



EXPERIENCES OF READING COORDINATORS IN IMPLEMENTING READING PROGRAMS

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ABSTRACT

This qualitative study explored the lived experiences of reading coordinators in implementing reading programs in Sto. Tomas East District, Davao del Norte using a phenomenological approach. The study involved eight public elementary school teacher-informants who were currently serving as reading coordinators in their respective schools and grade levels, selected through purposive sampling. Data were gathered through a validated semi-structured interview guide. Findings revealed that reading coordinators experienced reading program implementation as a coordinated, collaborative, and data-informed process that required planning, teacher support, learner monitoring, and continuous improvement. The lived experiences generated three themes: coordinating reading program implementation in schools, strengthening teacher support and instructional collaboration, and monitoring learner progress and program outcomes. Coping strategies identified included maximizing available resources for reading program continuity, strengthening collaboration and support in reading program implementation, and managing time, workload, and monitoring responsibilities. These coping strategies showed how reading coordinators addressed limited materials, heavy workload, scheduling concerns, and monitoring demands through resourcefulness, teamwork, time management, and simplified documentation. Policy implications emphasized the need to institutionalize needs-based and data-driven reading program policies, strengthen teacher capacity and shared responsibility, and ensure resource support and sustainable program implementation. The findings supported Normalization Process Theory, Street-Level Bureaucracy Theory, and Distributed Leadership Theory by showing how reading coordinators helped embed reading programs into school practice, adjusted implementation based on actual conditions, and promoted shared leadership among school heads, teachers, and coordinators.

KEYWORDS/PHRASES: Reading Coordinators, Reading Program Implementation, Coping Strategies, Data-Driven Reading Policy

INTRODUCTION

I observed that weak and inconsistent implementation of reading programs remains a serious concern because reading interventions may not always be carried out with the same level of planning, monitoring, and support across schools. This situation may become more difficult when reading coordinators are expected to organize activities, monitor learner progress, prepare reports, guide teachers, and respond to struggling readers with limited time and resources. At the same time, reading programs may lose their intended impact when materials, teacher participation, follow-up support, and school-level coordination are not sustained. Because of this concern, I considered it important to explore how reading coordinators personally experience the implementation of reading programs in their respective schools. Thus, this study focused on the lived experiences of reading coordinators in Sto. Tomas East District, Davao del Norte using a phenomenological approach.

In Tanzania, the weak and inconsistent implementation of reading programs can be linked to how teachers respond to educational change in low-resource school contexts. Studies on Early Grade Reading programs showed that teacher behavior, school norms, and classroom realities can affect whether reading interventions are fully practiced after they are introduced (King, 2024). Mduwile et al. (2025) also explained that Tanzania continues to face challenges in balancing expanded access to education with the quality of actual learning delivery. This concern suggests that reading programs may be present in policy and training documents, but their classroom application may remain uneven when teacher support, resources, and monitoring systems are limited. Therefore, the Tanzanian context shows that reading program implementation requires not only program introduction but also sustained teacher guidance, resource support, and school-level follow-through.

In Brazil, weak and inconsistent implementation of reading-related reforms may be connected to differences in policy capacity, resource systems, and school-level support. The comparison of two Brazilian states showed that education reforms can produce uneven outcomes when the capacity to design, coordinate, and implement policies differs across systems (Yan et al., 2023). Sobrinho et al. (2023) further explained that textbook validation and triage in Brazilian educational policy needed digital transformation because learning resources must be properly checked, organized, and distributed to support equity in public schools. This serves as a means of verification that reading and literacy programs may be weakened when learning materials are delayed, poorly validated, or inconsistently managed. Hence, the Brazilian context shows that strong literacy implementation depends on policy capacity, quality learning resources, and efficient systems for supporting schools.



In Indonesia, reading program implementation remains a concern because learner reading performance is still affected by instructional strategies, school conditions, and learner-level differences. Evidence from a meta-analysis showed that Cooperative Integrated Reading and Composition was examined as an intervention to improve Indonesian students' reading literacy, indicating the continuing need for structured reading support (Fuad et al., 2023). Darmawan and Dharmapatni (2024) also found that reading performance among 15-year-old learners in Southeast Asia was associated with both student and school characteristics, including social background, school climate, and related learning conditions. These findings suggest that reading programs may not produce consistent outcomes when schools differ in instructional support, learner needs, and implementation capacity. Thus, the Indonesian context highlights that reading interventions require consistent classroom application, school support, and monitoring of learner progress.

In Metro Manila and comparable Philippine school contexts, weak reading performance continues to show the need for more consistent implementation of reading programs. A school-based Phil-IRI study involving Grade 7 to Grade 10 learners used post-test scores and statistical tests to examine reading literacy performance, showing that reading assessment remains an important means of verifying learner needs (Balisoro et al., 2025). Garcia et al. (2025) also emphasized that inclusive literacy instruction in the Philippines is challenged by multilingualism, learner diversity, and resource constraints. These concerns suggest that reading programs may become inconsistent when schools lack enough differentiated strategies, localized materials, and sustained support for struggling readers. Therefore, the Philippine urban context shows that reading programs need stronger alignment with assessment results, learner diversity, and inclusive literacy practices.

In the Davao Region, weak implementation of educational programs may be linked to limited resources, contextual barriers, and uneven readiness among teachers and schools. Research on Indigenous Education in Davao del Sur reported implementation challenges such as limited resources, weak community-school collaboration, and logistical barriers in remote areas (Geromo et al., 2026). Gines (2024) also discussed readiness concerns among science teachers in Davao de Oro, showing that educational innovations may face difficulty when teacher competence, training, and structural support are not enough. Although these studies are not limited to reading programs, they reveal regional implementation problems that can also affect literacy initiatives in public schools. Consequently, the Davao Region context supports the need to understand how reading coordinators manage reading programs despite limited resources, varied school conditions, and uneven institutional support.

In Sto. Tomas East District, Davao del Norte, reading coordinators may experience challenges in implementing reading programs as they organize activities, consolidate assessment results, prepare reports, assist teachers, monitor struggling readers, and coordinate interventions. Possible means of verification, such as Phil-IRI results, CRLA records, accomplishment reports, intervention logs, remediation schedules, LAC session records, school memoranda, and monitoring reports, may show program implementation but may not fully explain the personal struggles and adjustments of coordinators. The methodological gap is evident because many studies on reading programs focus on scores, reports, evaluations, and quantitative comparisons rather than the lived experiences, emotional demands, coping actions, and school-level realities of reading coordinators. Thus, a qualitative phenomenological approach was appropriate because the study aimed to understand the actual voices and experiences of reading coordinators in the researcher's setting. Therefore, this study was necessary to generate school-level insights that could help strengthen, sustain, and contextualize reading program implementation in Sto. Tomas East District, Davao del Norte.

This study is anchored on Normalization Process Theory by May et al. (2009), which explains how a new practice becomes accepted, integrated, and sustained in everyday work through understanding, participation, action, and evaluation. This theory was appropriate because reading coordinators help make reading programs workable and regular in school routines despite concerns such as varied teacher participation, limited materials, and inconsistent monitoring practices. It is supported by Street-Level Bureaucracy Theory by Lipsky (1980), which explains how frontline implementers make practical decisions and adjustments when policies are carried out under real work limitations. This theory helped explain how reading coordinators adjusted activities based on learners' needs, teacher availability, school resources, and actual classroom conditions. The study was further supported by Distributed Leadership Theory by Spillane et al. (2001), which emphasized that reading program implementation becomes more effective when leadership, collaboration, and responsibility are shared among school heads, teachers, coordinators, and other school personnel.

The purpose of this qualitative study was to explore the lived experiences of reading coordinators in implementing reading programs in Sto. Tomas East District, Davao del Norte. I used a phenomenological approach to deeply understand how reading coordinators made sense of their roles, responsibilities, challenges, and adjustments in carrying out school-based reading initiatives. Through in-depth interviews, I gathered their personal stories, struggles, coping mechanisms, and insights on how they organized reading activities, supported teachers, monitored learners, and sustained intervention practices. This study aimed to give voice to their real-life experiences and to identify the policy implications that may help improve the implementation of reading programs in public elementary schools. By understanding their perspectives, I hoped to provide meaningful recommendations for strengthening, sustaining, and contextualizing reading program implementation in Sto. Tomas East District, Davao del Norte.



METHODOLOGY

This study used a qualitative research design, specifically a phenomenological approach, to explore the lived experiences of reading coordinators in implementing reading programs in Sto. Tomas East District, Davao del Norte. This design was appropriate because it allowed the researcher to gather rich and detailed descriptions from the informants' personal experiences as public teachers assigned to coordinate reading-related activities. Through phenomenology, the study focused on how reading coordinators understood their roles, challenges, coping mechanisms, coordination practices, and policy insights. It also helped identify common meanings and themes from their shared narratives. Thus, the approach provided a deeper understanding of their professional, emotional, instructional, and school-level realities in sustaining reading program implementation.

The researcher observed ethical standards by ensuring social value, informed consent, privacy, confidentiality, justice, transparency, and informant safety. The study aimed to help school heads, teachers, DepEd officials, and other education stakeholders understand the real conditions of reading coordinators who implemented, monitored, and supported reading programs in public elementary schools. Before the interviews, the informants were informed about the purpose of the study, their voluntary participation, and their right to withdraw at any time without penalty. Their identities were protected through codes or pseudonyms, while their narratives were presented without revealing personal or school-identifying details. All gathered data were stored securely and handled responsibly in accordance with the Data Privacy Act of 2012.

The study involved eight (8) public teachers who served as reading coordinators in Sto. Tomas East District, Davao del Norte. They were chosen through purposive sampling because they had direct experience in planning, implementing, monitoring, and reporting school-based reading programs. The informants were required to be public teachers assigned in the district, officially designated as reading coordinators or directly involved in reading program implementation, and willing to share their experiences through interviews. The main research instrument was a semi-structured interview guide composed of open-ended questions about their experiences, challenges, coping mechanisms, coordination practices, monitoring activities, and policy implications. This guide was validated by experts and pilot-tested with a non-informant public teacher with similar experience to ensure clarity, relevance, and credibility.

RESULTS AND DISCUSSION

This chapter presents the results generated from the data gathered. It is sequenced based on the objectives of the study as presented in the first chapter.

Lived Experiences of Reading Coordinators in Implementing Reading Programs

Results revealed that reading coordinators experienced reading program implementation as a responsibility that required careful planning, organized scheduling, clear tasking, and alignment with learners' reading needs. One coordinator shared, "*importante kaayo ang proper planning*," while another stated that an organized schedule was needed so reading interventions would not conflict with regular classroom activities. These narratives show that reading coordinators helped arrange schedules, remind teachers of assigned sessions, clarify responsibilities, and prepare activities suited to learners' reading levels. This finding supports Apriwulan et al. (2025) and Aprida et al. (2022), who emphasized that effective reading program implementation requires planning, organized processes, and sustained literacy activities. Hence, the coordinators' experiences reflected their important role in making reading programs clear, systematic, and responsive to learners' needs.

The findings also showed that reading coordinators strengthened teacher support and instructional collaboration during reading program implementation. One informant shared, "*Nakatabang ko sa teachers pinaagi sa paghatag og guidance*," while another stated that simple reading strategies were shared with teachers handling struggling readers. These narratives reveal that reading coordinators supported teachers by giving guidance, distributing available reading materials, encouraging varied strategies, and helping reduce the burden of preparing resources. This supports Febreyani et al. (2025) and Ellis et al. (2023), who noted that teacher collaboration, instructional preparation, and evidence-based reading practices strengthen literacy instruction. Thus, the coordinators' experiences showed that reading program implementation becomes stronger when teachers and coordinators work together with shared responsibility and practical support.

Moreover, the study revealed that reading coordinators experienced monitoring learner progress and program outcomes as an essential part of reading program implementation. One coordinator stated, "*Ginaconduct namo ang reading assessment*," while another shared that monitoring results were used to adjust reading activities that were not effective for learners. These statements show that coordinators conducted reading assessment, prepared learner profiles, tracked reading performance, kept records, and used results to improve intervention plans. This finding agrees with Wanyama et al. (2025), Scott et al. (2022), and Powell et al. (2024), who emphasized that monitoring systems, supported reading curricula, and data-driven goals help improve learner outcomes. Overall, the results affirm Normalization Process Theory, Street-Level Bureaucracy Theory, and Distributed Leadership Theory by showing how reading coordinators made reading programs workable, adjusted implementation based on school realities, and promoted shared responsibility among teachers and school personnel.



Coping Strategies of Reading Coordinators in Addressing Challenges in Reading Program Implementation

Results revealed that reading coordinators coped with resource limitations by maximizing available, improvised, localized, digital, and printed materials for reading program continuity. One coordinator shared, *“naghimo ko og simple worksheets gamit ang stories nga familiar sa mga bata,”* while another stated, *“Gina-localize nako ang reading passages,”* showing how they created materials that were relatable and easier for learners to understand. They also shared available reading materials, created shared folders, lent resources from the reading corner, used cellphones when printed copies were lacking, and downloaded reading materials ahead of time. This finding supports Jimenez et al. (2024) and Khotimah et al. (2022), who emphasized that literacy programs are strengthened when accessible resources, contextual practices, and institutional support are provided. Thus, reading coordinators sustained reading activities through resourcefulness, creativity, and practical use of available materials.

The findings also showed that reading coordinators coped by strengthening collaboration and support in reading program implementation. One informant stated, *“ginaduol nako ang school head aron makapangayo og guidance ug support,”* while another shared, *“Nakatabang ang teamwork kay dili nako mabati nga ako lang ang nagdala sa reading program.”* These narratives show that coordinators sought help from school heads, encouraged teacher participation, promoted teamwork, conducted small group discussions, and shared effective reading strategies. This supports Bullos et al. (2025) and Azizi et al. (2025), who emphasized that literacy improvement requires school-based support, teacher participation, and multilevel collaboration. Hence, reading coordinators managed implementation challenges by treating reading programs as a shared school responsibility rather than an individual task.

Moreover, the study found that reading coordinators coped with workload pressure by managing time, organizing schedules, integrating reading activities into routines, and simplifying monitoring tools. One coordinator shared, *“Ginahimo nako ang weekly schedule,”* while another stated, *“Ginasimplify nako ang monitoring form,”* showing how they balanced teaching duties, assessment, monitoring, material preparation, and documentation. They also prioritized urgent tasks, divided heavy work across days, used short reading time before lessons, and organized learner data through table formats. This finding supports Bisayam and Pagnas (2026), Schirle et al. (2024), and Hailu et al. (2024), who noted that practical coping strategies, clear workflows, and manageable processes help sustain program implementation. Overall, the coping strategies of reading coordinators reflected resourcefulness, collaboration, time management, and commitment in sustaining reading programs despite limited resources, heavy workload, and monitoring demands.

Policy Implications Drawn from the Experiences of Reading Coordinators in Implementing Reading Programs

Results revealed that reading coordinators gained important policy insights on the need to institutionalize needs-based and data-driven reading program policies. One coordinator shared, *“ang policy mahimong mag-require og regular reading assessment,”* while another stated that there should be a school guideline requiring learner profiling before reading intervention begins. These narratives show that reading programs may become more effective when schools require regular assessment, learner profiling, data-guided intervention, clear reading targets, and consistent monitoring systems. This finding supports Wrye (2026) and Gunner (2023), who emphasized the importance of student-centered, needs-based, and responsive literacy support systems. Thus, the coordinators’ insights suggest that reading program policies should be grounded on actual learner needs and supported by clear evidence from assessment and monitoring results.

The findings also showed that reading coordinators emphasized the need to strengthen teacher capacity and shared responsibility in reading programs. One informant stated, *“ang policy mahimong maghatag og regular training sa teachers,”* while another shared that written tasking is needed so the coordinator will not carry all reading responsibilities alone. These narratives show that reading program policies should provide regular teacher training, clarify the roles of reading coordinators, advisers, and subject teachers, and promote peer mentoring and sharing sessions. This supports Avery (2026) and Guillermo (2026), who highlighted the importance of literacy leadership, clear roles, and school head support in strengthening reading interventions. Therefore, reading program policies become stronger when teachers are trained, responsibilities are shared, and collaboration is supported through clear school mechanisms.

Moreover, the study revealed that reading coordinators viewed resource support and sustainable program implementation as essential policy concerns. One coordinator stated, *“ang policy mahimong maggahin og specific reading materials,”* while another emphasized that the school plan may include resource mobilization to sustain reading intervention activities. These statements show that schools need policies on reading material allocation, regular inventory, leveled reading materials, localized resources, templates, budget support, and coordination with PTA and community partners. This finding agrees with Ceremonia (2026), Domingo (2026), and Changcai et al. (2025), who emphasized that reading programs require school support, community engagement, and practical strategies suited to learners’ needs. Overall, the policy implications highlight that reading programs become more sustainable when assessment, teacher capacity, shared responsibility, resource allocation, and community partnership are clearly planned, monitored, and supported.

IMPLICATIONS

The findings revealed that reading coordinators experienced reading program implementation as a complex responsibility that involved planning, organizing schedules, guiding teachers, monitoring learners, and using assessment results to improve interventions. Their lived



experiences showed that reading programs required clear coordination, learner-based planning, teacher support, and consistent monitoring to become meaningful and sustainable. These realities imply that schools may need to strengthen reading program structures through organized schedules, clear task assignments, learner profiling, and evidence-based intervention planning. The findings support Normalization Process Theory by May et al. (2009), which explains how practices become accepted, integrated, and sustained in everyday work. Thus, the experiences of reading coordinators showed that reading programs become more workable when they are embedded into regular school routines and supported by shared understanding and continuous participation.

In addition, the reading coordinators developed coping strategies such as maximizing available resources, creating localized materials, sharing reading files, seeking support from school heads, promoting teacher teamwork, organizing schedules, and simplifying monitoring tools. These strategies helped them continue reading program implementation despite limited materials, heavy workload, time constraints, and documentation demands. This implies that schools may strengthen reading program implementation by providing practical resource systems, shared folders, simplified reporting tools, leadership support, and collaborative teacher mechanisms. The findings are consistent with Street-Level Bureaucracy Theory by Lipsky (1980), which emphasizes that frontline implementers make practical decisions and adjustments when carrying out programs under real work limitations. Hence, reading coordinators acted as frontline implementers who used discretion, creativity, and resourcefulness to sustain reading programs within their actual school conditions.

From their lived experiences, the reading coordinators gained policy insights that emphasized the need for needs-based reading policies, data-driven intervention, teacher capacity building, shared responsibility, resource allocation, and community partnership support. These implications highlight that reading programs need more than compliance; they require regular assessment, clear monitoring systems, teacher training, written tasking, mentoring, leveled materials, localized resources, school budget, and PTA or community support. Schools may improve reading program policies by making assessment results useful for intervention planning and by ensuring that coordinators do not carry the reading responsibilities alone. The findings also align with Distributed Leadership Theory by Spillane, Halverson, and Diamond (2001), which explains that school improvement becomes stronger when leadership tasks are shared among school heads, teachers, coordinators, and other stakeholders. Overall, the study implies that reading program implementation becomes more sustainable when it is treated as a shared, data-informed, well-resourced, and school-wide responsibility.

FUTURE DIRECTIONS

DepEd officials may develop division-level programs that strengthen reading program implementation through regular assessment, learner profiling, data-guided intervention, teacher training, clear guidelines, workload support, and adequate reading materials. School heads may design school-based reading plans that respond to learners' reading needs and teachers' support needs by organizing schedules, assigning responsibilities, preparing materials, monitoring progress, and integrating reading activities into regular school routines. Reading coordinators may continue improving program implementation by using assessment results, learner profiles, and monitoring records while also sharing strategies, organizing materials, facilitating schedules, encouraging teamwork, and simplifying documentation. Teachers may actively support reading programs by participating in assessments, classroom interventions, monitoring activities, and the use of varied, localized, digital, and printed reading resources for struggling readers. Future researchers may conduct similar studies in other schools, districts, or divisions, or use mixed-methods designs to examine reading coordinator leadership, teacher capacity, school head support, resource availability, learner reading performance, collaboration, workload management, and sustainability of reading interventions.

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