) Motivational Drivers in Reading Coordination, (5) Shaping Personal Values and Beliefs in Literacy, (6) Essential Skills and Knowledge for Future Success, and (7) Collaborative Practices and Support Systems.

These themes highlighted the internal motivations of reading coordinators, the influence of institutional settings, the difficulties of limited resources, and the value of teamwork, all of which reflect the complex circumstances in which they work. The results highlight the ways in which these contextual factors impact their ideas, behaviors, and ongoing professional development in the field of literacy work.

### *Emerging Theme 1: Intrinsic Professional Passion and Growth*

This theme emphasized that Coordinators develop a deep passion for their work despite the challenges. They find joy in helping students and seeing them improve. Even when some students lack interest or parental support, they remain dedicated to making reading more accessible and enjoyable.

Participants shared:

“Maybe that's the passion I make myself feel, even though it's difficult, but there's a love that I didn't expect to really love in this profession. ...” (T-1)

“We become joyful because, at least in this way, we are helping, and at the same time, we see in the students their love for reading. ...” (T-2)

Approximately 2 out of 6 participants captured the internal motivation, personal fulfilment, and emotional investment of reading coordinators in their profession.

### *Emerging Theme 2: Institutional and Classroom Dynamics*

This theme emphasized Reading Coordinators work within the school system to address reading difficulties. They recognize that students must be prepared for lessons and reading applications. Some schools implement pull-out programs for struggling readers, creating specialized learning spaces to help them catch up.

As expressed by the participants:

“Of course, the students should be prepared with their lesson because no matter what you teach them, they won't be able to read it, so how much more is the application?” (T-3)

Approximately 2 out of 6 participants used to manage lesson challenges, and structural strategies in the classrooms effectively.

### ***Emerging Theme 3: Resource Constraints and External Support***

This theme focuses Even with limited resources, reading coordinators remain hopeful. They appreciate the progress students make and the recognition they receive from parents and teachers. Despite financial and material challenges, they remain determined to support literacy development. According to the participants:

“The joy of witnessing student progress, receiving appreciation from parents and teachers kahit limited resources lang tayo at least nadedevelop ang mga bata.” (T-5)

“Helping struggling readers improve gives a sense of accomplishment. Despite limited resources, lack of support, and student struggles, I remain hopeful and determined to find motivation in small successes that will all lead to good results for them as well.” (T-6)

Approximately 2 out of 6 emphasized the need for stronger institutional investment in literacy education.

### ***Emerging Theme 4: Motivational Drivers in Reading Coordination***

This theme focuses on many coordinators view their role as a calling. They believe in their responsibility to help young learners, even when there is no financial reward. The progress and achievements of their students serve as a strong source of motivation, reinforcing their commitment to literacy programs.

As expressed by the participants:

“My Motivation - this is one of the things we can do to help the youth. You know you can't do it, but you can't do it without looking at it.” (T-1)

“Seeing my students improve and being able to read and comprehend has become a way for me to motivate myself.” (T-2)

“Maybe it's the passion that makes this my job; they need to learn, and if they're not helped, they'll be miserable. That's where the joy of seeing students succeed and their eagerness to learn gives us the motivation to continue teaching them.” (T-6)

Approximately 5 out of 6 emphasized that Reading coordinators remain motivated through passion for literacy, student success, community appreciation, and continuous learning.

### ***Emerging Theme 5: Shaping Personal Values and Beliefs in Literacy***

Over time, coordinators develop a strong belief in the power of literacy to change lives. They see their role as not just about teaching reading but also about helping shape the future of students and their communities. Their experiences strengthen their belief that every child deserves access to quality education.

Participants shared their experiences:

“My experiences have strengthened my belief that education is the key to empowerment—not just for students but for families and entire communities. I believe that no student should be left behind.” (T-5)

“... that education is a powerful tool for change, it's a big part of their lives that we taught them. If you can bring light to their dark world, every child deserves access to quality reading instruction.” (T-6)

Approximately 4 out of 6 emphasized that Through their experiences, reading coordinators develop stronger personal values and beliefs about literacy.

### ***Emerging Theme 6: Essential Skills and Knowledge for Future Success***

This theme emphasized that Reading Coordinators recognize the need for continuous learning. They believe that being adaptable and using technology in literacy instruction can make reading more engaging for students. They also emphasize the importance of using research and data to improve literacy programs.

Participants conveyed:

“Skills and knowledge never run out; new ones are needed. I think I shouldn't stop learning because we are teachers! It's a mission that we shouldn't just ignore; let's continue, and don't just stop. Let's share it so we can learn.” (T-1)

“... will be a strong understanding of diverse literacy needs and the ability to adapt to different learning styles.... We must also know how to use technologies to cater to the eagerness of the students. ...” (T-4)



“Reading coordinators must implement effective programs combined with leadership and creativity. ...” (T-6)

All 6 participants emphasized that to be successful in the future, reading coordinators must develop a strong foundation in literacy instruction, adaptability, drive innovation, and sustain literacy growth in Bangsamoro.

**Emerging Theme 7: Collaborative Practices and Support Systems**

This theme emphasized that Reading Coordinators rely on teamwork to sustain literacy programs. They work closely with fellow teachers, administrators, and parents to provide reading interventions and ensure that literacy initiatives are effective. They understand that lasting change in reading development requires collective effort.

As reported by the participants:

“... Implementing interventions for struggling readers.” (T-1)

“Provides support and feedback to teachers to enhance literacy teaching methods. ...” (T-2)

“Collaboration with teachers, parents, students, and school administrators ensures that literacy initiatives are effective, sustainable, and impactful.” (T-6)

Approximately 5 out of 6 emphasized that effective collaboration practices and support systems ensure that reading programs are sustained, inclusive, and impactful.

Table 3. Future Self-Perceptions and Aspirations of Reading Coordinators

| Emerging Themes                                     | Clustered Themes   | Codes  |
|---|--|--|
| 1. Future Vision and Role Identity                  | –embracing champion and innovator identity<br>–envisioning collaborative support and infrastructure development  | lifelong champion; innovator; passionate; knowledge-sharing; responsible; fulfilled<br>engaging; mirror; advice; reading centers; equipped teacher; strategies; future help              |
| 2. Skills and Qualities for Future Success          | –Enhancing knowledge and professional training<br>–Cultivating essential personal qualities<br>–Integrating innovative methods and technology  | expand knowledge; training; personal growth; improving instructional practices<br>patience; responsibility<br>innovative; technology; new teaching methods; inclusive; literacy programs |
| 3. Evolving Role and Future Outlook                 | –commitment to continued service and achieving literacy outcomes<br>–evolving role through skill development and institutional integration<br>–Embracing innovation, technology, and collaboration | fight; help; proficient; literacy priority<br>support; sharing; skilled implementation<br>flexible; HIGHER tech-supported; innovation; inclusivity; collaboration                        |
| 4. Aspirations for Personal and Professional Growth | –Seeking advanced training and formal education<br>–Enhancing personal effectiveness and pedagogical skills<br>–Fostering deeper student relationships and impact                                  | training; seminars; master’s; doctoral<br>better educator; effective teaching; growing with students; continuously improving<br>touching lives; opening up; conversation                 |
| 5. Inspirations and Motivations Amid Challenges     | –Inspiration from witnessing student transformation<br>–Motivation from moral duty and commitment to learners<br>–Professional esteem and legacy   | witnessing change; confidence; proficiency; acknowledgment<br>inspiring students; jihad; develop self; help learners<br>notable profession; product; holding on                          |

**Theme 3: Future Self-Perceptions and Aspirations of Reading Coordinators**

Five (5) emerging themes were articulated through arduous procedural data analysis and interpretation. They were all synthesized from 56 formulated meanings, Thirteen (13) clustered themes, Fifty-five (55) initial codes. and Thirty (30) Significant Statements.

The Five (5) emerging themes are the following: Future Vision and Role Identity, Skills and Qualities for Future Success, Evolving Role and Future Outlook, Aspirations for Personal and Professional Growth, and Inspirations and Motivations Amid Challenges.

**Emerging Theme 1: Future Vision and Role Identity**

This theme highlighted that Reading Coordinators see themselves as lifelong advocates for literacy. Emerging theme 1 is characterized by two (2) clustered themes: Embracing champion and innovator identity and envisioning collaborative support and infrastructure development. They want to continue shaping the future of reading education by sharing knowledge, engaging students, and developing strategies to improve literacy programs. Some also hope to contribute to infrastructure improvements, such as creating reading centers.

The participants asserted that:

“Many reading coordinators see themselves as lifelong champions of literacy, continuing their efforts to promote reading despite challenges. Fulfilled, responsible, and passionate about knowledge-sharing.” (T-1)

... “I see myself as an innovator who continues shaping the future of literacy. ....” (T-6)

“Enhancing my skills through continuous professional development and training. And aiming to see a generation of highly literate learners in Bangsamoro.” (T-5)

All 6 participants emphasized that their future vision is shaped by their experiences, challenges, and aspirations to create a more literate and empowered community.

### ***Emerging Theme 2: Skills and Qualities for Future Success***

Emerging theme 2 is characterized by three (3) clustered themes: Enhancing knowledge and professional training, cultivating essential personal qualities, and integrating innovative methods and technology. This theme emphasized that Reading Coordinators aim to improve their knowledge and skills through further training. They believe that personal qualities like patience and responsibility are essential for success. They also want to explore new teaching methods and technology to make reading instruction more effective.

Participants mentioned:

“Maybe I'll keep looking or pursuing and pushing myself to expand my knowledge even further. Deepening my skills in remedial reading techniques.” (T-1)

“..., explore new teaching methods and technology to make reading more engaging for students. Developing innovative literacy programs that cater to diverse learning needs.” (T-6)

All 6 participants emphasized that all of those competencies will empower them to navigate challenges, inspire change, and sustain literacy progress in Bangsamoro.

### ***Emerging Theme 3: Evolving Role and Future Outlook***

Emerging theme 3 is depicted by two (2) clustered themes: Commitment to continued service and achieving literacy outcomes, evolving role through skill development and institutional integration, Embracing innovation, technology, and collaboration. Many coordinators are committed to continuing their service in literacy education. They strive to improve their skills, support struggling readers, and integrate literacy programs into school systems. They also recognize the need to adapt to new challenges and educational advancements.

Participants conveyed:

“Go ahead, as long as there is a child who needs help to get themselves into reading. Let's fight!” (T-1)

“... My goal is to continue to make literacy a priority in school and in the community. ....” (T-2)

All 6 participants emphasized that their role is expected to expand beyond traditional responsibilities, incorporating innovation, leadership, and advocacy to ensure sustainable literacy development.

### ***Emerging Theme 4: Aspirations for Personal and Professional Growth***

The emerging theme comprehensively centers on the participants. This theme relates to three (3) clustered themes: Seeking advanced training and formal education, enhancing personal effectiveness and pedagogical skills and fostering deeper student relationships and impact. Reading Coordinators seek opportunities for advanced education and training to strengthen their teaching skills. They aim to create better literacy programs and continuously improve as educators. Some also want to build deeper relationships with students to have a lasting impact on their learning journey.

As reported by the participants:

“... I wish or aspire to touch more students' lives and to be able to open up to have a conversation, even if it's just me. Can you help me read? Can you help me here?” (T-4)

“Earning a master's or doctoral degree and strengthening teachers' capacity to implement effective reading strategies.” (T-5)

All 6 participants emphasized that Reading coordinators in the Bangsamoro region aspire to continuously grow both personally and professionally to make a lasting impact on literacy education.

### ***Emerging Theme 5: Inspirations and Motivations Amid Challenges***

The emerging theme is associated with three (3) clustered themes: Inspiration from witnessing student transformation Motivation from moral duty and commitment to learners, Professional esteem and legacy. Seeing students gain confidence in reading keeps coordinators motivated. They view their role as both a moral duty and a lifelong mission. Many find inspiration in the idea that their work contributes

to the future success of students and communities. Despite challenges, they remain committed to making a difference.

Participants mentioned:

“Helping students gain confidence and knowing that every effort we make contributes to a child’s future keeps me dedicated to this mission.” (T-6)

“..., let’s inspire those students so that we don’t give up. And let’s think about the meaningful impact it has on others.” (T-1)

“They say this is a notable profession; ... I’m holding on to continue in this profession.” (T-4)

All 6 participants emphasized that their passion for literacy, commitment to students, and belief in education as a tool for change drive them forward.

## Conclusions

The rich and varied experiences of Reading Coordinators as they apply literacy strategies in a variety of frequently difficult educational environments have been highlighted by this study, *Ebpun sa Ukit taman sa Kapamandu: Exploring the Lived Experiences of Reading Coordinators in the Bangsamoro Areas*. Along with data, their trips yielded profound insights, life-changing lessons, and thought-provoking observations that shaped the very essence of what it means to promote literacy in contextually complicated settings.

This study revealed that Reading Coordinators in the Bangsamoro region play deeply personal, passionate, and multifaceted roles in implementing literacy strategies. They see themselves not only as educators but as nurturers, advocates, and change agents. Through their lived experiences, they encountered significant challenges such as limited resources and institutional constraints but responded with resilience, creativity, and context-based innovations.

They discovered new knowledge, refined their values, and grew both professionally and personally. Their reflections highlighted a strong commitment to literacy, a deep emotional connection to their work, and a vision for a more responsive and culturally rooted approach to literacy in the future. These findings emphasize that *ukit*—their strategy—is not just a method but a lived, evolving practice shaped by struggle, insight, and hope. Essentially, this study does not just narrate their experiences—it honors their journey: a journey of struggle and triumph, of *ukit* and *kapamandu*, of weaving strategies into stories that matter. It offers a portrait of educators who are reflective, committed, and ready to continue crafting the future of literacy in the Bangsamoro.

The researcher became aware of how important empathy and listening are to research. The stories recounted were more than simply statistics; they were accounts of real-life hardships, silent victories, and ongoing development. The Reading Coordinators discovered the importance of contextualized information and the necessity of incorporating local knowledge, culture, and community into instructional practices. This experience allowed the researcher to grow both academically and personally. The researcher discovered new perspectives on literacy that go beyond textbooks, and developed a deeper appreciation for the transformative role educators play in society. Ultimately, this study reminded me that research is not just about finding answers, but about learning through stories, growing through reflection, and honoring the voices of those at the heart of change.

Based on the findings and conclusions, several recommendations are proposed to enhance the effectiveness of reading coordinators and literacy programs. The Department of Education may support Reading Coordinators through ongoing, context-sensitive professional development, including training in adaptive literacy strategies, leadership, and reflective practices to foster professional and personal growth. Policymakers and educational leaders are encouraged to tailor literacy initiatives to local contexts, acknowledging the challenges coordinators face such as limited resources, diverse classroom dynamics, and institutional barriers. Providing adequate instructional materials, appropriate time allotments, and timely administrative support can empower coordinators to effectively address student needs. Establishing a strong support system that encourages collaboration among educators, administrators, parents, and community members is also vital, as shared ownership enhances contextual relevance, creativity, and sustainability. Initiatives such as peer mentorship, literacy brigades, and community reading programs can further strengthen impact and engagement. Lastly, future research may consider exploring the perspectives of other stakeholders—including school heads, teachers, learners, and parents—to gain a more comprehensive understanding of the implementation and outcomes of literacy strategies.

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