Exposures to Printed Learning Materials: Navigating Reading Experiences of Grade One Teachers

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Abstract. This phenomenological study explored the experiences of Grade One teachers in using printed learning materials to enhance literacy in the Talomo-B District, Davao City. Using in-depth interviews with ten randomly selected teachers, the research identified key experiences, challenges, coping strategies, and insights associated with introducing young learners to printed materials. Thematic analysis revealed three primary themes in teachers' experiences: assessment and differentiation of learning capabilities, implementation of guided reading sessions, and integration of multi-sensory activities. Teachers faced challenges including varied reading levels, resource limitations, and behavioral concerns, and they adopted coping mechanisms focused on differentiating instruction, fostering parental involvement, and enhancing support systems. Insights emphasized the value of early literacy exposure, ongoing assessments, and equitable access to resources. The study concludes that effective literacy instruction for Grade One students benefits from a diverse, resource-supported approach, recognizing the roles of teachers, parents, and administrators in fostering reading skills. These findings have implications for literacy program development and policy initiatives that support teachers in cultivating rich, inclusive learning environments.

1. Introduction

In the journey of early literacy development, the role of printed learning materials cannot be overstated. For grade one pupils, these materials serve as gateways to the magical world of reading, offering opportunities for exploration, imagination, and knowledge acquisition. Access to quality printed materials stands out as a primary concern. Many schools, especially in underserved communities, struggle to provide a diverse range of reading materials that cater to grade-one pupils' varied interests and learning needs. Limited resources, including budget constraints and inadequate infrastruc-ture, further exacerbate this challenge. Navigating the reading experiences of Grade One pupils and ensuring access to printed learning materials pose significant challenges globally, with variations observed across countries. For instance, in countries like India, where socioeconomic disparities are prevalent, access to quality learning materials can be hindered by resource constraints and the digital divide, particularly in rural areas, as stated by Kumar et al. (2019). Similarly, in South Africa, issues such as language diversity and limited availability of linguistically appropriate materials pose

challenges for Grade One pupils' literacy development, according to Bosman and Eloff (2021). Additionally, in the United States, disparities in access to printed materials and educational resources persist, particularly among underserved communities, exacerbating inequities in literacy outcomes as revealed by Fryer et al (2020). These examples underscore the global nature of the challenges faced in navigating reading experiences for Grade One pupils and highlight the importance of addressing these issues through tailored interventions and policy initiatives. In addition, a few studies did not identify differences in reading achievement between paper reading and reading on computers (Kaban Karadeniz, 2021). Reading is a prerequisite to developing the mind, performing well in school, pursuing a career, and functioning adequately in society. Moreover, reading is important for developing other language skills (e.g., grammar and writing) and learning foreign languages (Kaban Karadeniz, 2021; Pardede, 2019). However, printed texts may not always guarantee higher reading comprehension than digital texts. Some studies demonstrated similar reading comprehension between students reading printed or computer texts. For example, Sage et al. (2019) found no significant differences in reading times and L1 reading comprehension (measured using multiple-choice items) among undergraduate students across papers, computers, and tablets. Similar results were also seen in EFL learners. Developing the necessary knowledge, skills, and strategies for digital reading requires practice and reflection on digital texts' contents and quality (Macedo-Rouet et al., 2019). Similarly, through the curriculum instruction division, the Department of Education reported that 5 out of 10 or 50 percent of the grade 3 learners belong to frustrated readers, and out of 50 percent, 40 percent or 4 out of 10 are non-readers. It is an alarming issue in the field. Regional Memorandum 205 series of 2021 instructed the area, emphasizing the importance of an enhanced read-

ing program at all levels (Oclarit et al., 2021). However, for learners, stereotyping in reading has always remained the same as it is complicated, affecting their motivation to learn. Also, the literacy skills level of the learners may have influenced their comprehension of reading simple words and sentences (Harris et al., 2020). Robosa, et al. (2021), identified the problems encountered by the teachers. Lack of resources, student management, submission, and workloads are all factors that contribute to burnout, and stress is two of the most common symptoms of burnout. The advent of the digital age posed a challenge for most public-school teachers. They seldom ever carry out specified activities for pupils digitally, nor do they provide an effective learning environment. It is difficult to maintain a positive environment and communicate with pupils given the limited resources. In the Philippines, access to quality printed learning materials remains a challenge, particularly in rural and underserved areas as mentioned by Molano, (2019). Many schools lack sufficient resources to maintain updated libraries or provide a diverse range of printed materials, hindering pupils' exposure to age-appropriate books and educational resources essential for literacy development. Socioeconomic factors contribute to disparities in access to printed materials and educational resources among Grade One pupils in the Philippines by Nunez Magno (2021). Children from low-income families may have limited access to printed materials at home, exacerbating gaps in literacy skills and educational outcomes. Addressing these disparities requires targeted interventions to provide equitable access to learning materials and support family engagement in literacy activities. The Philippines is a linguistically diverse country, with multiple languages spoken across different regions. However, the availability of printed materials in local languages may be limited, posing challenges for Grade One pupils' language development and literacy acquisition, as

posited by Balatbat and Mojica (2020). Efforts to promote multilingual education and provide printed materials in various languages are crucial for supporting inclusive literacy environments. Furthermore, the Davao City government has launched the "Kahibalo sa Pagbasa" (Know How to Read) campaign to promote literacy and reading among children. The program includes reading activities, storytelling sessions, and other initiatives to encourage children to love reading (DCLS, 2022). This study explored the impact of exposure to print on the navigating reading experiences of grade one pupils. Exposure to printed reading materials is essential for the learning and development of grade one pupils. The government and educational institutions should implement programs to promote literacy and reading among children, which can help mitigate the negative effects of the lack of access to reading materials.

1.1. Purpose of the Study—The primary purpose of this study was phenomenological inquiry, which involved navigating teachers' reading experiences. Specifically, this study aimed to uncover teachers' exposure to printed materials. At its inception, this research also considered the purpose of navigating reading experiences to enhance the overall reading experience and to help readers achieve their reading goals. Moreover, this study aspired to develop insights from the findings of the information data gathered. The insights drawn for this study are useful contribution propositions for the reasonable and logical implementation of exposures to print through navigating the reading experiences of grade one pupils. Further, this study enriched the effort to obtain information and to help pupils' reading approach easy, relevant, and successful learning experiences.

1.2. Research Questions—The study was anchored to explore the lived experiences of teachers' exposures to print through navigating the reading experiences of grade 1 pupils, including the challenges that they encounter; this study sought answers to the following research questions:

(1) What are teachers' experiences exposing their pupils to printed materials?
(2) How do teachers cope with the challenges of exposing their pupils to printed materials?
(3) What educational management insights can be drawn from the findings of the study?

Department of Education. To promote access to quality reading materials, the department may work to ensure that schools have an adequate supply of age-appropriate books and reading materials that are engaging and culturally relevant to pupils. School administrators may design teacher training programs that further equip them by providing access to various reading materials. They may also ensure that the school is well-stocked with books, magazines, newspapers, and other reading materials that cater to different interests and reading levels. Teachers may provide various reading materials appropriate for students' reading levels, interests, and abilities. Parents. They play an essential role in creating a positive and supportive environment that encourages reading. They may encourage their child to read by providing a variety of books that match their child's interests and reading level. Pupils. Pupils' active engagement with printed learning materials is critical in shaping their reading experiences and literacy development.

1.3. Definition of Terms—To fully understand the terms used in this study, the following were defined operationally: Exposure to printed learning materials. This includes physical exposure to printed materials in the form of books or documents and digital exposure through electronic media such as e-books or online articles.

1.4. Review of Significant Literature—

1.4.1. Importance of Early Exposure to Printed Materials—Early engagement with printed texts is foundational for literacy, fostering phonemic awareness, vocabulary, and comprehension skills essential for academic success (Allington, 2018; Duke, 2019). Authentic materials like magazine ads and labels, which are not specifically created for language learning, support real-life language skills, especially in ESL settings (Polio, 2014; Lingzu Yuanyuan, 2010).

1.4.2. Role of Print-Rich Environments—Creating classrooms filled with diverse and engaging printed materials cultivates a love for reading, promoting literacy and sustained reading practice among young learners (Gambrell, 2018; Miller, 2019). Teachers play a key role in designing these environments and providing varied daily reading opportunities.

1.4.3. Balancing Digital and Printed Media—Digital tools can enhance literacy when balanced with traditional print, though excessive screen time may detract from reading experiences. A combined approach, integrating digital and printed resources, best supports comprehensive literacy development (Hassett Schieble, 2018).

1.4.4. Effective Reading Practices: Read-Alouds, Guided, and Independent Reading—Regular read-aloud sessions introduce new vocabulary and model fluent reading, enriching comprehension (Bus et al., 2018). Guided reading, with teacher support, tailors instruction to students' needs, while independent reading fosters autonomy and motivation for self-paced learning (Fountas Pinnell, 2020).

1.4.5. Access to Printed Materials and Literacy Programs—In under-resourced communities, access to quality printed materials remains a challenge, impacting equitable literacy development. Initiatives like Dolly Parton's Imagination Library and Reading is Fundamental promote early literacy by providing free books to children (Thompson et al., 2021; UNESCO, 2019).

1.4.6. Teacher Development in Literacy Instruction—Professional development in evidence-based reading strategies and integrating printed materials into the curriculum enhances teachers' effectiveness and student outcomes (Snow et al., 2018). Training programs that focus on these areas are essential for sustained literacy improvement.

1.4.7. Influence of Home Literacy Environment—Parental involvement in literacy activities, including access to books and regular reading, significantly benefits children's reading skills (Niklas Schneider, 2018). Encouraging parents to support literacy at home is a key factor in fostering positive reading outcomes.

1.4.8. International Comparisons in Literacy Development—Countries with robust early literacy policies, like those in Scandinavia, consistently achieve high literacy scores. Access to diverse reading materials and early childhood literacy programs are strongly linked to these outcomes (Sahlberg, 2019).

1.5. Theoretical Lens—This study is anchored on one prominent scholar who reads theories, Louise M. Rosenblatt, an American literary theorist and professor. Louise M. Rosenblatt was an educator known for her work on reader response theory. Her theory, often called the "transactional theory of reading," revolutionized how we understand the reading process and the reader's role in interpreting literary texts. Rosenblatt argued that reading is not a passive act of decoding words on a page but an active and dynamic process that involves a transaction or interaction between the reader and the text. According to her theory, meaning is not solely derived from the text itself but is co-constructed through the reader's personal experiences, beliefs, and emotions. In Rosenblatt's view, a literary text is an open and flexible entity that requires the reader's active participation to bring it to life. She emphasized the importance of the reader's subjective response,
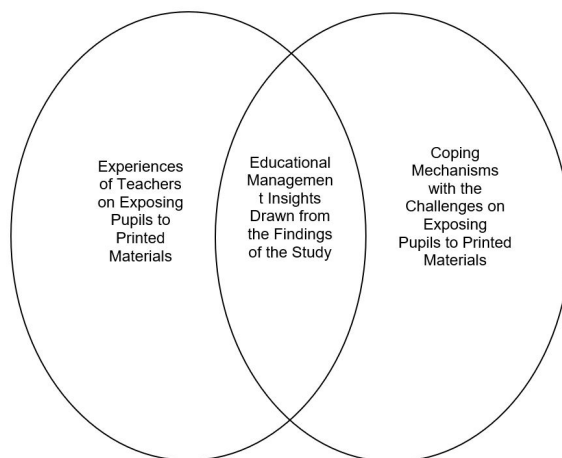
Fig. 1. Conceptual Framework of the Study

suggesting that each reader brings their unique background, knowledge, and perspective to the reading experience. Thus, different readers may interpret the exact text differently, and these interpretations are considered valid and valuable. Rosenblatt introduced the concept of the "aesthetic" and the "efferent" stance in reading. The aesthetic stance refers to reading for the sake of the experience, where the reader immerses in the text and focuses on the aesthetic qualities, emotions, and personal responses it evokes. On the other hand, the efferent stance refers to reading to extract information or gain knowledge from the text. Both stances are valuable and can coexist in reading. However, she emphasized the importance of maintaining a balance between the two, as an overemphasis on either stance can hinder a holistic understanding of the text. Rosenblatt's transactional theory of reading significantly impacted literary studies, pedagogy, and the understanding of the reading process. It challenged the traditional view of reading as a one-way transmission of meaning from the author to the reader and highlighted the reader's active role in shaping the meaning of a text. Her theory continues to be influential and has paved the way for further developments in reader response criticism and the study of literary interpretation. Moreover, every teacher needs to evaluate all instructional materials to ensure they are related to the learning objective, support learning with limited distractions, and provide variety and choice. Many considerations are involved when selecting a text, including genre, complexity, length, text type, and topic. Texts should be inclusive, relevant to students' lives, identity-affirming, and culturally responsive. Figure 1 presents the conceptual framework of the study. It shows three interconnected themes. The experiences of teachers on exposing pupils to printed materials, a qualitative inquiry that allows researchers and teachers to provide the necessary skills, knowledge, and focus on engaging in meaningful inquiry about their teaching practice, would bring new level opportunities and success in the learning community. There was a genuine concern, as could be viewed with the first circle, which interlinks to the second circle; however, the center of the two circles determines that educational management insights were drawn from the study's findings that are very critical to school success.

2. Methodology

In this chapter, we outline the processes and steps involved in conducting the study, including selecting the study's design, identifying the respondents and sampling method, choosing the research instruments for data collection, and delineating the data analysis process. The researcher utilized artificial intelligence (AI) methods to meticulously proofread this work during its preparation, explicitly leveraging AI to enhance the overall quality, coherence, and precision of the manuscript. This methodology is communicated openly to adhere to ethical norms in research, underscoring a commitment to the responsible use of cutting-edge technologies and acknowledging AI's growing role and potential in professional and academic writing.

2.1. Philosophical Assumptions—The study's philosophical assumption was a framework for gathering, analyzing, and interpreting data in a specific study area. It provides the context for decisions and conclusions that follow data interpretation. The standard philosophical assumption types are further elaborated below. Ontological assumption. Ontology pertains to how the issue being researched relates to the nature of reality. Khalifa and Khalifa (2024) state that qualitative research assumes multiple beliefs and realities ontologically. Moreover, the article also states that researchers embrace the idea of multiple realities as they implement qualitative research, intending to report these multiple realities. Also, the article asserts that researchers use the participants' quotes and themes from their responses to provide evidence of different viewpoints and realities. In this study, the researcher utilized the participants' voices and interpretations, drawing from extensive quotes and themes mirrored in their statements and offering evidence of various viewpoints. Moreover, the participants' answers underwent coding and analysis to determine the cohesion and discreteness of different responses. The researcher will also ensure that the participants' responses are carefully coded to ascertain the result's reliability, that the responses are authentic, and that personal prejudices are avoided as the research study advances. Epistemological Assumptions. Epistemology refers to the nature of the relationship between the subject and the researcher. Additionally, it is essential to understand how knowledge claims are supported by maintaining close contact with study participants to get firsthand data. In Khalifa and Khalifa's (2024) article, it was stated that qualitative research's epistemological assumption was that the acquisition of knowledge relies heavily on the quality of interaction with the research participants. It also asserts that knowledge is known through people's subjective experiences. The study assumes that the researcher interacted closely with the participants to obtain firsthand information about the inquiry. Axiological Assumption. Axiology deals with the role of value in the research. Hence, it refers to what is correct (Khalifa Khalifa, 2024). Moreover, the article of Khalifa and Khalifa (2024) asserts that the axiological assumption of qualitative research is that the researcher's assumptions and values impact the research study's design and questions. It also claims that researchers acknowledge that research was value-laden and that biases are present in a research study. In line with this, the researcher ascertains to uphold the dignity and value of every participant's data gathered. Additionally, the researcher recognizes and understands the personal and value-laden nature of the information collected in the study. Moreover, the researcher preserves the value of the participant's answers and carefully understands them in light of the participants' interpretation. Rhetorical Assumption. Rhetoric is defined as

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reporting reality in the research participants' eyes. Instead of internal and external validity and objectivity, the researcher employed personal voice and qualitative concepts like credibility, transferability, dependability, and conformability. The researchers utilized a qualitative research method using phenomenology to investigate the perceptions and challenges of culinary teachers in integrating ICT into culinary education. According to Badil et al. (2023), Phenomenology was an interpretive model inquiry method. It was also best recognized as the science of the essence of perception and consciousness, which explains the concepts and significance of individuals' lived experiences. Moreover, Phenomenology is also defined as a research method that aims to capture the essence of a phenomenon by investigating it from the viewpoint of those who experienced it. Describing the meaning of these experiences is the goal of phenomenology, taking into account what was experienced and how it was experienced (Neubauer et al., 2019).

2.2. Qualitative Assumptions—This study used a phenomenological approach using qualitative methodology. The researcher conducted the interview using an interview guide, which the participants answered based on their experiences and practices related to this study. An in-depth interview is a qualitative research technique involving intensive individual interviews with a few respondents to explore their perspectives on a particular idea, program, or situation (Boyce Neale, 2006). Interviews were primarily done in qualitative research and occurred when researchers asked one or more participants general, open-ended questions and recorded their answers. A phenomenological approach is used to gain a broader insight. Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon for investigatory inquiry (Creswell, 2019).

2.3. Design and Procedure—The study utilized a qualitative research method employing a phenomenological qualitative design. According to Lester, phenomenological research is concerned with studying experiences from the individual's perspective, "bracketing" taken-for-granted assumptions and usual ways of perceiving. The phenomenological approach is based on a paradigm of personal knowledge and subjectivity. It emphasized the importance of personal perspective and interpretation. Thus, it is powerful for understanding subjective experiences, gaining insights into participants' motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom. Qualitative research is a method that seeks to understand human experiences, beliefs, and behaviors through non-numerical data (Singh, 2021). It is especially suited for researching complex issues and responding to 'why' questions. When using qualitative methods, the goal is not to obtain representative statistics but rather a more holistic understanding of each case (Tandon, 2021). Document studies, observation, interviews, and focus groups are standard qualitative data collection methods (Busetto et al., 2020). Moreover, according to Creswell (2019), the data is read repetitively and culled for common phrases and experiences after the data collection. These phrases are then grouped in clusters to form themes and meanings. In line with this, the researcher can now construct universal meanings of the event, situation, and experience, hence arriving at an in-depth understanding of the phenomenon. The phenomenological research design selected in this study was used to collect data on the experiences and challenges Grade One teachers face in exposing their pupils to printed learning materials. This research approach deepened the understanding of nature and the meaning of everyday experiences. Qualitative research was

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interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (Merriam, 2009). This form of research would provide a deep understanding of the subject and results in enhanced explanatory power. The researcher becomes "a part of the world they study; the knower and the known are taken to be inseparable" (Hatch, 2002). Because of the researcher's involvement, however, "much qualitative research is subjective. . . " (Wrench, Thomas-Maddox, Richmond, and McCroskey, 2008) Moreover, the researcher would used a referral system to identify qualified teachers to be participants based on criteria. This sampling method used is purposive sampling. Nikolopoulou (2022) states that "purposive sampling" is a set of non-probability sampling techniques that includes selecting sample units depending on the possession of particular attributes. He said that purposive sampling relies on the researcher's judgment in determining which individuals, circumstances, or events will produce the most valuable data for accomplishing the study's objectives. In other words, it chooses units "on purpose." Moreover, the identity of the participants will be strictly valued and respected under the "ethics of research." Hence, the researcher's interaction with them will be strictly professional and upright. Specifically, phenomenology was the study of the subjective experiences of others. It researched the world through another person's eyes by discovering how they interpret their experiences. It describes the meaning of the lived experiences of several individuals about a concept or a phenomenon. Phenomenology explores the structures of consciousness in human experiences, as Polkinghorne (2000) noted. This involved procedures which the qualitative researchers should follow. First, the researcher wrote research questions that would explore the meaning of life experiences for individuals and asked individuals to describe these experiences.

The researcher collected data from individuals who had experienced the phenomenon under investigation, typically via lengthy interviews. Next, the data analysis involved horizontalization that extracted significant statements from transcribed interviews. The significant statements were transformed into clusters of meanings according to how each statement would fall under specific psychological and phenomenological concepts. Moreover, these transformations were tied up together to make a general description of the experience – both the textual description of what was experienced and the structural description of how it was experienced. The researcher incorporated their meaning of the experience here. Finally, the report wrote such that readers understand better the essential, invariant structure of the essence of the experience. Conversely, several challenges had been pointed out. The researcher required a solid grounding in the philosophical guidelines of phenomenology. The subjects selected in the study were individuals who had experienced the phenomenon. The researcher needed to bracket their own experiences and observations, which was difficult to do. The researcher needs to decide as to how and when their observations were incorporated into the study. Accordingly, Hycner, (2008) phenomenology in business research studies ideas were generated from the abundant amount of data using induction and human interests, as well as stakeholder perspective may have their reflection on the study. A study that attempted to explore teachers' experiences exposing pupils to printed learning materials via conducting in-depth interviews with Grade One teachers is a relevant example of research with a phenomenology philosophy. Advantages associated with phenomenology include a better understanding of meanings attached by people and its contribution to developing new theories. Its disadvantages include difficulties with analysis and interpretation, usually lower levels of validity and reliability com-

pared to positivism, and more time and other resources required for data collection (Hycner, 2008). Similarly, Schutz (2010) stressed that the phenomenological approach aims to illuminate specific phenomena and identify them through how the actors perceive them in a situation. In the human sphere, this typically translates into gathering 'deep' information and perceptions through inductive, qualitative methods such as interviews, discussions, and participant observation and representing them from the perspective of the research participant(s). Phenomenology concerned studying experience from the individual's perspective, 'bracketing' taken-for-granted assumptions, and usual ways of perceiving. Epistemologically, phenomenological approaches were based on the paradigm of personal knowledge and subjectivity and emphasized the importance of personal perspective and interpretation. As such, they were dominant in understanding the subjective experience, gaining insights into people's motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom. It was the researcher's purpose to employ the phenomenology type of qualitative method research used since the focal point of this study was to explore teachers' experiences on exposing pupils to printed learning materials.

2.4. Ethical Considerations—Ethical considerations were of paramount importance in the design of this research study. The researcher needed to consider several ethical issues about the research participant groups addressed in this fieldwork. Ethical considerations can be specified as one of the most critical parts of the research. The researcher must also adhere to promoting the aims of the research, imparting factual knowledge, truth, and prevention of error. Social Value. Research is essential to society. In this study, the social value focused on teachers' experiences exposing pupils to printed learning materials. Thus, the social problem that pushed the researcher's interest was the challenges the teacher encountered. This study could serve as a basis for higher authorities to create more programs and resolutions where learners could benefit. Informed Consent. Gaining the trust and support of research participants was critical to informed and ethical academic inquiry and phenomenological research (the University of Michigan, 2018). Informed consent was the process of telling potential research participants about the critical elements of a research study and what their participation would involve. The informed consent process is one of the central components of the ethical conduct of research with human subjects. The consent process typically includes providing a written document containing the required information and presenting that information to prospective participants. All participants were given an informed consent form before scheduling the interviews and participating in the phenomenological research process. Each participant was required to provide a signed personal acknowledgment, consent, and an indication of a willingness to participate in the study release. The purpose of the informed consent letter was to introduce the research effort, provide contact information, articulate the study's intent, request voluntary participation by the recipients, and identify the anticipated information that the informants are expected to provide. All participants were required to sign and return the consent letter to the researcher before participating. In the conduct and practice of this study, the Treaty Principle of Participation, as cited by McLeod (2009), was adhered to. The invitation to participate ensured that participation in the research was entirely voluntary and based on understanding adequate information. The recruitment and selection of participants were lodged in the appendices of this study. The Vulnerability of Research Participants. The participants of this study were deemed capable of answering the research instrument because they served as the first-hand source of information. Thus, the researcher then

assured the participants that they could easily be reached through their contact number and address in case there were any clarifications or questions about the study. Risks, Benefits, and Safety. The recruitment of the respondents was free of coercion, undue influence, or inducement. Moreover, respondents were provided with the contact numbers of the panel chair or panel members if they had queries related to the study. This was done to answer the respondents' possible questions. Furthermore, if respondents experienced possible discomfort and inconvenience while answering the questions, they were not compelled to participate in any manner. Further, the researcher had to ensure that the respondents were safe during the survey and interview. Thus, the questionnaire was distributed in a safe venue and administered conveniently. The dominant concern of this study was the Treaty Principle of Protection, as reflected in the respect for the rights of privacy and confidentiality and the minimization of risk. This was done by assigning pseudonyms for each informant so as not to disclose their identity. The possibility of a degree of risk inherent to this was minimized by taking all reasonable steps to guarantee participant confidentiality. Privacy and Confidentiality of Information. This study observed the Data Privacy Act of 2002 to ensure that the data cannot be traced back to their natural sources to protect participants' identities. Thus, utmost care was taken to ensure the anonymity of the data sources. Hence, any printed outputs that were carried out from this study were kept anonymous. Furthermore, all the issues were considered so there would be no conflict of interest among the researcher and the respondents. Any misleading information and representation of primary data findings in a biased way must be avoided. Justice. The respondents must be informed of the researcher's role and their corresponding role during data gathering. They were then briefed that they had to be fully honest in answering the survey

questions and that any type of communication about the research should be done with honesty. Similarly, they were informed that they were the ones to benefit first from the study's results. Transparency. The study results can then be accessed by the respondents and heads of the participating schools because the information is available and is placed on CD or other storage devices, which can be requested from the researcher. Also, by learning about the study's results, classroom teachers would be aware of the significance of the study and its contribution to their well-being. Further, each participant was advised that they had the right to withdraw their information at any time up to the completion of the data collection process and that they could request to be allowed to verify their transcript after the interview. The participants could amend or remove any information they felt might identify them. The researcher reserved the right to use pseudonyms and change names and non-significant dates to protect the participant's identity in all subsequent data analysis and reporting. Qualification of the Researcher. The researcher ensured the possession of the needed qualifications to conduct the study. The researcher had completed the academic requirements and passed the comprehensive examination before thesis writing, which is the last requirement to obtain the researcher's master's degree. They were qualified to conduct the study physically, mentally, emotionally, and financially. Also, the advisee-adviser tandem is ensured that the study would reach its completion. Adequacy of Facilities. The researcher strove to complete the study successfully within the specified time and that they were equipped with the necessary resources. Likewise, the technical committee helped enhance the paper by giving the needed suggestions and recommendations. The researcher also had to ensure they had enough funds to continue and finish the research. Community Involvement. The researcher respected the respondents' local traditions, culture, and

views in this study. Moreover, this study would not use deceit in any stage of its implementation, specifically in recruiting the participants or data collection methods. Furthermore, the researcher deemed it necessary to express their great pleasure in their whole-hearted participation in this study. Plagiarism and Fabrication as the researcher. The researcher respected other works by adequately citing the author and rewriting what someone else has said in their own way. Understand the study context and avoid copying and pasting the text verbatim from the reference paper. Always use quotes to indicate that the text has been taken from another paper. Similarly, they would assure them of honesty in working on the manuscript and that there were no intentional misrepresentations in the study and making up of data and results or purposefully putting forward conclusions that are not accurate.

2.5. Research Participants—The key informants of this study were the selected elementary grade one teachers of Talomo-B District, Division of Davao City. The researcher utilized ten (10) teachers for qualitative participants in an in-depth interview (IDE) who were purposely selected. The informants should have been teaching for three or more years in Grade One level, male or female, with a very satisfactory in his/her performance rating for three consecutive years. The researcher utilized the purposive sampling design since the participants will be chosen based on the criteria or purpose of the study. It was also known as judgmental, selective, or subjective sampling. The selection of the participants was purposefully done to ensure that the findings were authentic.

2.6. Rsearch Instrument—Qualitative analysis was employed to establish the study's credibility, transferability, and dependability. The participants' experiences were captured through audio-taped one-on-one, non-structured interviews, peer debriefing, and field notes. Each participant completed the audio tape one-on-one, structured interview, peer debriefing, and field notes within four days, with each session lasting between 1 hour and 15 minutes. Interview Guide. The researcher prepared five open-ended questions for the unstructured interview to gather additional information and supporting answers to validate the study's findings. The interview questions were parallel to the components contained in the questionnaire. The phenomenological research design was selected in this study to collect data on the participants' life experiences. The research approach deepens the understanding of nature and the meaning of everyday experiences. According to Corbetta (2003), the phenomenological research design was a qualitative type of research for which interviews provide an in-depth method that can grant access to deep knowledge and explanations and help to grasp the subject's perspective. Bryman (2008) posits that personal and detailed stories can be told through interviews or face-to-face discussions, focusing on how the interviewee understands and explains different phenomena. The researcher in this study aimed to draw an in-depth study of teachers' experiences with exposing pupils to printed learning materials. A questionnaire was a set of carefully designed, written down, and tested questions that were asked of individual respondents to gather information in research (Enon, 2008). These structured questionnaires, with some open-ended questions included, were prepared to cater to subjects that are too busy and difficult to trace. It is also a useful instrument for the researcher to use for the teachers whose number is too significant to cover by the researcher personally. The questionnaires were appropriate for collecting massive amounts of data within a short time. The open-ended questions gave the respondents an opportunity to give a further opinion by qualifying or substantiating their answers. They were also intended to tap as much information as possible from the different categories of respondents.

2.7. Role of the Researcher—The researcher made a letter asking permission to the Schools Division Superintendent. After this, another letter of permission was secured and submitted to the participants. Upon approval, The forms were used in the data collection as prescribed in the qualitative design. In this study, recording an in-depth interview was used. It is important for the researcher to get the subjective interaction between the participants of the study. The researcher heavily relied on naturalistic methods (interviewing and audio-recording), and the interpretivist paradigm was used. Interpretive approaches rely heavily on naturalistic methods like interviewing and observation and analysis of existing texts. These methods ensure an adequate dialog between the researchers and those with whom they interact in order to construct a meaningful reality collaboratively. Yin, as cited by Aquilam (2014), suggested numerous forms of data collection, including documents, archival records, interviews, direct observation, participant observation, and physical artifacts. The researcher conducted an in-depth interview to obtain legitimate and trustworthy data on teachers' experiences. This interview aimed to explore teachers' experiences exposing pupils to printed learning materials. The participants were encouraged to express their answers in their most comfortable manner. The interview with the teacher was transcribed word for word. Lastly, the researcher analyzed the data collected using discourse analysis and thematic analysis. Creswell (2019) suggested that to succeed in the study, the data must be stored to be easily found and protected from damage and loss.

2.7. Data Collection – The following was the step-by-step process of gathering the data needed. Securing endorsement. In this study, the researcher provided an ethics compliance certificate from the Dean of the Graduate School to pursue the study in the second week of January 2024. Asking permission from the Schools Division Superintendent. In this study, the researcher asked permission from the Schools Division Superintendent to conduct the study in the 3rd week of January 2024 in the identified schools. The researcher sent a letter addressed to the Schools Division Superintendent with the attached Chapters 1 and 2 together with the research instrument, which explained the study's objectives and the participants' identification. The researcher waited for the SDS's response before conducting it. Asking permission from the school heads. After securing the approval of the SDS, the researcher sent letters to the principals of the schools explaining the study to be conducted in their schools during the fourth week of January 2024. Obtaining consent from the participants. The researcher asked permission from the participants. During the first week of February 2024, they were formally oriented about the study and the process they would undergo as participants. Conducting the interview. In this study, the researcher conducted the in-depth interview using the questionnaire in the 2nd and third weeks of February 2024. The profile of the participants was taken, notes were jotted down, and conversations were recorded using a sound recorder for ease of transcription. The researcher carefully listened and responded actively during the interviews. Transcribing the responses of the interviewees. The researcher transcribed the interviewees' responses precisely by recalling their answers from the sound recorder on the fourth week of February 2024. Data Coding and thematizing. After the transcription, the data were then categorized and coded for the whole month of March 2024. Then, themes were extracted, and individual data within the participants were compared and contrasted to come up with patterns and trends

2.8. Data Analysis—In this study, thematic analysis was utilized to analyze the gathered data. The researcher analyzed the answers of the participants from the conducted inter-

views using Creswell's Model, specifically the identifying of themes approach. According to Creswell (2012), themes in qualitative research are similar codes aggregated together to form a major idea in the database. Familiarization with the data was common to all forms of qualitative analysis. The researcher immersed herself in and became intimately familiar with their data, reading and re-reading it and noting any initial analytic observations. Coding was also a common element of many approaches to qualitative analysis and involves generating pithy labels for important features of the data of relevance to the (broad) research question guiding the analysis. Coding is not simply a data reduction method; it is also an analytic process, so codes capture both a semantic and conceptual reading of the data. The researcher l coded every data item and ended this phase by collating all their codes and relevant data extracts. Searching for themes was a coherent and meaningful pattern in the data relevant to the research question. The researcher ended this phase by collating all the coded data relevant to each theme. Reviewing themes, the researcher reflected on whether the themes tell a convincing and compelling story about the data and began to define the nature of each individual theme and the relationship between the themes. Defining and naming themes. The researcher prepared a detailed analysis of each theme, identifying its 'essence' and constructing a concise, punchy, and informative name for each theme. Writing-up involves weaving together the analytic narrative and data extracts to tell the reader a coherent and persuasive story about the data, and contextualizing it in relation to existing literature.

2.9. Framework of Analysis—This study employed a qualitative research method. Rigorous and systematic steps were observed in analyzing the information gathered from the teacher-participants. Data were analyzed following the steps outlined by O'Connor and Gibson (2003) on qualitative data analysis: Organizing the Data. The data are organized in a way that is easy to look at, allowing the researcher to go through each topic to pick out concepts and themes. Finding and Organizing Ideas and Concepts. If specific words or ideas keep coming up, organize them into codes or categories. Building Over-Arching Themes in the Data. Each response category has one or more associated themes that give a deeper meaning to the data. Different categories can be collapsed under one central over-arching theme. Ensuring Reliability and Validity in the Data Analysis and in the Findings.

Findings are more dependable when they can be confirmed from several independent sources. Their validity is enhanced when they are confirmed by more than one "instrument" measuring the same thing. The researcher in this study completed the two other steps: writing, which is drafting the output of the data analysis by weaving stories from narratives and literature, and presentation, which is thematic and comprehensive presentation of output in artistic graphs and illustrations.

2.10. Trustworthiness of the Study—The concepts of validity and reliability would relatively be foreign to the field of qualitative research. Qualitative researchers substitute data trustworthiness instead of focusing on reliability and validity. Trustworthiness consists of the components such as credibility, transferability, dependability and conformability (Harts, 2016).

Credibility refers to the extent to which a research account is believable and appropriate, with particular reference to the level of agreement between participants and the researcher. The notion of credibility is most often associated with the framework presented by Yvonna Lincoln and Egon Guba. Transferability is the degree to which qualitative research results can
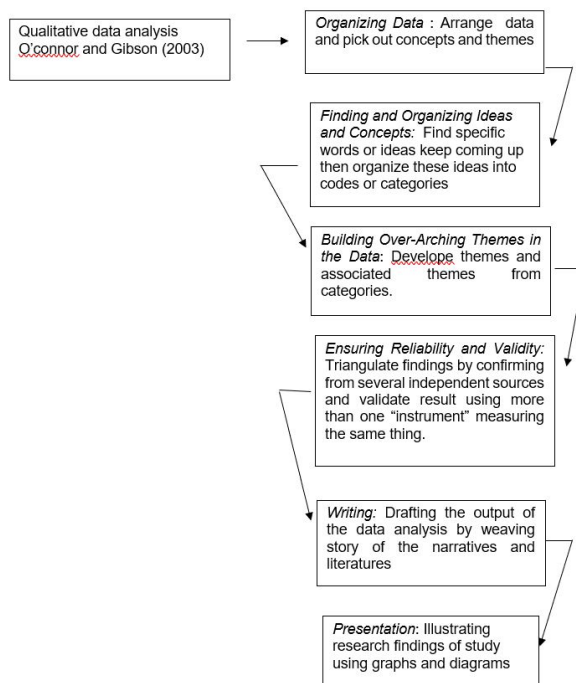
Fig. 2. Analytical Framework of the Study

be transferred to other contexts or settings with other respondents. The researcher facilitates the transferability judgment by a potential user through thick description. Dependability is the extent to which the study could be repeated by other researchers and that the findings would be consistent. In other words, if a person wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did. Conformability refers to the objectivity of research during data collection and data analysis. There needs to be congruency between two or more independent persons about the accuracy, relevance, or meaning of the data (Polit Beck, 2012). Conformability also indicates a means to demonstrate quality.

3. Results and Discussion

This chapter presents and discusses the study's results with reference to its aim. It also discusses the themes that emerged from the data gathered. The results present the description and background of the participants who were assigned pseudonyms to conceal their identities.

3.1. The Experiences of Teachers in Exposing Learners to Printed Learning Materials—Teachers are pivotal in creating print-rich environments conducive to early literacy development. Studies by Smith and Jones (2018) highlight the significance of intentional teaching practices, such as interactive read-aloud, shared reading, and guided reading, in promoting language acquisition and emergent literacy skills among young learners. Teachers often face challenges in sourcing and selecting appropriate printed materials for diverse learners. Research by Johnson et al. (2019) underscores the importance of having access to a wide range of high-quality books and resources that cater to varying interests, abilities, and cultural backgrounds. Teachers must navigate these resources effectively to meet their students' needs.

3.1.1. Assessment and Differentiation of Learners' Capability—A fundamental compo-

nent of this process involves an insightful assessment of each pupil's reading level. Regular and comprehensive reading assessments are conducted to gauge their proficiency, comprehension, and fluency. This assessment provides a foundational understanding, allowing educators to individualize reading plans and select appropriate printed learning materials for each student. Formative assessments are critical in understanding and supporting the individual reading development of young learners. According to Brown and Smith (2019), ongoing assessments such as running records, observational notes, and reading inventories provide insights into pupils' reading behaviors, fluency, and comprehension skills. These assessments enable teachers to tailor instruction to meet each student's needs. The use of diagnostic tools helps identify specific literacy needs and areas for intervention. Jones et al. (2020) highlight the importance of assessments like the Phonological Awareness Literacy Screening (PALS) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in diagnosing reading difficulties and planning targeted support. These tools allow teachers to address gaps in phonemic awareness, decoding, and vocabulary. Participant 1 advocated for teachers to conduct initial assessments to understand each student's reading level and abilities. This understanding enables teachers to tailor reading materials to match each student's comprehension and skill levels, promoting effective learning. Participant 7 suggested using leveled readers, which are books designed to match a child's reading ability. By providing appropriately challenging materials, leveled readers ensure that students are engaged and motivated to improve their reading skills while not overwhelming them with content beyond their current abilities. Research by Lee and Thompson (2021) emphasized that while these assessments are valuable for benchmarking and reporting, they should be complemented by formative approaches to provide a comprehensive picture of pupil achievement. According to Miller and Garcia (2021), strategies such as guided reading, literature circles, and tiered activities allow teachers to provide varied levels of support and challenge. By grouping students based on their reading levels and skills, teachers can deliver instruction that is appropriately paced and scaffolded. The participant emphasized the importance of incorporating multi-sensory activities into reading instruction. By using tools like manipulatives, drawing, or acting out scenes from a story, teachers can engage different learning modalities, enhancing comprehension and making the reading experience more interactive and enjoyable for students. This approach recognizes that individuals have diverse learning styles and benefits from engaging multiple senses to reinforce understanding and retention of the material. This corroborate with the research of Tomlinson and Moon (2018) underscores the importance of using assessment data to differentiate reading instruction. By assessing students' reading levels, comprehension abilities, and learning styles, educators can tailor learning materials and approaches to meet individual needs effectively. Research by Johnson et al. (2019) highlighted the effectiveness of incorporating manipulatives, drawing, and role-playing activities to appeal to various learning modalities among students. By providing tactile, visual, and kinesthetic stimuli, educators can create interactive and enjoyable reading experiences that cater to diverse learning styles and preferences. Studies emphasize the importance of incorporating these multi-sensory approaches into literacy instruction to foster deeper comprehension, promote retention of information, and enhance overall literacy development among learners.

3.1.2. Implementing Guided Reading Sessions—The introduction of printed learning materials is a cornerstone in nurturing reading experiences for grade one pupils. Within this context, the implementation of guided reading

emerges as an indispensable tool to enhance comprehension, fluency, and overall literacy skills. Research by Smith and Jones (2018) emphasized the importance of guided reading as a scaffolded instructional approach that supports students in developing reading strategies, fluency, and comprehension skills. The study highlights the role of the teacher in providing targeted support and feedback to small groups of students as they read leveled texts at their instructional reading level. Participant 2 advocated for the incorporation of systematic phonics instruction for Grade One pupils. This approach helps students understand the relationship between sounds and letters, enabling them to decode words more effectively. Thus, Participant 3 recommended implementing guided reading sessions, where small groups of students read with the teacher. These sessions focus on specific skills and strategies tailored to each group's reading abilities. Through guided reading, teachers provide support and guidance, promoting comprehension and encouraging discussion about the text. Furthermore, Brown and Garcia (2020) explored the impact of guided reading on struggling readers and concluded that it can be particularly beneficial for students who require additional support in developing reading fluency and comprehension. Additionally, Johnson et al. (2019) found that guided reading interventions led to significant improvements in students' decoding abilities, vocabulary acquisition, and reading comprehension. Participant 4 suggested engaging in interactive read-aloud sessions where teachers read to the entire class and involve students in discussions, predictions, and reflections, fostering a collaborative and engaging learning environment that promotes comprehension and critical thinking skills development. Participant 5 voiced out that using shared reading experiences, where the teacher and students read a text together, allows pupils to follow along, participate at their own pace, and gradually gain confidence in their reading abilities through collaborative learning. The research study findings of Johnson and Smith (2019) highlighted the benefits of interactive read-aloud sessions, where teachers engage students in discussions, predictions, and reflections while reading aloud to the class. These sessions promote active listening, critical thinking, and language development among students, ultimately enhancing comprehension and vocabulary acquisition. Similarly, studies by Brown et al. (2021) have explored the impact of shared reading experiences, noting that collaborative reading activities between teachers and students provide opportunities for scaffolding and support. By reading texts together, students can develop confidence in their reading abilities, improve fluency, and deepen their understanding of literary concepts.

3.1.3. Integrating Multi-sensory Activities—Research by Smith and Jones (2018) underscored the effectiveness of multi-sensory approaches in promoting deeper engagement, improving retention, and accommodating diverse learning styles. By incorporating tactile, auditory, visual, and kinesthetic elements into lessons, educators can create rich and immersive learning environments that cater to the needs of all students. Furthermore, studies by Johnson et al. (2019) emphasized the benefits of multisensory activities in facilitating concept mastery, particularly in subjects such as mathematics and language arts. These activities involve hands-on exploration, manipulative use, interactive games, and creative expression, allowing students to make meaningful connections and apply their learning in real-world contexts. Participant 7 opined that utilizing leveled readers tailored to each student's reading ability ensures an appropriate level of challenge to improve skills while keeping them engaged and interested in the material. Moreover, Participant 8 suggests incorporating multi-sensory activities into reading instruction, such as manipulatives, drawing, or acting out scenes from the story, to

enhance comprehension and engage different learning modalities, ultimately making the reading experience more interactive and enjoyable for students. Research by Brown and Smith (2018) highlighted the effectiveness of leveled readers in providing personalized and differentiated learning experiences tailored to individual students' reading abilities. Furthermore, studies by Johnson et al. (2019) emphasized the benefits of incorporating multi-sensory activities into literacy instruction to enhance comprehension and engage diverse learning modalities. Activities such as using manipulatives, drawing, and role-playing not only make the reading experience more interactive and enjoyable but also facilitate deeper understanding and retention of content. The Participant 10 suggested celebrating students' progress and efforts in reading by offering positive reinforcement. By encouraging students to set achievable reading goals and celebrating their accomplishments, teachers can boost their self-confidence and enthusiasm for reading, fostering a positive and supportive learning environment. Research by Dunn and Dunn (2018) highlighted the benefits of integrating multi-sensory activities in reading instruction. Engaging multiple senses during reading experiences, such as incorporating visual aids, auditory cues, and kinesthetic activities, improves memory retention and reading comprehension. A study by Eden et al. (2019) focused on how multi-sensory techniques can benefit individuals with reading difficulties, such as dyslexia. The research indicates that utilizing multi-sensory activities improves phonemic awareness, decoding skills, and overall reading performance. The research insights gathered from these studies emphasize the significance of assessment and differentiation, guided reading, and multi-sensory activities in enhancing reading experiences for students. Tailoring instruction based on assessment data, employing guided reading approaches, and integrating multi-sensory techniques into reading activities

contribute to a more effective and engaging reading curriculum, ultimately fostering improved reading skills and comprehension. Based on Figure 3, three themes emerged from the responses of the participants, which were the assessment and differentiation of learners' capability, implementation of guided reading sessions, and integration of multi-sensory activities. These themes implied that the participants recognize the fundamental significance of tailored and diverse instructional approaches in optimizing reading experiences for grade one pupils. These themes underscored the acknowledgment that a multifaceted approach is vital to meet young readers' diverse learning needs and styles. The assessment and differentiation of learners' capability can be reflected in an understanding that grade one pupils possess a range of reading abilities and learning styles. Effective teaching necessitates assessing each student's reading level and comprehension skills. Differentiating instruction based on these assessments ensures that each child receives personalized support and appropriately challenging materials. This acknowledgment highlights the need for a flexible and tailored approach to teaching, promoting a foundation of literacy that is robust and inclusive. The theme on intensifying guided reading sessions underscored the importance of providing guided, structured, and leveled reading experiences for grade one pupils. Guided reading sessions, where small groups of students work closely with educators, allow for personalized attention and targeted support. Through guided reading, teachers can effectively address the unique needs of each student, focusing on comprehension, fluency, vocabulary, and phonics. This theme suggests that a guided reading approach is recognized as an effective strategy to enhance reading skills in young learners. The theme of integrating multi-sensory activities emphasizes the understanding that children benefit from engaging multiple senses during the learning process. Multi-sensory activities
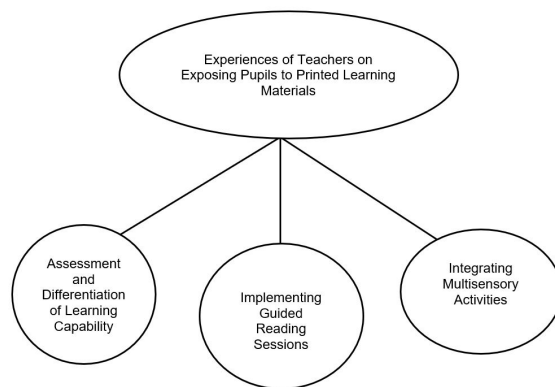
Fig. 3. Emerging themes on the experiences of teachers on exposing pupils to printed learning materials

make reading enjoyable, interactive, and memorable. Recognizing this, the participants are likely aware that incorporating elements like touch, sight, sound, and movement into reading experiences enhances understanding and retention and caters to different learning preferences. It implies acknowledging the role of creativity and varied approaches in making reading more accessible and enjoyable for grade-one pupils. These emergent themes collectively imply that a comprehensive and dynamic approach to reading experiences for grade one pupils is vital. Acknowledging the need for tailored assessments, guided reading sessions, and integrating multisensory activities emphasizes a student-centered approach. The implication is that educators and stakeholders must strive to create a rich and inclusive learning environment, promoting a love for reading and ensuring that each child can navigate their reading journey successfully.

3.2. Coping mechanisms with the Challenges of teachers on exposing pupils to printed learning materials—As educators, embarking on a journey to cultivate the love for reading in young minds, laying the cornerstone of a lifelong adventure with words and stories. However, this expedition comes with challenges, especially when navigating reading experiences for grade one pupils through exposure to printed learning materials.

3.2.1. Identifying diverse reading levels— Research by Smith and Johnson (2018) identified time constraints as a significant challenge, with teachers often struggling to allocate sufficient time for reading instruction amidst competing curriculum demands. Additionally, Brown et al. (2019) emphasized the challenge of addressing diverse learning needs within the classroom, as teachers must differentiate instruction to effectively meet their students' varying reading levels and abilities. Furthermore, Participant 1 highlighted the challenge of accommodating the diverse range of reading abilities within a Grade One classroom. Some students may possess foundational reading skills, while others struggle with basic phonics and decoding. This diversity necessitates tailored instruction to meet the individual needs of each student, which can be a significant challenge for teachers. Participant 3 underscored the importance of vocabulary development for reading comprehension in Grade One students. With many students having limited vocabulary, teachers must introduce and reinforce new vocabulary effectively, ensuring it is accessible and memorable for young learners. This approach is crucial for supporting students' comprehension of texts and fostering their overall literacy skills. There is an increasing emphasis on culturally responsive pedagogy in Grade One classrooms to en-

sure that instructional materials and activities reflect the diversity of students' backgrounds and experiences. Incorporating culturally relevant texts and incorporating students' home languages has been identified as a way to promote literacy achievement based on the study findings of Choi and Hsieh (2020). The literature highlighted the importance of ongoing professional development for Grade One teachers to effectively implement evidence-based instructional practices. Professional learning communities, mentorship programs, and workshops focusing on early literacy have been recommended to support teacher growth and student success. This study is congruent with Jackson and Zhan's notion (2018). Participant 4 pointed out the challenge of teaching letter recognition and phonemic awareness, especially when students have varying levels of exposure to these concepts. Some pupils may find it difficult to associate letters with their corresponding sounds, which can impede their ability to read independently. Moreover, Participant 10 highlighted the complexity of teaching reading in classrooms with diverse language backgrounds, including nonnative English speakers. It requires careful planning and implementation of strategies to ensure that all students, regardless of their language background, can develop strong reading skills in English. According to the study findings of Fletcher-Flinn Searle (2021), incorporating multisensory activities, such as manipulatives, songs, and games, can engage students with different learning styles and levels of language proficiency in learning letter recognition and phonemic awareness. Culturally Responsive Practices: Recognizing and valuing students' linguistic and cultural backgrounds can foster a supportive learning environment. Integrating students' home languages into instruction, providing bilingual materials, and incorporating culturally relevant texts can promote literacy development while honoring students' diverse identities based on the research findings of Cum-

mins Early (2020).

3.2.2. Dealing with Behavioral Challenges—Research from this period has consistently highlighted the prevalence of behavioral challenges in Grade One classrooms. These challenges may include inattention, impulsivity, defiance, and emotional dysregulation (Reid et al., 2019). Behavioral difficulties can significantly impact students' learning and academic achievement. Disruptive behaviors can disrupt instruction, impede peer interactions, and create a negative classroom environment, ultimately hindering academic progress (Maag, 2020). Participant 2 noted the challenge of holding the attention of Grade One pupils, who typically have short attention spans, especially during reading sessions with longer texts. To overcome this challenge, teachers must employ engaging strategies that capture and maintain students' focus and interest in the reading materials. Hence, Participant 5 emphasized that Grade One students are at an age where they are learning to manage their behaviors and impulses. Maintaining a conducive learning environment and managing disruptive behavior during reading sessions can be a significant hurdle for teachers. It requires implementing effective classroom management techniques to ensure a productive and focused reading atmosphere. Grade One students commonly have short attention spans, which can pose challenges during reading sessions, particularly with longer texts. Research suggests that young children's attention can vary depending on factors such as interest level, fatigue, and environmental distractions as revealed by Diamond Lee (2018). To address this, teachers often employ a variety of engaging strategies to maintain students' focus and interest in reading materials. These strategies may include incorporating interactive elements, such as props, visuals, and hands-on activities, as well as incorporating movement breaks and opportunities for student participation by McLaughlin Allen (2021). Participant

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6 underscored the significant impact that the level of support and literacy exposure at home can have on a student's reading experiences. Students who lack a conducive reading environment at home may face obstacles that hinder their progress compared to those with more supportive home environments. This highlights the importance of addressing disparities in home literacy environments to promote equitable learning opportunities for all students. This corroborates Raver and Knitzer's (2022) idea that behavioral challenges must be addressed to ensure effective reading experiences. Behavioral interventions, including creating a structured and positive reading environment, can significantly impact a child's ability to engage with printed learning materials. Research by Merrell and Tymms (2021) explored the relationship between behavior and reading attainment. Understanding how behavior influences a student's reading experience is crucial for developing targeted interventions that promote positive behavior and improved engagement with reading materials.

3.2.3. Intensifying School and Home Support—The educational journey of grade one pupils is a critical phase in building a strong foundation for a lifelong love of reading and learning. Research underscores the significant impact of parental involvement on students' academic achievement and attitudes toward learning (Dearing et al., 2018). Strategies to promote parental involvement include facilitating regular communication between parents and teachers, providing opportunities for parental participation in school activities and decision-making processes, and offering workshops and resources to support parents in actively supporting their child's learning at home (Dixon et al., 2022). Studies have found that when parents are actively engaged in their child's education, students demonstrate higher levels of motivation, better school attendance, and improved academic outcomes. This is congruent with

the research findings by Barton et al. (2020). Hence, Participant 6 emphasized the significant impact of home support and literacy exposure on students' reading experiences. Students who lack a supportive reading environment at home may face obstacles that hinder their progress compared to those with more conducive home environments. This discrepancy underscores the importance of addressing disparities in home literacy environments to ensure equitable learning opportunities for all students. Participant 7 highlighted the challenge of limited time available for each subject, including reading, within the classroom schedule. Teachers may struggle to cover all necessary components of reading instruction, such as comprehension, vocabulary, and fluency, within the allocated time. This time constraint underscores the importance of efficient instructional strategies and prioritization of key reading skills to maximize learning outcomes despite limited instructional time. Research underscored the significant influence of home support and literacy exposure on children's reading development (Sénéchal LeFevre, 2019). Students who receive regular support and exposure to literacy activities at home tend to demonstrate stronger reading skills and greater academic success (Bus et al., 2021). Participant 8 stressed how the lack of access to diverse printed materials can hinder effective teaching, as Grade One teachers require a wide array of resources to accommodate varying reading levels and interests. Participant 9 underscores the demanding nature of regularly assessing student progress and adapting teaching methods, particularly challenging in a full Grade One classroom, emphasizing the importance of maintaining a delicate balance between ongoing assessment and effective instruction tailored to individual learning needs. This finding is congruent with a comprehensive study by Senechal and LeFevre (2022), which emphasizes the positive relationship between family involvement and reading achieve-

ment. Both school and home support, including regular reading sessions at home and involving parents in reading activities, play a vital role in a child's reading experiences. Comprehensive research by Epstein (2021) highlighted the significance of collaborative efforts between schools and families to support children's learning. Open communication, parent-teacher partnerships, and home-based reading programs are essential components of a collaborative approach that enhances reading experiences. Figure 4 shows three themes emerging from the participants' responses: identifying diverse reading levels, dealing with behavioral challenges, and intensifying school and home support. Navigating reading experiences through pupils' exposure to printed learning materials involves addressing three essential themes. These themes represent fundamental aspects in tailoring an effective and inclusive reading program for grade one pupils. Identifying diverse reading levels among grade one pupils presents both a challenge and an opportunity. Students enter the classroom with varying reading, comprehension, and fluency abilities. Recognizing and understanding these differences is crucial for educators to provide tailored instruction. Teachers can identify individual reading levels and cater to each student's needs through assessments and continuous monitoring. Differentiated instruction allows for personalized approaches, ensuring that every child is appropriately challenged and supported, promoting growth, and fostering a love for reading irrespective of their starting point. Dealing behavioral challenges are an inherent aspect of any classroom setting, especially with young learners. Students may face difficulties in maintaining focus, managing restlessness, or displaying disruptive behavior. Addressing these challenges requires patience,

understanding, and well-thought-out strategies. By creating a supportive and engaging learning environment, teachers can encourage positive behavior and attentiveness during reading sessions. Incorporating interactive and multisensory elements into lessons can help channel students' energy effectively and transform potential disruptions into active participation, ensuring a conducive atmosphere for successful reading experiences. Intensifying collaboration between the school and home is fundamental in providing a comprehensive and enriching reading experience. Educators' and parents' involvement and support significantly impact a child's reading journey. Schools play a crucial role in selecting appropriate printed learning materials, designing effective reading programs, and fostering a love for reading within the classroom. On the other hand, parents create a supportive reading environment at home, encouraging daily reading habits, engaging in shared reading experiences, and reinforcing the skills acquired in school. The synergy of school and home support creates a seamless learning continuum, nurturing young readers and instilling a lifelong love for literacy. In conclusion, navigating teachers' reading experiences through pupils' exposures to printed learning materials necessitates a deep understanding of the diverse reading levels among grade one pupils, patience and strategies to address behavioral challenges, and collaborative effort between schools and homes. By embracing these themes and tailoring approaches that consider the unique needs of each child, we can ensure that every student embarks on a successful reading journey equipped with the skills and passion for lifelong learning through the enchanting world of printed materials.

3.3. Educational Management Insights Drawn from the Findings of the Study—The participants shared their educational management insights and it was narrowed down into one to
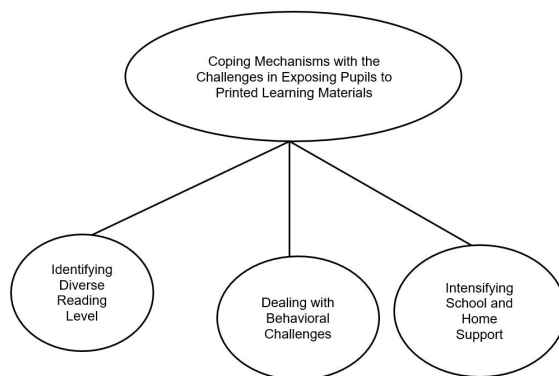
Fig. 4. Emerging themes on teachers' coping mechanisms with the challenges on exposing pupils to printed learning materials

generate the themes. These themes were carefully analyzed and formulated based on informants' accounts and reflections. The subthemes are shown below:

3.3.1. Importance of Early Exposure to Printed Materials—Early exposure to printed materials is a cornerstone for developing foundational literacy skills such as phonemic awareness, vocabulary acquisition, and comprehension, as Neuman and Celano (2020) mentioned. Children who have access to various printed materials from an early age are more likely to develop strong reading abilities and achieve academic success, as Bus et al. (2021) stated. Participant 1 underscored the crucial role early exposure to printed learning materials plays in Grade One pupils' reading experiences, as it significantly influences literacy development, vocabulary acquisition, and comprehension and fosters a lifelong love for reading. Participant 2 emphasized the importance of recognizing the diverse reading levels and abilities of Grade One students, highlighting the necessity for personalized instruction tailored to individual needs and learning styles rather than relying on ineffective one-size-fits-all approaches. Children who are surrounded by print-rich environments are more likely to develop positive attitudes towards reading, engage in independent reading practices, and continue reading for pleasure throughout their lives (Anderson Minke, 2021).

Access to a variety of reading materials, including books, magazines, and newspapers, from an early age, is associated with enhanced literacy development, vocabulary acquisition, and comprehension skills (Neuman Celano, 2020). The participant emphasized the advantages of incorporating educational technology into reading instruction, demonstrating how digital tools and interactive platforms enhance engagement and provide supplementary resources to support traditional printed materials. By integrating technology, educators can create a more interactive and dynamic learning environment that caters to the diverse needs and preferences of Grade One pupils, enriching their reading experiences and fostering deeper comprehension. Research by Neuman and Celano (2021) highlighted that early exposure to printed materials significantly influences a child's literacy development and subsequent academic success. Reading experiences in early childhood provide a foundation for language skills, comprehension, and cognitive growth. A study by Bus, Van Ijzendoorn, and Pellegrini (2018) indicates that early book ownership and exposure to a print-rich environment positively impact a child's language and literacy skills. Children with access to books from an early age tend to develop stronger reading habits and vocabulary.

3.3.2. Continuous Assessment and Adaptation—Responsive teaching involves adapting in-

struction in real time based on students' immediate learning needs and feedback (Hattie Zierer, 2018). Research emphasizes the importance of flexible teaching practices that allow educators to adjust pacing, instructional strategies, and materials to address students' misconceptions, struggles, and strengths as they arise (Boyle et al., 2022). Participant 2 stressed the importance of recognizing the diverse reading levels and abilities among Grade One students, emphasizing the necessity for personalized instruction. By tailoring teaching strategies, materials, and activities to individual needs and learning styles, educators can effectively support each student's reading development. Participant 3 suggested that the study may demonstrate the effectiveness of incorporating multisensory approaches into reading instruction. By utilizing visual, auditory, kinesthetic, and interactive techniques, educators can enhance engagement, comprehension, and overall learning outcomes for Grade One pupils, catering to their diverse learning preferences and maximizing their potential for success in reading. Research consistently emphasized the importance of tailored instruction for Grade One pupils, considering their diverse reading levels and abilities (Vaughn et al., 2022). One-size-fits-all approaches are often ineffective in meeting the needs of all students, as they fail to address individual differences in learning styles, preferences, and readiness levels (Cunningham Allington, 2022). The findings from Participant 4 likely underscored the critical importance of early intervention and support for Grade One students experiencing reading difficulties. Addressing these challenges at an early stage is crucial for preventing further academic obstacles and establishing a solid foundation for future academic success. Participant 9's study likely emphasized the necessity of ongoing assessment and the flexible adaptation of teaching methods to align with the evolving needs and progress of Grade One pupils. Regular assessment enables educators to ad-

just their strategies effectively, ensuring that instruction remains responsive and conducive to student learning. Research underscores the importance of early intervention and support for Grade One students struggling with reading (Snow et al., 2019). Early identification of reading difficulties allows educators to implement targeted interventions and provide appropriate support to prevent further challenges and promote academic success (Vellutino et al., 2020). Studies suggest that students who receive early intervention for reading difficulties demonstrate greater improvements in literacy skills, comprehension, and overall academic achievement compared to those who do not receive timely support (Denton et al., 2021). Early intervention programs may include small group instruction, one-on-one tutoring, phonics-based interventions, and multi-tiered systems of support (MTSS) to address the specific needs of struggling readers.

3.3.3. Advocacy for Equitable Access to Reading Materials—Advocacy for equitable access to printed learning materials is essential in fostering an inclusive and fair educational environment, especially when navigating reading experiences for young learners. This advocacy aims to ensure that every child, regardless of socio-economic background or geographic location, has the opportunity to access high-quality printed materials. The tone should reflect a deep passion for providing equal opportunities and a strong sense of purpose in advocating for equitable access to printed learning materials. It should resonate with the urgency to address disparities and create a level playing field for all young learners. Research emphasizes the importance of ensuring equitable access to education for all students, regardless of their background, abilities, or circumstances (Reardon Owens, 2019). Equity in education entails providing every student with the resources, opportunities, and support they need to succeed academically and thrive in school (Gándara Contreras, 2022).

Participant 5 cited the importance of educator training and professional development in early literacy, emphasizing the necessity for ongoing access to resources and effective strategies to navigate reading experiences successfully for Grade One pupils. Participant 8 shared that the study may emphasize the necessity of well-stocked and diverse classroom libraries, noting how a rich collection of books exposes Grade One students to various reading materials and accommodates different interests and reading levels within the classroom. Research underscores the importance of educator training and professional development in early literacy instruction (Lonigan Shanahan, 2019). Effective early literacy instruction requires teachers to have a deep understanding of reading development, phonics instruction, vocabulary acquisition, comprehension strategies, and assessment practices. Studies suggest that ongoing training and professional development opportunities are essential for equipping teachers with the knowledge, skills, and resources needed to support Grade One pupils' reading experiences successfully (Piasta et al., 2022). Professional development programs may include workshops, seminars, coaching, collaborative learning communities, and graduate coursework focused on evidence-based literacy practices. Participant 10 suggested that the study could reveal the significance of advocating for equitable access to printed learning materials in all schools and regions. Policymakers and stakeholders are encouraged to address resource disparities and guarantee that every Grade One pupil can access high-quality learning materials, promoting fairness and equal opportunities in education. Research by Daisey (2018) stresses the need for advocacy to ensure equal access to printed learning materials for all students, irrespective of socioeconomic background. Equitable access promotes a level playing field, allowing every child to benefit from enriching reading experiences. A comprehensive study by

Evans, Albritton, and English (2020) highlights the role of community advocacy and public libraries in promoting equitable access to printed materials. Collaborative efforts involving communities and public resources create a culture of reading and learning. Facilitating reading experiences through exposure to printed learning materials is a critical aspect of a child's educational journey. Early exposure sets the stage for future academic success, continuous assessment, and adaptation ensure tailored learning experiences and advocacy for equitable access promotes inclusivity and equal opportunities for all learners. These aspects collectively contribute to fostering a lifelong love for reading and empowering individuals through knowledge and literacy. Based on the figure, three themes emerged from the responses of the participants, which were the importance of early exposure to printed materials, continuous assessment and adaptation, and advocacy for equitable access to printed materials. Exposing Grade One pupils to printed learning materials is a fundamental aspect of cultivating a strong foundation in reading and promoting a lifelong love for learning. This essay explored the transformative power of early exposure to printed materials, continuous assessment and adaptation, and the vital advocacy for equitable access to printed learning materials in enhancing reading experiences for Grade One pupils. Early exposure to printed learning materials is akin to providing a compass to navigate the vast ocean of knowledge that awaits young learners. By introducing children to books and other printed materials at an early age, educators and parents lay the cornerstone of literacy. This early exposure ignites curiosity, fosters imagination, and opens doors to the world of words and ideas. Early exposure to printed materials enriches vocabulary and comprehension skills, setting the stage for effective communication. Interacting with printed materials from an early age enhances cognitive abilities, critical thinking, and problem-solving
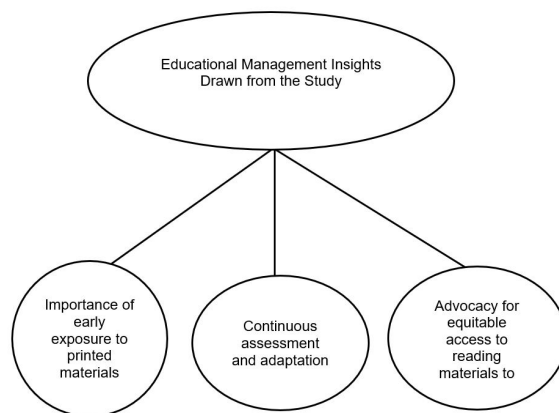
skills. Exposure to captivating books instills a passion for reading, making it an enjoyable habit rather than a chore. Accessible Classroom Libraries: Establishing well-stocked classroom libraries with a diverse range of age-appropriate books encourages Grade One pupils to explore and engage with printed materials. Conducting regular interactive reading sessions, where teachers read aloud and involve students in discussions, instills an early appreciation for storytelling and literacy. For continuous assessment and adaptation, the journey of learning to read is dynamic and unique for each Grade One pupil. Continuous assessment and adaptation are vital components of effective teaching strategies. It involves a responsive approach that tailors instruction based on the evolving needs, progress, and abilities of individual students. Personalized Learning: Understanding individual learning styles allows for tailored approaches, optimizing learning experiences for every student. Early identification of challenges enables timely intervention and specialized support, preventing learning gaps. Adapting teaching methods to resonate with the students' interests ensures sustained engagement and enthusiasm for reading. Employ ongoing formative assessments, such as reading diagnostics, to gauge progress and adjust instruction accordingly. Develop lesson plans that allow for flexibility, enabling teachers

to modify content and pace to suit the learning needs of the class. Equitable access to printed learning materials is a cornerstone of a just and inclusive educational system. Every Grade One pupil deserves an equal opportunity to access a rich array of printed materials, regardless of socio-economic or geographical background. Advocating for equitable access ensures that all students have the same opportunities to learn and excel, irrespective of their circumstances. Providing students with access to printed materials empowers them, giving them the tools to shape their own education and future. Engage with policymakers to emphasize the importance of funding and policies prioritizing equal access to printed materials for all schools and communities. Collaborate with local organizations and businesses to secure donations, grants, or resources that support the provision of printed materials to underserved areas. Exposing Grade One pupils to printed learning materials early, continually assessing and adapting teaching strategies, and advocating for equitable access to these materials are pivotal aspects of enhancing reading experiences. Through these themes, educators, parents, and policymakers can together nurture a generation of avid readers and lifelong learners, laying the foundation for a brighter and more equitable future.

4.   Implications and Future Directions

Exploring teachers' experiences through pupils' exposure to printed learning materials is crucial for the reading development of Grade One pupils. Understanding this exposure's implications and future directions is essential for policymakers, school administrators, and teachers to enhance literacy and educational outcomes.

4.1.   Findings—Key findings indicate that teachers face notable challenges in differentiating reading levels among students, dealing with resource limitations, and maintaining student engagement. Diagnostic assessments revealed diverse reading proficiencies within classrooms, necessitating individualized support and resources. Implementing guided reading sessions, where small groups engage with leveled texts and structured feedback, proved beneficial in enhancing comprehension and fluency. The study also underscored the value of multi-sensory learning—using tactile and visual aids to cater to various learning styles, thereby enriching the reading experience.

4.2.   Implications—The study uncovered teachers' experiences in exposing their pupils to printed materials. Hence navigating their reading experiences. It also showcased employing diverse teaching strategies, including allocating sufficient funds and resources to ensure the provision of high-quality printed learning materials for Grade One pupils. Prioritize this funding to bridge the resource gap and provide equitable access across schools, especially in underserved areas. Integrate reading programs that emphasize exposure to printed materials into the national curriculum. Establish clear guidelines and standards for developing, selecting, and distributing appropriate learning materials that align with curriculum goals. Regarding teachers' experiences, three themes emerged from the participants' responses: assessment and differentiation of learners' capability, implementation of guided reading sessions, and integration of multi-sensory activities. These themes implied that the participants recognize the fun-

damental significance of tailored and diverse instructional approaches in optimizing reading experiences for grade one pupils. These themes underscored the acknowledgment that a multifaceted approach is vital to meet the diverse learning needs and styles of young readers. To assess and differentiate learners' capability, it is essential to understand that grade one pupils possess a range of reading abilities and learning styles. Effective teaching necessitates assessing each student's reading level and comprehension skills. Differentiating instruction based on these assessments ensures that each child receives personalized support and appropriately challenging materials. This acknowledgment highlights the need for a flexible and tailored approach to teaching, promoting a foundation of literacy that is robust and inclusive. The theme on implementing guided reading sessions underscores the importance of providing guided, structured, and leveled reading experiences for grade one pupils. Guided reading sessions, where small groups of students work closely with educators, allow for personalized attention and targeted support. Through guided reading, teachers can effectively address the unique needs of each student, focusing on comprehension, fluency, vocabulary, and phonics. This theme suggests that a guided reading approach is recognized as an effective strategy to enhance reading skills in young learners. Integrating multi-sensory activities emphasizes the understanding that children benefit from engaging multiple senses during the learning process. Multi-sensory activities make reading enjoyable, interactive, and memorable. Recognizing this, the participants are likely aware that incorporating elements like

touch, sight, sound, and movement into reading experiences not only enhances understanding and retention but also caters to different learning preferences. It implies an acknowledgment of the role of creativity and varied approaches in making reading more accessible and enjoyable for grade one pupils. These emergent themes collectively imply that a comprehensive and dynamic approach to reading experiences for grade one pupils is vital. Acknowledging the need for tailored assessments, guided reading sessions, and integrating multi-sensory activities emphasizes a student-centered approach. The implication is that educators and stakeholders must strive to create a rich and inclusive learning environment, promoting a love for reading and ensuring that each child can navigate their reading journey successfully. Meanwhile, three themes emerged from the participants' responses regarding coping mechanisms with the challenges encountered by teachers: identifying diverse reading levels, dealing with behavioral challenges, and intensifying school and home support. These themes represent fundamental aspects in tailoring an effective and inclusive reading program for grade one pupils. Identifying the diverse reading levels among grade one pupils presents both a challenge and an opportunity. Students enter the classroom with varying reading, comprehension, and fluency abilities. Recognizing and understanding these differences is crucial for educators to provide tailored instruction. Teachers can identify individual reading levels and cater to each student's needs through assessments and continuous monitoring. Differentiated instruction allows for personalized approaches, ensuring that every child is appropriately challenged and supported, promoting growth, and fostering a love for reading irrespective of their starting point. Dealing with behavioral challenges is an inherent aspect of any classroom setting, especially with young learners. Students may face difficulties in maintaining focus, managing restlessness,

or displaying disruptive behavior. Addressing these challenges requires patience, understanding, and well-thought-out strategies. By creating a supportive and engaging learning environment, teachers can encourage positive behavior and attentiveness during reading sessions. Incorporating interactive and multi-sensory elements into lessons can help channel students' energy effectively and transform potential disruptions into active participation, ensuring a conducive atmosphere for successful reading experiences. Intensifying collaboration between the school and home is fundamental in providing a comprehensive and enriching reading experience. Educators' and parents' involvement and support significantly impact a child's reading journey. Schools play a crucial role in selecting appropriate printed learning materials, designing effective reading programs, and fostering a love for reading within the classroom. On the other hand, parents create a supportive reading environment at home, encouraging daily reading habits, engaging in shared reading experiences, and reinforcing the skills acquired in school. The synergy of school and home support creates a seamless learning continuum, nurturing young readers and instilling a lifelong love for literacy. Further, the insights drawn from the findings were the importance of early exposure to printed materials, continuous assessment, and adaptation, and advocacy for equitable access to reading materials. Exposing Grade One pupils to printed learning materials is fundamental to cultivating a strong foundation in reading and promoting a lifelong love for learning. This essay explores the transformative power of early exposure to printed materials, continuous assessment and adaptation, and the vital advocacy for equitable access to printed learning materials in enhancing reading experiences for Grade One pupils. Early exposure to printed learning materials is akin to providing a compass to navigate the vast ocean of knowledge that awaits young learners. By introducing children

to books and other printed materials at an early age, educators and parents lay the cornerstone of literacy. This early exposure ignites curiosity, fosters imagination, and opens doors to the world of words and ideas. Early exposure to printed materials enriches vocabulary and comprehension skills, setting the stage for effective communication. Interacting with printed materials from an early age enhances cognitive abilities, critical thinking, and problem-solving skills. Exposure to captivating books instills a passion for reading, making it an enjoyable habit rather than a chore. Accessible Classroom Libraries: Establishing well-stocked classroom libraries with a diverse range of age-appropriate books encourages Grade One pupils to explore and engage with printed materials. Conducting regular interactive reading sessions, where teachers read aloud and involve students in discussions, instills an early appreciation for storytelling and literacy. For continuous assessment and adaptation, the journey of learning to read is dynamic and unique for each Grade One pupil. Continuous assessment and adaptation are vital components of effective teaching strategies. It involves a responsive approach that tailors instruction based on the evolving needs, progress, and abilities of individual students. Personalized Learning: Understanding individual learning styles allows for tailored approaches, optimizing learning experiences for every student. Early identification of challenges enables timely intervention and specialized support, preventing learning gaps. Adapting teaching methods to resonate with the students' interests ensures sustained engagement and enthusiasm for reading. Employ ongoing formative assessments, such as reading diagnostics, to gauge progress and adjust instruction accordingly. Develop lesson plans that allow for flexibility, enabling teachers to modify content and pace to suit the learning needs of the class. Equitable access to printed learning materials is a cornerstone of a just and inclusive educational system. Every Grade One pupil deserves an equal opportunity to access a rich array of printed materials, regardless of their socio-economic or geographical background. Advocating for equitable access ensures that all students have the same opportunities to learn and excel, irrespective of their circumstances. Providing students with access to printed materials empowers them, giving them the tools to shape their own education and future. Engage with policymakers to emphasize the importance of funding and policies that prioritize equal access to printed materials for all schools and communities. Collaborate with local organizations and businesses to secure donations, grants, or resources that support the provision of printed materials to underserved areas. Exposing Grade One pupils to printed learning materials at an early age, continually assessing and adapting teaching strategies, and advocating for equitable access to these materials are pivotal aspects of enhancing reading experiences. Through these themes, educators, parents, and policymakers can together nurture a generation of avid readers and lifelong learners, laying the foundation for a brighter and more equitable future. Choose printed learning materials that are age-appropriate, engaging, and aligned with the student's reading levels and interests. Utilize a variety of texts, including storybooks, leveled readers, and interactive materials, to cater to diverse learning styles. Tailor reading experiences by identifying each student's reading abilities and providing appropriate materials accordingly. Offer personalized guidance and support to help struggling readers and challenge advanced readers. Create a positive reading culture within the classroom by incorporating regular reading sessions, book discussions, and interactive activities that promote the love of reading. Integrate technology to enhance interactive and multimedia reading experiences. In conclusion, navigating reading experiences through exposures to printed learning materials necessitates a deep understanding

of the diverse reading levels among grade one pupils, the patience and strategies to address behavioral challenges, and the collaborative effort between schools and homes. By embracing these themes and tailoring approaches that consider the unique needs of each child, we can ensure that every student embarks on a successful reading journey, equipped with the skills and passion for lifelong learning through the enchanting world of printed materials.

4.2.1. Future Directions—For policymakers, future research should explore in integrating digital and interactive learning platforms alongside traditional printed materials to enhance engagement and interactivity in reading experiences. Support research to continually assess the effectiveness of printed materials on reading outcomes and adopt policies based on evidence-based practices. For school administrators, they may develop digital learning spaces within the school environment that provide access to on-line reading resources and interactive digital platforms, complementing traditional printed materials. Collaborate with the community to establish community reading centers or initiatives that extend access to printed materials beyond the school setting. For teachers, they may participate in professional learning communities that focus on sharing best practices related to utilizing printed and digital learning materials effectively. Stay updated on advancements in educational technology and adapt teaching methods to integrate new tools and resources that enhance reading experiences for Grade One pupils. By implementing these implications and considering future directions, policymakers, school administrators, and teachers can collaborate to optimize Grade One pupils' exposure to printed learning materials. This will foster a strong foundation in reading and promote a lifelong love for learning.

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