

Navigating Educational Influence: A Phenomenological Study on the Lived Experiences of Textbook Authors in the Philippines

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Publication history: Received: June 25, 2026; Revised: August 5, 2026; Accepted: August 9, 2026

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Abstract

This phenomenological study explored the lived experiences of textbook authors in the Philippines to understand their roles and educational influence in shaping basic education. Although textbooks remain among the most influential instructional resources, limited scholarly attention has been given to the experiences of those who conceptualize, develop, and write them. Guided by phenomenological inquiry within the discipline of Applied Cosmic Anthropology, the study examined the meanings embedded in textbook authors' lived experiences and their implications for curriculum development, instructional design, and educational transformation, among others. A qualitative phenomenological design was employed involving the researcher and six purposively selected textbook authors representing the major learning areas in Philippine basic education. Data were generated through phenomenological interviews, reflective narratives, and thematic reflections and analyzed using the processes of textual reflection, structural reflection, postulate formulation, eidetic insight, and creative synthesis. Findings revealed that textbook writing is experienced not merely as a professional task but as an educational vocation grounded in service, creativity, pedagogical responsibility, and commitment to social transformation. Participants described motivations rooted in teaching, lifelong learning, and social responsibility while navigating curriculum reforms, publishing timelines, quality assurance requirements, and the challenge of balancing academic rigor with learner accessibility. Reflective analysis identified textbook authors as lifelong learners, curriculum translators, innovators, cultural stewards, and agents of educational transformation. These findings culminated in the development of the Integrative Textbook Development Framework (ITDF), an emergent theoretical framework illustrating how educational influence develops through the dynamic interaction of personal vocation, professional practice, pedagogical commitment, and societal responsibility. The study contributes to phenomenological scholarship by illuminating the often-overlooked role of textbook authors in shaping educational experiences and learning outcomes. It also offers practical implications for textbook authors, educators, curriculum specialists, instructional designers, publishers, educational leaders, and policymakers in strengthening the quality and relevance of instructional materials while advancing Sustainable Development Goal 4 (Quality Education) through equitable, inclusive, and meaningful learning.

Keywords: Educational Influence; Textbook Development; Curriculum Development; Instructional Design; Phenomenology; Lived Experiences; Quality Education; Social Transformation

1. Introduction

Textbook writing is both an intellectual endeavor and a vocation shaped by personal experiences, educational opportunities, and a deep commitment to social transformation. The researcher's journey, from growing up in a financially challenged family in rural Cagayan, working in rice fields while pursuing education, to becoming a teacher, military educator, instructional designer, and eventually a textbook author, illustrates how perseverance, community support, and transformative educational

experiences can shape one's professional identity and sense of purpose. These lived experiences nurtured a profound appreciation for the power of education and inspired the exploration of the lived experiences of textbook authors in the Philippines. The study focused on understanding the motivations, challenges, meanings, and transformative experiences that have shaped textbook authors throughout their professional journey and how these experiences influenced their contribution to Philippine education.

Education has long been recognized as a fundamental driver of human development, social transformation, and national progress. In the Philippines, it is regarded as one of the most valuable legacies parents can provide to their children and a powerful means of improving individual and societal well-being (Maligalig et al., 2010). Across educational systems, textbooks remain among the most influential instructional resources because they organize knowledge, guide classroom instruction, and support learners in developing essential knowledge, skills, and values. As emphasized by UNESCO (2024), quality education depends on the availability of relevant and learner-centered educational resources, while Schmoker (2011) argued that high-quality textbooks are among the most cost-effective means of improving student achievement. The quality of textbooks significantly influences curriculum implementation, learning experiences, and academic success.

The development of quality textbooks extends beyond curriculum compliance and technical writing. It is a complex intellectual process requiring textbook authors to interpret curriculum standards, integrate disciplinary knowledge and pedagogy, and respond to learners' developmental, cultural, and societal contexts. Across the ASEAN region, educational reforms increasingly emphasize learner-centered education, global citizenship, sustainability, digital literacy, and culturally responsive pedagogy, placing greater expectations on textbook developers (Chao, 2023). Moreover, Basu Das and Narayanan (2022) emphasized that quality education is essential to the region's long-term development despite persistent gaps in educational quality and learning outcomes. Textbook writing has evolved into a specialized educational endeavor requiring subject expertise, pedagogical competence, curriculum literacy, and professional judgment to produce relevant, inclusive, and high-quality instructional materials.

Within the Philippine educational landscape, the role of textbook authors has become even more critical amid continuing curriculum reforms and growing concerns regarding learning quality. The Second Congressional Commission on Education (EDCOM II, 2024) identified numerous systemic challenges confronting Philippine education, including poor instructional materials, curriculum congestion, inadequate teacher support, and declining student learning outcomes. These findings reinforced the Department of Education's implementation of the MATATAG Curriculum, which seeks to decongest learning competencies and strengthen foundational skills while improving the quality of instructional resources (Department of Education, 2023). In this context, textbook authors become indispensable partners in educational reform because they translate curriculum intentions into learning experiences that reach millions of Filipino learners. Their decisions regarding content selection, instructional design, contextualization, language, illustrations, assessment, and values integration directly influence how learners understand concepts and develop competencies (Bansiong, 2019; Behnke, 2018). Despite their indispensable contribution, textbook development in the Philippines continues to face criticisms involving factual inaccuracies, outdated information, insufficient contextualization, weak curriculum alignment, and inconsistencies in instructional quality (EDCOM II, 2024), highlighting the need to better understand the realities experienced by those responsible for producing these educational resources.

Textbooks are widely recognized as essential tools for teaching and learning. Empirical evidence indicates that textbooks positively contribute to students' academic achievement (Bansiong, 2019; Behnke, 2018; Heyneman et al., 1984; Li & Wang, 2024; Mithans & Grmek, 2020; Warsame, 2024). However, despite the numerous studies focused on textbooks, there remains a notable 'gap in research' exploring the narratives and experiences of textbook authors, the primary designers and minds behind these educational resources. Existing studies primarily evaluate the finished product rather than the individuals behind its creation, leaving significant gaps in understanding the motivations, struggles, creative processes, ethical responsibilities, professional identities, and transformative experiences of textbook writers. This gap is particularly evident in the Philippine context, where textbook authors continue to play a significant role in advancing educational reforms despite the increasing complexity of curriculum development and educational publishing. Guided by phenomenology, this study explored and interpreted the lived experiences of textbook authors in the Philippines, uncovered the meanings they attached to textbook writing, and generated insights that contributed to curriculum development, instructional material production, educational policy, publishing practices, and the broader discourse on educational transformation.

2. Material and Methods

2.1. Research Design

This study employed phenomenology to explore and interpret the lived experiences of textbook authors in the Philippines. Phenomenology sought to understand the meanings individuals attached to their experiences rather than explained them through objective measurement or causal relationships (Moran & Mooney, 2002). As a qualitative approach, it aimed to reveal the essence of human experience by examining how phenomena were consciously lived and interpreted (Moustakas, 1994; van Manen, 2014/2017). Finlay (2011) described phenomenology as the study of the lived world of everyday experience, while Ramirez (2017) emphasized that it uncovered the deeper meanings underlying human experiences. This approach was appropriate because textbook writing was not merely a technical activity but a lived experience shaped by purpose, creativity, commitment, and service. Phenomenological inquiry required the researcher to approach participants' experiences with openness and suspend personal assumptions through epoché or bracketing (Moustakas, 1994). Rather than reducing experiences into categories, it sought to understand participants' narratives through careful reflection and interpretation (Finlay, 2011; Sampa, 2008). Following van Manen (2014/2017), writing itself became a process of reflection through which deeper meanings emerged. Guided by this perspective, an in-depth phenomenological analysis of the narratives of textbook authors was undertaken to uncover the meanings, patterns, and essential structures of their lived experiences. Ultimately, phenomenology served as both a rigorous methodology and a transformative way of understanding human experience (Finlay, 2011; Ramirez, 2017). Through phenomenological reflection, this study illuminated the essence of textbook authorship by giving voice to textbook authors and interpreting how their experiences shaped their professional identity, educational mission, and contribution to Philippine education.

2.2. Locale of the Study

The study was conducted with the researcher and six textbook authors, who served as co-researchers, representing the core learning areas in Philippine basic education at the elementary and secondary levels. The co-researchers were selected from different publishing companies to capture diverse perspectives and minimize organizational bias. The study had a national scope because the textbooks authored by the researcher and the co-researchers were developed in accordance with the Philippine basic education curriculum and were used in schools across the country. As such, the lived experiences of the researcher and the co-researchers reflected educational practices and realities that influenced teaching and learning on a national scale.

2.3. Respondents of the Study

The participants in this study consisted of the researcher and six textbook authors involved in the development of instructional materials for Philippine basic education. The six textbook authors, referred to as co-researchers in recognition of their active role in the co-construction of meaning, represented the following learning areas: Filipino, Mathematics, Science, MAPEH, Araling Panlipunan, and Values Education. Because the researcher also specialized in Araling Panlipunan, another textbook author from the same learning area was purposively included to provide an independent perspective and enhance the credibility and trustworthiness of the findings. Collectively, all authors were affiliated with established educational publishing companies in the Philippines, including Rex Education, Diwa Learning Systems Inc., Phoenix Publishing, and St. Bernadette Publishing House Corporation. Coming from different regions and professional backgrounds as educators, researchers, curriculum specialists, and textbook authors, they possessed extensive experience in textbook development. Their diverse expertise and lived experiences enriched the phenomenological inquiry, providing multiple perspectives that contributed to a deeper understanding of textbook authorship within the Philippine educational context.

2.4. Sample and Sampling Procedure

The study employed purposive sampling to select information-rich participants whose experiences and perspectives provided meaningful insights into the phenomenon examined. The inclusion criteria required that participants (1) had authored or co-authored a nationally published textbook for the Philippine Basic Education curriculum, (2) possessed at least three years of textbook writing experience with a recognized educational publishing company, (3) were proficient in English or Filipino, and (4) were willing and available to participate in in-depth phenomenological interviews. To facilitate trust, openness, and sustained engagement throughout the research process, the co-researchers were also personally known to the researcher. These selection criteria ensured that the participants possessed the knowledge, experience, and willingness necessary to provide rich descriptions of the phenomenon being explored.

2.5. Research Instrument

The primary research instrument was a semi-structured interview guide developed by the researcher and used during the biographical, narrative, and in-depth interview sessions with the co-researchers.

The interview guide was designed to elicit rich descriptions of the participants lived experiences as textbook authors, including their motivations, professional journeys, challenges, and the meanings they attached to textbook writing. Semi-structured interviews were employed because they provided sufficient flexibility for participants to narrate their experiences in their own words while allowing the researcher to probe significant issues relevant to the phenomenon under investigation (Smith et al., 2009; Ruslin et al., 2022). Storytelling was likewise integrated into the interviews as a meaning-making process that enabled co-researchers to communicate and reflect on significant experiences through personal narratives (Serrat, 2008; Acierto, 2010). To enrich the interview data, selected textbooks authored by the co-researchers were examined as secondary sources to provide contextual information regarding their professional backgrounds and textbook development experiences (Khin, 2023).

2.6. Data Gathering Procedure

Prior to data collection, the researcher secured the necessary ethical approval and prepared the research materials, including the semi-structured interview guide. The co-researchers were informed of the purpose of the study, the nature of their participation, and their rights as participants before informed consent was obtained. Interview schedules were then arranged at mutually convenient dates, times, and venues. Data were gathered through face-to-face biographical, narrative, and in-depth semi-structured interviews, allowing the co-researchers to freely share their lived experiences as textbook authors (Smith et al., 2009; Ruslin et al., 2022). Storytelling was likewise employed to encourage participants to narrate meaningful personal and professional experiences related to textbook writing (Serrat, 2008; Acierto, 2010). With the participants' permission, all interviews were audio-recorded and supplemented with field notes to ensure the completeness and accuracy of the data. The recorded interviews were subsequently transcribed verbatim and returned to the co-researchers for validation and clarification before proceeding to data analysis.

2.7. Data Analysis Techniques

Data analysis followed the phenomenological process of reflection and interpretation (Ramirez, 2012/2017), which aims to uncover the 'eidos' or essence of lived experience. Consistent with phenomenological inquiry, the analysis focused on the meanings embedded in the co-researchers' narratives through reflective openness while setting aside preconceived assumptions as much as possible (Moustakas, 1994; Finlay, 2011; van Manen, 2017). The validated narratives were first subjected to textual reflection, where significant statements were identified and organized into textual themes. These were then examined through structural reflection to reveal deeper patterns and meanings underlying the lived experiences of textbook authors (Ramirez, 1984, 2017). The analysis subsequently proceeded to the formulation of postulates and the derivation of eidetic insights, which revealed the essential structures or "nucleus of truth" of the phenomenon (Ramirez, 2017). Finally, the findings were integrated through creative synthesis, presenting the theoretical and practical implications of the study and identifying possibilities for future research.

2.8. Ethical Considerations

Ethical integrity guided every stage of this phenomenological inquiry, recognizing that the protection of participants is fundamental to credible and responsible research (McGregor, 2023). Consistent with established ethical principles for qualitative research, all co-researchers were fully informed about the purpose, procedures, and expectations of the study before voluntarily providing written informed consent, with the understanding that they could withdraw their participation at any time without consequence (Bellalem & Mirza, 2023; Fleming & Zegwaard, 2018). Throughout the research process, every effort was made to uphold the participants' dignity, autonomy, privacy, and well-being by conducting interviews in a safe and respectful environment, maintaining researcher independence, and ensuring that no coercion or undue influence affected participation. To strengthen the trustworthiness of the findings, participants were given the opportunity to review and validate their interview transcripts before interpretation, thereby confirming the accuracy of their lived experiences. Furthermore, all participants were treated with fairness, respect, and sensitivity regardless of their personal backgrounds or beliefs, reflecting the ethical commitment to equality and human dignity that underpins phenomenological research (Bellalem & Mirza, 2023).

3. Results and Discussion

3.1. Toward Educational Influence and Social Transformation

3.1.1. Textbook Authors as Inspired Beginners, Mentees, and Lifelong Learners: The findings showed that textbook authors begin as inspired beginners and mentees who gradually develop into lifelong learners through continuous learning, mentorship, and professional experience. Their educational influence is shaped by intrinsic motivation, a desire to grow, and inspiration drawn from mentors, colleagues, teachers, family, and personal experiences. The findings indicated that textbook authors drew their educational influence from an inner drive to learn, grow, and continually refine their craft. The findings also aligned with Wilber's Integral Theory, particularly the subjective (I) perspective, which highlights how personal values, intentions, and lived experiences shape one's actions (Wilber, 2000). From a phenomenological perspective, educational influence begins with the authors' inner consciousness and commitment to learning before it is reflected in the textbooks they produce. These findings underscore the importance of mentorship and continuous professional development in cultivating competent and reflective textbook authors.

3.1.2. Textbook Authors as Experienced Pedagogy Practitioners: The findings revealed that textbook authors drew heavily on their classroom and school experiences, enabling them to produce instructional materials that were both pedagogically sound and responsive to learners' needs. As experienced educators, they bridge theory and practice by applying effective teaching strategies, curriculum knowledge, and practical classroom insights to textbook development. Their lived experiences underscored that quality textbooks were grounded in authentic teaching practices and designed to support both teachers and learners. This finding was consistent with constructivist perspectives that emphasize meaningful, learner-centered instruction (Vygotsky, 1986; Montessori, 1912) and reinforced the importance of developing textbooks that are accessible, engaging, and capable of facilitating learning even with minimal teacher guidance. The findings also highlighted the role of textbook authors as genuine partners in education, emphasizing the need for stronger collaboration between authors and educators to maximize the effective use of textbooks in teaching and learning (Li & Wang, 2024; Mithans & Grmek, 2020).

3.1.3. Textbook Authors as Curriculum and Instructional Design Implementers: The findings highlighted that textbook authors served as curriculum and instructional design implementers by translating curriculum standards into organized, relevant, and engaging learning materials. Their lived experiences demonstrated that effective textbook development required a deep understanding of curriculum goals, learning competencies, and instructional principles to ensure that the content supported meaningful teaching and learning. This highlights curriculum alignment and instructional design as core competencies, enabling textbook authors to bridge educational policy and classroom practice. These findings are consistent with instructional design theory, which emphasizes designing efficient and effective learning experiences (Morrison et al., 2013), and curriculum theory, which recognizes curriculum as a major determinant of student learning (Schmoker, 2011). Consequently, textbook authors should possess curriculum literacy and instructional design expertise to develop learner-centered materials that promote critical thinking and the achievement of intended learning outcomes.

3.1.4. Textbook Authors as Subject Matter Experts and Quality Keepers: The findings indicated that textbook authors perceived themselves as subject matter experts and custodians of quality who were responsible for ensuring the accuracy, relevance, and academic integrity of instructional materials. Their expertise, professional experience, and commitment to rigorous review enabled them to produce textbooks that adhered to curriculum standards and supported effective learning. This highlights that credibility and educational value of textbooks depend largely on the authors' competence and dedication to quality assurance. Consistent with Bansiong's analysis of science textbooks, quality instructional materials should demonstrate curriculum alignment, readability, appropriate mechanical features, and accurate content (Bansiong, 2019). These findings underscore the need for textbook authors to continuously strengthen their subject expertise and quality assurance practices to develop instructional materials that are accurate, accessible, and responsive to learners' educational needs.

3.1.5. Textbook authors as reflective and creative thinkers: The findings highlighted that textbook development is not merely a technical process of organizing content but an iterative journey of reflection, critical evaluation, and creative problem-solving. Participants emphasized that effective textbook writing requires continuous self-assessment, thoughtful revision, and the ability to transform complex information into engaging, learner-centered materials. These lived experiences demonstrated that reflective and creative thinking are inseparable dimensions of textbook authorship, enabling authors to enrich educational content through original perspectives, enduring instructional features, and innovative approaches. This finding resonates with Sir Ken Robinson's view that creativity is a fundamental expression of human intelligence and should be valued as highly as literacy in education, while divergent thinking enables individuals to explore multiple possibilities rather than rely on a single correct answer (Robinson, 2011). Consequently, textbook writing extends beyond the transmission of knowledge and becomes a reflective and creative endeavor that highlights the importance of personal perspective, professional judgment, and divergent thinking in developing instructional materials that respond to the evolving demands of contemporary education.

3.1.6. Textbook authors as individuals with desires, hopes, joys, and challenges: The findings indicated that textbook authors are not only educational professionals but also individuals whose desires, hopes, joys, and challenges shape their writing journey. Participants described textbook writing as a meaningful endeavor sustained by purpose and fulfillment, while time constraints, limited resources, disagreements, and professional pressures test their resilience and adaptability. These lived experiences demonstrated that a deeper understanding of the nature and responsibility of textbook writing strengthens authors' character, flexibility, and commitment to producing meaningful learning resources. This finding resonates with Wilber's Integral Theory, which emphasizes the holistic development of self through the integration of body, mind, spirit, culture, and nature (Wilber, 2007). Appreciating the human dimensions of textbook authorship fosters greater dedication, adaptability, and perseverance, highlighting the close relationship between personal growth and educational influence.

3.1.7. Textbook authors as harbingers of knowledge, skills, and values: The findings highlighted that textbook authors serve as harbingers of knowledge, skills, and values by translating curriculum standards into meaningful learning experiences. Participants recognized that effective textbook writing requires thoughtful pedagogical discernment in selecting what learners should know, practice, and internalize. Thus, textbook authors should be informed by sound learning theories, whether through Montessori's child-centered learning, Vygotsky's Zone of Proximal Development, Robinson's emphasis on creativity, or Gardner's Multiple Intelligences, as these perspectives strengthen their ability to curate meaningful educational content. Likewise, textbook language should be clear, accurate, coherent, consistent, and appropriate to learners' developmental levels, with well-defined instructions that support effective learning (Mithans & Ivanuš Grmek, 2020). Consequently, grounding textbook development in pedagogical and learning theories enables authors to produce instructional materials that effectively cultivate learners' knowledge, skills, values, and holistic development.

3.1.8. Textbook authors as agents of empowerment and social transformation: The findings revealed that textbook authors are agents of empowerment and social transformation whose influence extends far beyond the pages of their manuscripts. Participants viewed textbook writing as a purposeful endeavor that not only develops learners' knowledge, skills, and values but also nurtures critical thinking, civic responsibility, nationalism, cultural appreciation, global citizenship, and the capacity to contribute meaningfully to society. This perspective reflects the concept of empowerment, which links personal strengths, support systems, and proactive action to social change (Perkins & Zimmerman, 1995), while also aligning with Social Transformation Theory, which recognizes education as a catalyst for broader societal change (de Haas et al., 2020). Likewise, the educational philosophies of Durkheim and Freire remind textbook authors that instructional materials should cultivate moral development, critical consciousness, and active citizenship. Consequently, textbook authors should approach their work with a heightened awareness of its enduring educational and societal impact, recognizing that every textbook has the potential to empower learners and contribute to positive social transformation.

3.2. Essential Insights

This study developed eight postulates (Fig. 1) that explain the multidimensional educational influence of textbook authors. The findings revealed that authors' intrinsic motivation, commitment to lifelong learning, and pedagogical experiences shape the development of meaningful instructional materials. Their expertise in curriculum alignment, instructional design, and subject matter, together with diligence and institutional support, enables them to produce high-quality, learner-centered textbooks. Moreover, creativity, reflective practice, adaptability, and a strong understanding of their educational mission strengthen their ability to respond to evolving curricular demands. By thoughtfully curating knowledge, skills, and values, textbook authors foster holistic learning while serving as agents of

learner empowerment, curriculum innovation, and social transformation. These insights culminate in the study's eidetic insight: Writing a textbook is both a calling and a gift. It is a calling because it requires purpose, commitment, creativity, and the responsibility to educate rather than merely inform. It is a gift because it shapes learners, supports teachers, advances curriculum goals, and contributes to the common good. Thus, textbook authors play a vital role in promoting quality education and sustainable human and societal development.

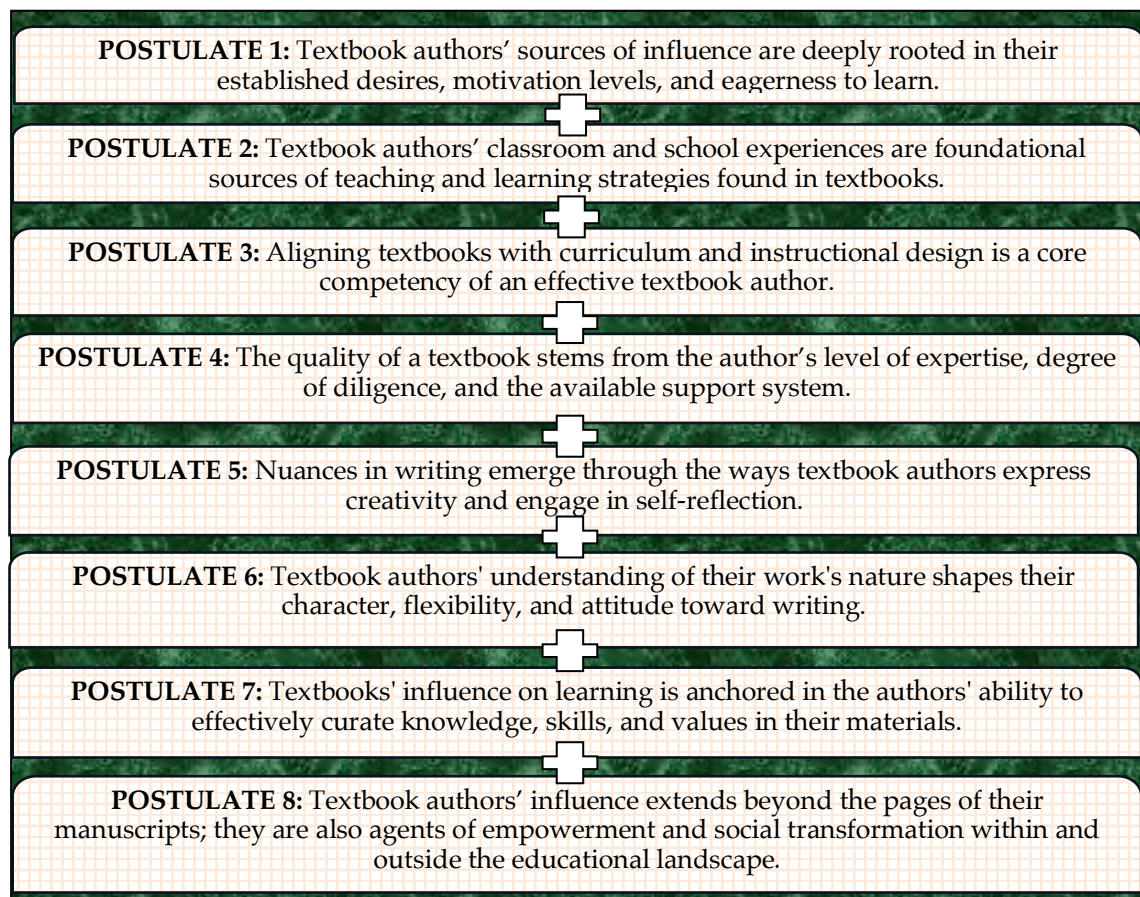


Figure 1. Postulates

3.3. Emergent Theoretical Framework

The **Integrative Textbook Development Framework (ITDF)** emerged from this phenomenological study by integrating educational theories (curriculum, instructional design, pedagogy, and learning) with socio-humanistic theories (empowerment, social transformation, and Integral Theory) to explain the multidimensional influence of textbook authors on education. The framework demonstrated that textbook writing extended beyond technical expertise and required curriculum literacy, instructional design competence, pedagogical expertise, reflective practice, creativity, and a strong sense of social responsibility. Curriculum Theory emphasized the importance of aligning textbooks with curriculum goals (Schmoker, 2011), while Instructional Design Theory highlighted the systematic organization of meaningful learning experiences (Morrison et al., 2013). Likewise, Pedagogical and Learning Theories underscored the value of classroom experiences in developing learner-centered and developmentally appropriate instructional materials (Montessori, 1912; Vygotsky, 1986).

The ITDF further demonstrated that textbook authors contributed to education not only through curriculum implementation but also by empowering learners and promoting social transformation. Consistent with Empowerment Theory, textbook authors' expertise, reflective agency, and support systems strengthened their capacity to influence learners and teachers (Perkins & Zimmerman, 1995). Social Transformation Theory likewise positioned textbooks as instruments for fostering critical consciousness, responsible citizenship, and positive social change (de Haas et al., 2020). Viewed through the unifying lens of Integral Theory (Wilber, 2000), the framework illustrated that textbook authors simultaneously functioned as lifelong learners, pedagogy practitioners, curriculum and

instructional design implementers, subject matter experts, quality keepers, educational curators, and agents of empowerment and social transformation. Consequently, the Integrative Textbook Development Framework (ITDF) provided a holistic theoretical and practical foundation for strengthening textbook development and guiding future research on the multifaceted and transformative roles of textbook authors.

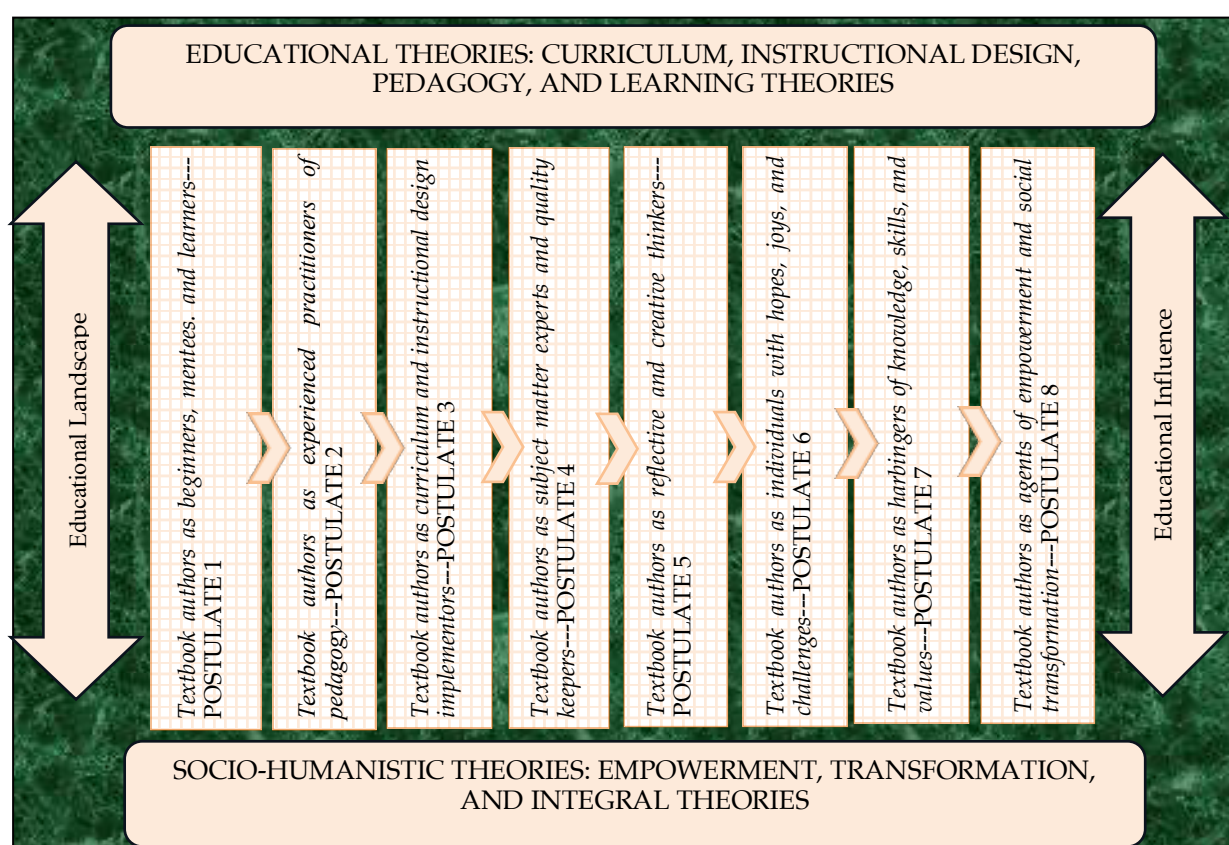


Figure 2. The Integrative Textbook Development Framework (ITDF)

4. Conclusion & Recommendations

This study concludes that textbook authors do far more than develop instructional materials. Their lived experiences revealed that quality textbook writing is rooted in curriculum literacy, pedagogical expertise, instructional design, reflective practice, creativity, and a genuine commitment to improving teaching and learning. The findings showed that textbook authors are key contributors to educational development who transform curriculum into meaningful learning experiences while influencing learners, teachers, schools, and society. From a phenomenological perspective, textbook writing emerged not simply as a technical task but as an educational vocation grounded in service, professional responsibility, empowerment, and social transformation. These insights led to the development of the Integrative Textbook Development Framework (ITDF), a holistic framework that integrates educational and socio-humanistic perspectives to guide quality textbook development.

Based on these findings, the study recommends providing textbook authors with continuous professional development in curriculum, pedagogy, instructional design, learning theories, educational

research, and emerging technologies. It also encourages publishers, curriculum specialists, instructional designers, textbook evaluators, school administrators, teacher education institutions, and policymakers to recognize textbook authors as vital partners in educational reform and to strengthen collaboration in developing learner-centered and socially responsive instructional materials. Future studies may further validate and refine the ITDF across different educational contexts, develop subject-specific instructional design frameworks, and examine the long-term influence of textbooks and textbook authors on learners, teachers, and the educational system.

This study has several limitations that should be considered. Although it initially sought to include textbook authors from Luzon, Visayas, and Mindanao, participation was ultimately limited to Luzon because of the limited availability of qualified participants, as well as time and financial constraints. To broaden perspectives and minimize organizational bias, participants were selected from different publishing companies. As a phenomenological study, the findings offer rich descriptions of lived experiences rather than statistically generalizable results. The study was also constrained by limited access to textbook authors and the scarcity of literature on textbook authorship. Despite these challenges, rigorous participant validation, reflective analysis, and established phenomenological procedures were employed to ensure the credibility and trustworthiness of the findings.

5. Compliance with ethical standards

The author declares no conflict of interest. No external funding was received for this study. Ethical approval was granted by the Asian Social Institute in accordance with its institutional ethical research standards. Informed consent was obtained from all co-researchers prior to their participation. Participation was voluntary, and participants were informed of their right to withdraw at any stage without penalty. All interviews were conducted in a safe and respectful environment, and participants were given the opportunity to review their interview transcripts to ensure the accuracy and credibility of the findings. Throughout the study, the rights, dignity, privacy, and well-being of all participants were safeguarded.

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