

The Challenges Encountered by the Junior High School Teachers of Domalandan Center Integrated School in Teaching Literature

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Abstract

This study aimed to determine the challenges encountered by Junior High School teachers of Domalandan Center Integrated School in teaching literature during School Year 2025–2026. It examined the respondents' profile in terms of highest educational attainment, length of service, seminars attended, and subject taught; the level of challenges in learner-related, teacher-related, resource/material, and institutional/time factors; the relationship between profile and challenges; and proposed intervention measures. Anchored on Constructivism, Social Learning Theory, Cognitive Load Theory, and Schema Theory, and guided by Republic Act 10533 and relevant DepEd policies, the study employed a descriptive-survey design. Fifty Junior High School teachers from various learning areas served as respondents. Data were gathered through a researcher-made questionnaire and analyzed using frequency count, percentage, weighted mean, and Pearson correlation. Findings showed that most respondents were Bachelor's degree holders with 6–10 years of teaching experience and moderate seminar participation. Teachers generally Encountered difficulties in teaching literature (overall mean 4.19). Learner-related (4.35) and resource/material (4.25) challenges were Highly Encountered, while teacher-related (4.10) and institutional/time (4.05) challenges were Encountered. Significant relationships were found between length of service and challenges ($r = 0.62$, $p = 0.048$) and between seminars attended and challenges ($r = 0.71$, $p = 0.021$). The study concludes that teaching experience and professional development influence the perception of instructional difficulties. It recommends targeted training, resource enhancement, learner-centered strategies, and sustained institutional support. The study aligns with Sustainable Development Goal 4 (Quality Education) by addressing barriers to effective literature instruction. It contributes to educational and institutional sustainability through improved teacher capacity, learner engagement, and resource provision that support long-term quality teaching and learning.

Keywords: Challenges in Teaching Literature, Institutional/Time Challenges, Intervention Program, Junior High School Teachers, Learner-Related Challenges, Literature Teaching, Professional Development, Resource/Material Constraints, Teacher Profile, Teacher-Related Challenges

1. Introduction

Literature is a core component of English language teaching (ELT) and a widely recognized source of authentic material for language development (Hossain, 2024). Under the Philippine K-12 curriculum, junior high school teachers are expected to teach Philippine literature, Afro-Asian literature, Anglo-American literature, and World literature in Grades 7 to 10, respectively (Department of Education [DepEd], 2013). The Enhanced Basic Education Act of 2013 (Republic Act No. 10533, 2013) provides the framework for basic education and curriculum implementation, and the curriculum draws on constructivist, inquiry-based, reflective, collaborative, differentiated, and integrative approaches. Teachers play a central role in drawing students toward literature and in helping them value literary works as a source of knowledge. Teaching Filipino Literature (Panitikang Filipino) strengthens students' cultural identity (DepEd, 2016a), as novels, poems, short stories, and epics allow teachers to pass on Filipino values and historical consciousness. Linking literature to students' own realities raises their interest and participation (Sun, 2023) while also building critical thinking and social awareness. Literature shapes the cultural and educational life of a society by reflecting its values, traditions, and experiences. Junior high school teachers at Domalandan Center Integrated School are likely to face particular difficulties in teaching literature, including limited access to relevant texts and resources, varied learner needs and interests, pressure to cover curriculum requirements, trouble engaging students with complex themes or language, and few opportunities for professional development.

Research on literature in language education reflects these concerns and possibilities. Calafato (2024) examined language teachers' beliefs, teaching practices, creativity, and literary competence in literature-based language education. Research has also examined the relationship between students' perceptions of teacher feedback and their self-efficacy, goal orientation, and self-regulation in English as a Foreign Language (EFL) learning (Vattøy & Smith, 2019). In writing instruction, Teng and Zhang (2020) investigated the effects of self-regulated learning strategies-based instruction on students' writing proficiency, use of self-regulated learning strategies, and academic self-efficacy. Research involving secondary-level learners has also examined their perceptions of the language and non-language benefits of short stories, poems, and songs in EFL learning (Tsang et al., 2023). In a related area, Amirkhanova and Bobyreva (2020) examined the use of simulation and role-play in training future EFL teachers, including their potential contribution to communication skills and pedagogical competence. Jones and Carter (2012) also proposed a practical framework for connecting literary texts with language-awareness outcomes in language teaching. Together, these studies provide relevant perspectives on literary competence, feedback, writing instruction, learners' perceptions of literature, communicative activities, and the integration of literature into language teaching.

In the Philippines, the K-12 curriculum operates within the legal framework set by Republic Act No. 10533 (2013). Local studies point to declining student interest in local literature amid digital media and global trends, limited digital proficiency among teachers, and a lack of measures of readiness to teach Filipino Literature in provincial secondary schools. National policies guide curriculum implementation, classroom assessment, and teacher professional development (DepEd, 2015, 2019a). Relevant DepEd issuances cover classroom assessment (DepEd, 2015), reading and writing programs in secondary schools (DepEd, 2012), school-based continuing professional development through Learning Action Cells (DepEd, 2016b), and the K to 12 Basic Education Program (DepEd, 2019a). Together, these policies offer a basis for discussing instructional strategies, reading foundations, curriculum alignment, professional learning, and institutional support in literature teaching. Globally, literature remains an important source of authentic input for language development and learner engagement (Hossain, 2024). However, textbook shortages, limited language ability, heavy workloads, and unfavorable learning environments persist in secondary literature education (Ugwu, 2022), while drama, poetry, and role-play are recognized as effective means of building communication skills and literary competence (Zhou, 2023).

This study draws on several learning theories that help explain how to address the challenges Junior High School teachers face in teaching literature. These theories stress differentiated strategies, active participation, collaboration, and both teacher- and learner-centered instruction as ways to improve learning outcomes. Constructivism is a primary guide. Piaget (1936/1952) stressed that learners build knowledge through active engagement with their environment, and Vygotsky (1978) emphasized the role of social interaction and guidance in cognitive development. In literature classes, these views support giving learners chances to interpret texts, join guided discussions, share ideas, and build meaning together. Bandura's (1977) Social Learning Theory highlights observation and modeling, so teachers can demonstrate close reading, model literary analysis, and lead peer discussions to deepen students' understanding. Sweller's (1988) Cognitive Load Theory stresses managing the mental demands of learning tasks, which in literature instruction means dividing complex texts into manageable sections, introducing unfamiliar concepts gradually, and using graphic organizers. Bartlett's (1932) schema theory holds that teachers need strategies to activate prior knowledge and link it to new literary concepts through pre-reading activities, connections to students' experiences, and attention to cultural relevance. The conceptual framework is also anchored in national education policies that promote quality instruction and better learning outcomes. The Enhanced Basic Education Act of 2013 (Republic Act No. 10533, 2013) sets the legal framework

for the K to 12 Basic Education Program. Classroom assessment helps teachers monitor understanding and evaluate progress in literature (DepEd, 2015). Foundational reading skills are essential for understanding literary texts, so reading-instruction policies help explain reading-related difficulties (DepEd, 2012). School operating funds also bear on instructional delivery, since school MOOE may support activities in the School Improvement Plan and the supplies and consumables needed for classes and learning activities (DepEd, 2019b). The K to 12 Basic Education Program provides the national framework for curriculum implementation and the organization of teaching and learning (DepEd, 2019a).

Although existing research underscores the value of literature for language development, cultural identity, and critical thinking, it also documents challenges such as textbook shortages, limited language proficiency, heavy workloads, declining interest amid digital trends, and weak digital skills among teachers (Ugwu, 2022). Few studies, however, have directly measured teachers' readiness to teach Filipino Literature in secondary schools, especially in provincial settings with limited training and professional development. Most available studies address either general teaching readiness or literature instruction broadly, leaving unclear how prepared Filipino teachers are to teach literature amid current curricular and technological shifts. Understanding the specific challenges of Junior High School teachers at Domalandan Center Integrated School is therefore essential for designing targeted support and strategies that strengthen literature instruction and, in turn, improve students' appreciation, comprehension, and critical engagement with literary works. By identifying the hurdles teachers face, this study aims to offer practical insights and recommendations that benefit both educators and students at the school.

The study aligns mainly with SDG 4 (Quality Education) by identifying and addressing challenges that hinder effective literature instruction, supporting equitable, inclusive, and quality education that fosters critical thinking, cultural appreciation, language proficiency, and values formation among Junior High School learners (United Nations, 2015). It also relates to SDG 8 (Decent Work and Economic Growth) through its attention to teacher professional development, workload management, and institutional support that improve teachers' working conditions and instructional capacity. SDG 17 (Partnerships for the Goals) is relevant because the proposed interventions rely on collaboration among teachers, school administrators, DepEd, and other stakeholders through Learning Action Cells, in-service training, and resource-sharing arrangements.

The study contributes to educational sustainability by producing evidence-based insights and interventions that build teacher capacity, learner engagement, and resource provision for literature instruction, supporting lasting gains in teaching quality and student outcomes within the K-12 system. It advances cultural sustainability by addressing barriers to delivering Philippine and world literature, which carry values, historical consciousness, and cultural identity. Institutional sustainability is strengthened through recommendations for continuous professional development, mentoring, collaborative planning, and better use of instructional time, which together build resilient school-level systems. Socio-economic sustainability is supported by improving teachers' instructional effectiveness and professional growth, which in turn produces better-prepared learners and more efficient use of limited educational resources.

2. Material and methods

2.1 Research Design

The study employed a descriptive survey research design to understand the challenges faced by Junior High School teachers in teaching literature. This approach was chosen to capture the authentic experiences of the teachers, identify specific classroom difficulties, and generate insights for improving literature teaching strategies. The design focused on describing the challenges encountered by the Junior High School teachers of Domalandan Center Integrated School across all subjects during the 2025–2026 school year and supported the production of findings relevant to the research problems.

2.2 Locale of the Study

The study was conducted at Domalandan Center Integrated School during the School Year 2025–2026. The investigation was limited to the Junior High School department of this institution.

2.3 Respondents of the Study

The respondents were Junior High School teachers of Domalandan Center Integrated School who teach literature across various subjects during the 2025–2026 school year. A total of fifty teachers participated, representing the different learning areas offered in the school. These included eight English teachers, eight Filipino teachers, eight Mathematics teachers, eight Science teachers, six Araling Panlipunan teachers, six MAPEH teachers, four Technology and Livelihood Education teachers, and two Edukasyon sa Pagpapakatao teachers. The inclusion of teachers from multiple disciplines provided a comprehensive perspective, as educators from different learning areas bring varied instructional experiences, teaching strategies, and classroom practices. This diversity increased

the breadth and depth of the data collected and minimized bias by ensuring that findings reflected experiences across the Junior High School curriculum rather than being limited to a single subject area.

2.4 Sample and Sampling Procedure

The study involved the complete set of fifty Junior High School teachers at Domalandan Center Integrated School during School Year 2025–2026. The distribution of respondents across the major learning areas ensured balanced representation from English, Filipino, Mathematics, Science, Araling Panlipunan, MAPEH, Technology and Livelihood Education, and Edukasyon sa Pagpapakatao. This comprehensive inclusion of teachers from all academic disciplines strengthened the credibility and reliability of the data and supported a thorough analysis of the research variables.

2.5 Research Instrument

Data were collected through a researcher-constructed questionnaire designed to gather information on the challenges encountered by Junior High School teachers of Domalandan Center Integrated School in teaching literature across all subjects. The instrument consisted of two parts. The first part used closed-ended questions to obtain the profile of the respondents and to assess the challenges encountered. The second part employed open-ended questions that allowed respondents to provide essay or narrative responses. Additional relevant information was obtained through internet-based research to supplement the primary data.

2.6 Data Gathering Procedure

Prior to data collection, permission was obtained from the School Principal to administer the research. The teacher-respondents from the different Junior High School learning areas were informed of the purpose, objectives, scope, and procedures of the study. Participation was entirely voluntary, and respondents were assured that they could decline or withdraw at any stage without penalty or adverse consequences. The researcher-constructed questionnaire was then administered to the fifty Junior High School teachers. All information gathered was treated with the utmost confidentiality; personal identities were protected through codes or anonymized data, and no identifying information was disclosed in any report. Data were used solely for research purposes and were securely stored to prevent unauthorized access. The study was conducted in a manner that did not expose respondents to physical, psychological, emotional, professional, or social harm. All sources used were properly acknowledged and cited to maintain academic honesty.

2.7 Data Analysis Techniques

The data gathered through the questionnaires were collected, analyzed, and interpreted using appropriate statistical treatments with the aid of SPSS software. For the profile of the respondents, frequency count and percentage were employed. Frequency count provided a straightforward summary of the quantitative data, while percentage frequency distribution expressed the relative frequency of responses for each data point or grouping. For the level of challenges encountered, the average weighted mean was calculated by multiplying the weight associated with each outcome by its quantitative value and summing the products. The resulting mean scores were interpreted using a five-point scale in which 4.20–5.00 indicated Highly Encountered, 3.40–4.19 indicated Encountered, 2.60–3.39 indicated Moderately Encountered, 1.80–2.59 indicated Slightly Encountered, and 1.00–1.79 indicated Not Encountered. To examine the relationship between the challenges encountered and the profile of the respondents, Pearson correlation was applied. Pearson's correlation coefficient measured the statistical association between continuous variables, providing information on both the magnitude and the direction of the relationship. Values of the coefficient range between +1 and –1, with the sign indicating the direction of the association. The same correlation procedure informed the identification of intervention measures addressing the challenges encountered by the Junior High School teachers.

2.8 Ethical Considerations

The study adhered to established ethical standards to safeguard the rights, welfare, and well-being of all participants. Permission was secured from the School Principal before the research commenced. Teacher-respondents were fully informed of the study's purpose, objectives, scope, and procedures. Participation was voluntary, and respondents could withdraw at any time without penalty. All information was treated with strict confidentiality; personal identities were protected through codes or anonymized data, and no identifying information was disclosed. Data were used solely for research purposes and stored securely. The study did not expose respondents to physical, psychological, emotional, professional, or social harm. Findings were analyzed, interpreted, and reported accurately and objectively, without fabrication or misrepresentation, and all scholarly sources were properly acknowledged and cited.

3. Results and Discussion

3.1 Profile of the Respondents

3.1.1 Highest Educational Attainment, Length of Service, Seminars Attended, and Subject Taught

The demographic profile of the fifty teacher-respondents showed that the majority, 60.0 percent, held a Bachelor's Degree, while 36.0 percent had earned a master's degree and 4.0 percent possessed a Doctorate Degree. In terms of teaching experience, the largest group, 30.0 percent, had rendered 6–10 years of service, followed by those with 11–15 years at 26.0 percent, 0–5 years at 24.0 percent, and 16 years and above at 20.0 percent. Most respondents, 36.0 percent, had attended 6–10 professional seminars, with others participating in varying numbers of training programs. The respondents represented all major learning areas, including English, Filipino, Mathematics, Science, Araling Panlipunan, MAPEH, Technology and Livelihood Education, and Edukasyon sa Pagpapakatao. These findings indicate that most teachers have attained the minimum educational qualification required for teaching, while a substantial number have pursued graduate education to enhance their professional competence and instructional expertise. Advanced academic qualifications provide teachers with broader pedagogical knowledge, stronger research skills, and improved instructional practices that contribute to effective classroom teaching. The balanced combination of teaching experience and continuing professional development reflects the respondents' commitment to improving their instructional competencies, keeping abreast of current educational trends, and adopting innovative teaching strategies that enhance learners' academic performance. The broad representation across disciplines ensures that the study captures diverse perspectives from teachers across different subject areas, thereby increasing the comprehensiveness and credibility of the findings and providing a well-rounded basis for examining the research variables.

3.2 Level of Challenges Encountered in Teaching Literature

3.2.1 Overall Level and Specific Challenge Categories

The challenges encountered by the fifty teacher-respondents yielded an overall mean of 4.19 with a standard deviation of 0.48, interpreted as Encountered. Learner-Related Challenges obtained the highest mean of 4.35 with a standard deviation of 0.42, interpreted as Highly Encountered. Resource/Material Challenges followed with a mean of 4.25 and a standard deviation of 0.47, also interpreted as Highly Encountered. Teacher-Related Challenges recorded a mean of 4.10 with a standard deviation of 0.51, while Institutional/Time Challenges registered the lowest mean of 4.05 with a standard deviation of 0.55; both were interpreted as Encountered. The overall result indicates that the respondents generally experienced various challenges in teaching literature in their respective classrooms. The relatively small standard deviation suggests that the responses of the teachers were consistent, reflecting a common perception regarding the difficulties they face. Learner-Related Challenges being Highly Encountered shows that teachers frequently deal with learners' limited vocabulary, poor reading comprehension skills, lack of motivation, and varying reading abilities. Resource/Material Challenges likewise rated Highly Encountered suggest that the lack of adequate instructional materials, reading resources, and teaching aids remains a significant concern. Although Teacher-Related and Institutional/Time Challenges were also present, they were less pronounced than learner- and resource-related concerns. These findings underscore the importance of strengthening learner support programs, providing sufficient instructional materials, and offering continuous professional development opportunities for teachers, while enhancing institutional support through improved resource allocation, collaborative planning, and effective time management may help teachers implement literature instruction more efficiently.

3.3 Relationship Between Profile and Challenges Encountered

3.3.1 Association of Length of Service and Seminars Attended with Challenges

Pearson correlation analysis of the relationship between selected profile variables of the fifty teacher-respondents and the challenges they encountered revealed that both length of service and seminars attended have a statistically significant relationship with the challenges experienced by teachers. The relationship between length of service and challenges encountered yielded an r-value of 0.62 with a p-value of 0.048, leading to the rejection of the null hypothesis. Seminars attended and challenges encountered produced an r-value of 0.71 with a p-value of 0.021, which is likewise statistically significant. These results indicate that the respondents' teaching experience and participation in professional development activities are associated with how they perceive and manage the challenges encountered during literature instruction. The significant positive relationship between length of service and challenges suggests that teachers' years of service are linked to the difficulties they experience. Similarly, the significant association between seminars attended and challenges indicates that teachers' participation in seminars and professional development activities is related to the challenges they encounter, suggesting that exposure to training programs may influence their awareness of instructional issues and their ability to address classroom challenges effectively. Overall, the findings support the rejection of the null hypothesis for both variables, emphasizing the importance of continuous professional development and accumulated teaching experience in equipping teachers with the knowledge, skills, and strategies necessary to respond to the diverse needs of learners. Schools are therefore encouraged to sustain and strengthen training opportunities, mentoring programs, and professional learning communities to further enhance teachers' instructional competence and improve literature teaching across different learning areas.

3.4 Proposed Intervention Program

Based on the challenges identified in the preceding sections, particularly the Highly Encountered learner-related and resource/material challenges, the study proposes the Enhancing Literature Teaching Effectiveness Through Teacher Support and Learner Engagement Program (ELTESLEP) for School Year 2025–2026 at Domalandan Center Integrated School. The program is organized into four key areas: the Learner Engagement Program, the Teacher Capacity Building Program, the Resource Enhancement Program, and the Instructional Time Optimization Program. Each key area responds to one of the categories of challenges examined in this study.

3.4.1 Matrix Intervention Plan

Table 1 presents the matrix of the proposed intervention plan, showing the objectives, strategies/activities, persons involved, resources needed, time frame, and expected outcomes for each key area.

Table 1. *Matrix Intervention Plan of the Enhancing Literature Teaching Effectiveness Through Teacher Support and Learner Engagement Program (ELTESLEP)*

Key Area	Objectives	Strategies/ Activities	Persons Involved	Resources Needed	Time Frame	Expected Outcomes
Learner Engagement Program	Improve students' engagement, participation, and comprehension in literature lessons	- Interactive storytelling activities - Literature circles and peer discussions - Multimedia-assisted reading activities (videos, audio, digital texts)	English and Filipino teachers, students, ICT coordinator	Story materials, printed texts, videos, speakers, projector, worksheets	Whole School Year 2025–2026	Increased student participation, improved comprehension and appreciation of literary texts
Teacher Capacity Building Program	Strengthen teachers' pedagogical skills in teaching literature	- Workshops on literary analysis strategies - Training on differentiated instruction - ICT integration in literature teaching	School administrators, master teachers, teachers, DepEd trainers	Training modules, seminar materials, ICT tools, budget for LAC/INSET	Quarterly / LAC sessions per quarter	Improved teacher competence, confidence, and instructional effectiveness in literature teaching
Resource Enhancement Program	Provide adequate instructional materials for literature teaching	- Development of contextualized reading materials - Access to digital libraries and online resources - Provision of multimedia instructional aids	School heads, librarians, ICT coordinator, teachers	Reading materials, internet access, tablets/laptops, library resources	School Year 2025–2026 (ongoing)	Improved availability of instructional materials and enhanced learning resources for literature
Instructional Time Optimization Program	Improve efficiency and maximize instructional time for literature lessons	- Structured lesson pacing guide - Integration of literature across competencies - Collaborative lesson planning (English & Filipino teachers)	Teachers, department heads, school principal	Lesson guides, curriculum guides, planning templates	Monthly / Quarterly	Better lesson flow, efficient use of time, improved alignment with curriculum competencies

3.4.2 DepEd Action Plan with Budget Allocation

Table 2 presents the action plan of the program for School Year 2025–2026, together with the budgetary requirements and sources of funds for each key result area. The total estimated budget is approximately ₱25,000.

Table 2. *DepEd Action Plan with Budget Allocation of the ELTESLEP, Domalandan Center Integrated School, School Year 2025–2026*

Key Result Area (KRA)	Objectives	Strategies/ Activities	Persons Involved	Timeline	Budgetary Requirements	Source of Funds	Expected Outcomes
Learner Engagement Program	Improve learners' participation, comprehension, and interest in literature	- Interactive storytelling sessions - Literature circles/group discussions - Multimedia-assisted reading activities	English & Filipino teachers, students, ICT coordinator	Whole SY 2025–2026	Printing of materials – ₱2,000 Multimedia resources (videos/audio) – ₱3,000 Classroom supplies – ₱1,500	School MOOE / Classroom Funds	Increased learner engagement and improved comprehension in literature lessons
Teacher Capacity Building Program	Strengthen teachers' competence in teaching literature	- INSET/LAC workshops on literary analysis - Training on differentiated instruction - ICT integration in literature teaching	School heads, master teachers, DepEd trainers, teachers	Quarterly (4 sessions per year)	Training materials – ₱2,500 Food & refreshments – ₱6,000 Training kits – ₱1,500	School MOOE / Division Training Fund	Improved teacher confidence, pedagogical skills, and instructional effectiveness

Key Result Area (KRA)	Objectives	Strategies/ Activities	Persons Involved	Timeline	Budgetary Requirements	Source of Funds	Expected Outcomes
Resource Enhancement Program	Provide adequate and updated instructional materials for literature teaching	• Development of contextualized reading materials • Strengthening digital library access • Provision of multimedia instructional aids	School principal, librarians, ICT coordinator, teachers	SY 2025–2026 (ongoing)	Printing of modules – ₱3,000 Internet/data subscription – ₱2,000 Learning materials – ₱2,500	School MOOE / LGU Support	Improved availability and accessibility of instructional resources for literature
Instructional Time Optimization Program	Maximize instructional time and improve lesson delivery efficiency	• Structured lesson pacing guides • Collaborative lesson planning (English & Filipino teachers) • Integration of literature into competencies	Teachers, department heads, school principal	Monthly / Quarterly	Printing of lesson guides – ₱1,500 Planning materials – ₱1,000	School MOOE	More efficient lesson delivery and improved alignment with curriculum competencies

Total Estimated Budget: ₱26,500 (Approx.)

Overall, the program is expected to improve student engagement and reading comprehension in literature, enhance teachers' pedagogical skills and instructional strategies, increase the availability and utilization of learning resources, and make literature instruction more structured, efficient, and aligned with DepEd standards.

4. Conclusion & Recommendations

The study of fifty Junior High School teachers at Domalandan Center Integrated School revealed that the majority were bachelor's degree holders with 6–10 years of teaching experience and moderate participation in professional seminars, representing all major learning areas. Teachers generally encountered challenges in teaching literature, with an overall mean of 4.19 interpreted as Encountered; learner-related and resource/material challenges were rated Highly Encountered, while teacher-related and institutional/time challenges were rated Encountered. A significant relationship existed between length of service and the challenges encountered, as well as between seminars attended and the challenges encountered. These results indicate that teaching experience and continuous professional development influence how instructional difficulties are perceived, underscoring the need for targeted interventions to strengthen learner support, resource provision, and teacher capacity.

Teachers are encouraged to strengthen their implementation of literature teaching through differentiated instruction, collaborative learning activities, graphic organizers, and technology-assisted approaches while prioritizing regular professional development. School administrators should provide sustained support through Learning Action Cell sessions, in-service training, instructional coaching, and mentoring, and allocate sufficient funds for updated reading materials and digital tools. The Department of Education should continue specialized training on literature pedagogy and supply adequate contextualized materials and assessment tools. Students are urged to participate actively in reading activities and peer discussions to improve comprehension and critical thinking. Future researchers are encouraged to conduct similar studies with larger populations across different schools or divisions and to examine additional factors such as technological competence, school climate, and instructional leadership, including experimental evaluations of specific interventions.

5. Compliance with ethical standards

The study adhered to establish ethical standards to protect the rights, welfare, and dignity of all participants. Prior to data collection, formal permission was obtained from the School Principal of Domalandan Center Integrated School. All Junior High School teachers were fully informed of the study's purpose, objectives, scope, and procedures. Participation was entirely voluntary, and respondents were free to decline or withdraw at any stage without penalty or adverse consequences. Confidentiality was strictly maintained using professional development opportunities may be scarce codes and anonymized data; no personal identifying information was disclosed in any report or publication. All data were used solely for academic research purposes and were securely stored to prevent unauthorized access. The research was conducted in a manner that posed no physical, psychological, emotional, professional, or social harm to the participants. Findings were analyzed, interpreted, and reported accurately and objectively, without fabrication, falsification, or misrepresentation. All scholarly sources were properly acknowledged and cited in accordance with academic standards to uphold integrity and avoid plagiarism.

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