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Reading Preferences of Senior High School English Teachers in Tarlac Province

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Abstract. Reading is an essential professional practice that supports teachers' continuous learning, lesson preparation, and professional development. Although previous studies have examined print and digital reading, much research has focused on students, preservice teachers, or teachers' experiences in teaching reading, leaving limited understanding of the personal reading preferences of practicing Senior High School English teachers in provincial Philippine settings. This study explored the reading preferences of six Senior High School English teachers from six high schools in Tarlac Province during School Year 2025–2026. Specifically, it examined their preferred reading materials, genres, and formats; purposes for reading and factors influencing their preferences; challenges encountered; and a model based on the findings. Using a qualitative case study design, data were gathered through individual semi-structured interviews and analyzed thematically to identify recurring patterns and themes. The findings showed that participants used both printed and digital materials but generally preferred print for intensive and academic reading because it supported concentration, highlighting, note-taking, and reviewing. Digital materials were valued for accessibility and convenience. Reading choices were influenced by professional and teaching-related needs, personal interests, relevance, and availability. Participants reported challenges involving unfamiliar or technical language, complex or lengthy texts, limited time, and digital distractions. They addressed these challenges through highlighting, note-taking, rereading, consulting dictionaries and other sources, and relating information to classroom experiences. Reading also helped them acquire knowledge and ideas, improve vocabulary and understanding, develop teaching strategies, broaden perspectives, and support professional growth. Based on these findings, the proposed model illustrates the relationships among reading preferences, purposes and influencing factors, challenges, strategies, and learning gained from reading. The study highlights purposeful reading as a resource for teachers' continuing professional learning and underscores the value of accessible, relevant reading materials and opportunities for sustained professional reading.

Keywords: Professional Learning; Reading Practices; Reading Preferences; Reading Strategies; Senior High School Teachers

Introduction

Reading is an essential component of language learning, professional development, and lifelong learning. It enables individuals to acquire information, develop critical understanding, evaluate ideas, and construct knowledge from various texts. With the advancement of digital technology, reading has expanded beyond printed materials to include electronic books, online articles, digital journals, and other electronic resources. Consequently, individuals increasingly engage with both printed and digital reading materials, making reading preferences an important aspect of contemporary literacy. The Organisation for Economic Co-operation and Development (OECD, 2023) emphasizes that reading literacy involves understanding, evaluating, and reflecting on information from different texts and sources. These competencies are particularly relevant in educational settings, where continuous engagement with information is necessary for effective teaching and learning.

For teachers, reading is not limited to acquiring information but also serves as an important means of professional learning and instructional improvement. Teachers regularly engage with textbooks, research

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articles, curriculum materials, literary works, and instructional resources to strengthen their subject knowledge, prepare lessons, develop teaching strategies, and remain updated on educational developments. Broemmel et al. (2019) highlighted the role of professional reading in teachers' continuing learning and instructional work, although time constraints and the relevance of available materials may influence their engagement. Similarly, Pattaguan et al. (2019) emphasized that professional reading can contribute to the improvement of teaching practices, particularly in instructional strategies and assessment. These studies suggest that reading is an important professional activity that supports teachers' continuous development and effectiveness in the classroom.

The increasing availability of digital resources has also influenced how teachers access and engage with reading materials. Previous studies have reported differences between printed and digital reading, particularly in terms of comprehension, concentration, accessibility, and reading experiences (Ben-Yehudah & Eshet-Alkalai, 2021; Delgado et al., 2018). In the Philippine context, Alieto et al. (2020) and Dealagdon et al. (2020) examined the reading preferences of preservice teachers and identified differences in their attitudes toward printed and digital materials. Sahib (2022) likewise investigated the reading habits and attitudes of Filipino preservice English teachers, highlighting their engagement with various reading resources. Although these studies provide useful insights into reading preferences among individuals preparing for the teaching profession, their findings do not fully explain the reading choices and experiences of teachers who are already engaged in actual classroom responsibilities.

This limitation is particularly relevant to Senior High School English teachers, whose professional responsibilities require continuous engagement with academic, literary, linguistic, and pedagogical materials. Their reading choices may be influenced not only by personal interests and preferred reading formats but also by lesson preparation, instructional demands, professional learning needs, accessibility, and available reading time. Moreover, the challenges associated with complex academic texts, unfamiliar terminology, competing professional responsibilities, and digital distractions may affect how they select and engage with reading materials. Understanding these experiences is therefore necessary to provide a clearer picture of how practicing teachers integrate reading into their professional and personal lives.

Despite the growing body of literature on print and digital reading, existing Philippine studies have largely focused on students, preservice teachers, or teachers' experiences in teaching reading rather than their personal reading preferences and experiences as practicing professionals. There remains limited understanding of how Senior High School English teachers select their reading materials, genres, and formats, what motivates their reading choices, and what challenges they encounter in their reading practices, particularly in provincial educational settings such as Tarlac Province. This gap establishes the need to examine teachers' reading preferences within their actual professional contexts rather than relying solely on findings from preservice teachers or studies centered on reading instruction.

In response to this gap, the present study explored the reading preferences of six Senior High School English teachers from six high schools in Tarlac Province during School Year 2025–2026. Specifically, it examined their preferred reading materials, genres, and formats, including their engagement with printed and digital resources; identified the purposes and factors influencing their reading preferences; determined the challenges they encountered in their reading practices; and developed a proposed model based on the findings. Through an exploration of their experiences and perspectives, the study seeks to provide insights into teachers' reading practices and their role in supporting continuous professional learning and development.

Research Questions

This study aimed to explore the reading preferences of Senior High School English Teachers in Tarlac Province during the school year 2025-2026.

Specifically, the study sought to answer the following questions:

1. What were the reading preferences of Senior High School English Teachers in terms of:
   1.1 Reading materials;
   1.2 Reading genres;
   1.3 Reading formats; and
   1.4 Print and digital reading?
2. What purposes and factors influenced the reading preferences of Senior High School teachers?
3. What challenges did Senior High School English teachers encounter in their reading practices?
4. What model of teachers' reading preferences could be proposed based on the finding of the study?

Scope and Delimitation of the Study

This study focused on the reading preferences of six (6) Senior High School English teachers in Tarlac Province during School Year 2025–2026, specifically examining their preferred reading materials, genres, formats, and use of print and digital reading materials, as well as their purposes for reading, factors influencing

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their preferences, challenges encountered, and strategies used in their reading practices. The study employed a qualitative case study design and gathered data through semi-structured interviews. It was delimited to the experiences and perspectives of the six participating teachers; therefore, the findings may not be generalized to all Senior High School English teachers in Tarlac Province or other educational settings.

Literature Review

Reading and Reading Preference

Reading is an essential process for acquiring, understanding, evaluating, and using information. In contemporary literacy environments, reading extends beyond decoding printed texts and increasingly involves navigating and evaluating information from multiple sources and formats. The Organisation for Economic Co-operation and Development (OECD, 2023) emphasizes that contemporary reading literacy involves understanding, evaluating, and reflecting on texts across different sources. Reading preferences, meanwhile, refer to individuals' tendencies to favor particular materials, genres, formats, or modes of reading. These preferences may be influenced by purpose, personal interests, previous experiences, accessibility, and familiarity with particular reading formats.

For teachers, reading preferences are closely associated with professional learning because teachers regularly engage with textbooks, curriculum materials, academic literature, instructional resources, and other professional texts. Broemmel et al. (2019) found that professional reading was a common activity among teachers and was connected to their professional learning and instructional work. However, time constraints and the relevance of available materials affected teachers' engagement in professional reading.

Print and Digital Reading

The development of digital technology has transformed the ways individuals access and interact with reading materials. Readers now have access to printed books and articles as well as electronic texts through computers, smartphones, tablets, and other digital devices. Research suggests that the reading medium can influence comprehension and reading experiences. Delgado et al. (2018), through a meta-analysis, reported an overall advantage for paper-based reading comprehension, particularly for informational texts, although the effect varied according to reading conditions. Ben-Yehudah and Eshet-Alkalai (2021) likewise found differences in comprehension between print and digital reading conditions. These findings indicate that print and digital formats should not necessarily be viewed as competing alternatives because their usefulness may depend on the reading task, purpose, and context.

The continued relevance of print reading is also evident among younger readers. Loh and Sun (2019) found that adolescents continued to express preferences for printed books despite extensive engagement with digital reading. This suggests that the availability of digital technology does not automatically eliminate the use or preference for printed materials. Instead, readers may select a particular format according to their purpose, reading task, and personal preference.

Reading Preferences in the Philippine Context

Philippine studies demonstrate that both print and digital reading remain relevant among individuals preparing for the teaching profession. Alieto et al. (2020) investigated the reading attitudes of 308 Filipino preservice teachers and found differences in attitudes toward print and digital reading, with print reading receiving more favorable attitudes. The study highlights the continuing relevance of reading format in Filipino teacher education. Dealagdon et al. (2020) similarly found that many Filipino preservice language teachers preferred printed materials and handwritten writing, with accessibility and attitudes toward digitalization influencing their preferences.

Sahib (2022) further examined Filipino preservice English teachers and found that 57% of the participants preferred online e-books and journals as reading materials, while most preferred reading in English. These findings demonstrate that Filipino future English teachers engage with both traditional and digital resources, although their preferences may vary according to their academic and professional contexts. Importantly, much of this Philippine research has focused on preservice teachers rather than practicing Senior High School English teachers.

Teachers' Reading Practices and Professional Development

Reading serves not only as a means of obtaining information but also as an important component of teachers' professional development. Teachers need to continually update their knowledge of subject matter, instructional strategies, curriculum developments, and educational practices. Broemmel et al. (2019) found

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that teachers commonly engaged in professional reading as part of their work and professional development, although limited time and lack of relevance could restrict their participation.

Philippine studies further demonstrate the relationship between teachers' reading-related practices and their professional responsibilities. Nimer and Napil (2024) explored Filipino teachers' experiences in teaching reading during the New Normal and identified challenges, adjustments, professional responsibilities, and strategies associated with changing educational conditions. Similarly, Ladeño et al. (2025) reported that Filipino teachers encountered limited time, competing responsibilities, classroom demands, assessment requirements, and self-development concerns while developing students' reading skills. Although these studies focused primarily on teaching reading rather than teachers' personal reading preferences, they demonstrate that teachers' reading-related practices are shaped by their professional responsibilities and working conditions.

Pattaguan et al. (2019) specifically examined professional reading among faculty members in a Philippine higher education institution. The researchers found that teachers engaged in professional reading, particularly concerning instructional strategies and assessment techniques, and that a professional reading program contributed to improved teaching practices. This supports the view that teachers' reading can function as a form of continuing professional learning rather than merely a personal activity.

Reading in the Digital Era

The increasing use of technology has created both opportunities and challenges for teachers' reading practices. Digital platforms provide immediate access to books, journals, research articles, educational websites, and instructional materials. However, teachers may encounter difficulties related to digital literacy, technological adaptation, accessibility, distractions, and the evaluation of online information. Galito and Abarquez (2024) reported challenges among teachers in adopting digital tools and integrating them into reading practices, highlighting the need for teachers to develop competencies for navigating changing reading environments.

Roncales (2024) examined reading teachers' experiences in a blended learning environment and showed how teachers adapted their reading-related practices when traditional instruction was combined with digital technologies. San Juan and Ballena (2024) similarly reported that teachers in online distance learning environments needed to manage planning, interactive activities, multimedia resources, technical difficulties, limited time, and assessment concerns. These findings suggest that contemporary teachers operate within a mixed reading environment in which print and digital resources coexist.

Factors Influencing Reading Preferences

Reading preferences are influenced by multiple factors, including the purpose of reading, accessibility, convenience, familiarity with a medium, reading environment, material type, and personal interest. Print materials may be preferred for sustained or intensive reading, whereas digital materials may be selected because of their portability, convenience, accessibility, and availability of current information. Alieto et al. (2020) and Dealagdon et al. (2020) demonstrated that Filipino readers' attitudes toward print and digital formats vary according to their experiences, circumstances, accessibility, and attitudes toward digitalization.

For practicing teachers, professional responsibilities may further shape reading choices. Teachers may select reading materials according to whether they need information for lesson preparation, professional development, research, classroom activities, or personal interests. Manalu (2019), for example, found that English preservice teachers generally viewed digital texts positively because of their motivating and convenient features, although eye irritation from screen exposure was identified as a challenge. Alamri (2019) likewise found differences in comprehension across electronic and printed texts and suggested that reading purpose may influence the preferred medium.

The reviewed literature establishes that reading preferences are shaped by reading format, purpose, accessibility, convenience, professional needs, personal interests, and individual experiences. Both printed and digital materials continue to play important roles, with readers often selecting a format according to the demands of a particular reading situation. Research also demonstrates that professional reading contributes to teachers' continuing learning and instructional development, although time constraints, relevance, accessibility, and technological challenges may affect their reading practices.

However, existing studies have largely focused on students, preservice teachers, or teachers' experiences in teaching reading. There remains limited research examining the personal reading preferences and experiences of practicing Senior High School English teachers, particularly within a Philippine provincial setting. This gap provides the rationale for the present qualitative study, which explores the reading preferences, purposes, influencing factors, challenges, and experiences of six Senior High School English teachers in Tarlac Province.

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Methodology

Research Design

This study employed a qualitative case study research design to explore the reading preferences and experiences of Senior High School English teachers in Tarlac Province. A qualitative approach was appropriate because the study aimed to understand the participants' perspectives, experiences, and personal choices regarding their reading practices rather than measure their preferences numerically. The case study design allowed an in-depth examination of how teachers selected their reading materials, genres, and formats, the purposes and factors influencing their preferences, and the challenges they encountered in their reading activities. The case was bounded by the experiences of six (6) Senior High School English teachers from six (6) high schools in Tarlac Province during School Year 2025–2026. Specifically, the investigation focused on their reading materials, genres, formats, purposes for reading, influencing factors, challenges, and strategies employed in addressing reading difficulties. The study was limited to the perspectives and experiences of the selected participants and did not aim to establish statistical generalizations. Individual semi-structured interviews were conducted to obtain detailed accounts of their reading practices and identify common patterns and differences in their experiences.

Research Locale

The study was conducted in six (6) high schools in Tarlac Province. These schools served as the research locales for examining the reading preferences and experiences of Senior High School English teachers. The participating schools were selected to provide varied educational contexts and perspectives concerning teachers' reading practices. One (1) Senior High School English teacher from each participating school served as a research participant, resulting in a total of six (6) participants. The selection of these schools provided opportunities to explore teachers' reading practices across different school settings within the province. To maintain confidentiality, the identities of the participating schools were not disclosed. The investigation focused on the participants' experiences during School Year 2025–2026, particularly their preferred reading materials, genres, formats, purposes for reading, influencing factors, and challenges encountered.

Research Participants

The participants were six (6) Senior High School English teachers from six (6) high schools in Tarlac Province. One (1) teacher from each participating school was selected through purposive sampling. They were chosen based on their experience teaching English at the Senior High School level, their familiarity with various reading materials and formats, and their willingness to share their experiences. The participants provided information regarding their preferred reading materials, genres, and formats, as well as their purposes for reading and the factors influencing their choices. They also shared the challenges they encountered when engaging with printed and digital materials and the strategies they employed to address these difficulties. Their experiences provided the primary data for understanding the reading preferences of practicing Senior High School English teachers. Participant identities were protected throughout the research process.

Research Instrument

The primary instrument used in gathering data was a semi-structured interview guide entitled "Reading Preferences of English Teachers – Interview Guide." The instrument was developed based on the objectives and research questions of the study to ensure that the interview questions addressed the participants' reading preferences, purposes for reading, influencing factors, and challenges encountered in their reading practices. The interview guide consisted of open-ended questions concerning the participants' preferred reading materials, genres, formats, and experiences with printed and digital resources. It also included questions about their reasons for selecting particular reading materials, the challenges they encountered, and the strategies they employed when dealing with difficult or unfamiliar texts. The semi-structured format allowed the researcher to ask follow-up questions and seek clarification whenever necessary, enabling the participants to provide detailed descriptions of their experiences. Prior to the conduct of the interviews, the instrument was validated by 6 (six) experts with backgrounds in research methodology, English language education, and qualitative research. They examined the interview questions in terms of clarity, relevance, appropriateness, and alignment with the research objectives. Based on their comments and recommendations, revisions were made to improve the wording, organization, and clarity of selected questions. The final version of the interview guide was then used during the individual interviews.

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Data Gathering Procedure

Before conducting the interviews, the researcher secured the necessary permission from the concerned school authorities. The purpose, scope, and procedures of the study were explained to the selected participants. They were informed that their participation was voluntary, their responses would be treated confidentially, and they could decline to answer any question or withdraw from the study without penalty. Individual semi-structured interviews were conducted with the six (6) participants at an agreed-upon time and location convenient for them. The interviews followed the prepared interview guide while allowing the researcher to ask follow-up questions whenever clarification or additional information was needed. With the participants' consent, the interviews were audio-recorded to ensure accurate documentation of their responses. After the interviews, the recorded responses were transcribed and organized for analysis. The researcher reviewed the transcripts against the recorded interviews to check the accuracy of the transcribed information. The transcripts were subsequently examined to identify significant statements, recurring ideas, and responses relevant to the research questions. These responses were organized according to their common patterns and emerging themes.

Results and Discussions

Research Question 1: What were the reading preferences of Senior High School English Teachers in terms of the following: Reading Materials, Reading Genres, Reading Formats Print and Digital Reading?

Reading Materials

The findings revealed that the participants commonly preferred professional and academic reading materials, particularly books, research articles, journals, teaching strategies, English literature, and instructional resources. These materials were mainly selected because of their relevance to the teachers' professional responsibilities and need to improve their teaching practices. The participants also reported reading fiction and other literary materials for personal interest and relaxation. Overall, the teachers' choice of reading materials was largely influenced by their professional needs, although personal interests also played an important role.

Reading Genres

In terms of reading genres, the participants showed a preference for academic, professional, and literary genres. Academic and professional texts, such as research articles, teaching materials, and English-language resources, were frequently read to support professional development and classroom instruction. Meanwhile, fiction, novels, and other literary works were read mainly for enjoyment, relaxation, and personal interest. This indicates that the participants' genre preferences varied according to their reading purpose.

Reading Formats

Regarding reading formats, the participants reported using both printed and digital formats. However, their preference depended on the nature and purpose of the reading task. Printed materials were generally preferred when the teachers needed to engage deeply with a text, particularly when studying long or complex materials. Digital materials, on the other hand, were considered useful when teachers needed convenient and immediate access to information, research articles, and other online resources. Thus, the participants demonstrated flexibility in using different reading formats according to their needs.

Print and Digital Reading

The findings showed that the participants valued both print and digital reading, but each format served different purposes. Printed materials were generally preferred for intensive reading because they allowed the teachers to concentrate, highlight important information, take notes, and review specific sections more easily. In contrast, digital reading was preferred for accessibility and convenience, particularly when accessing current information and online resources. Overall, the findings suggest that the teachers did not completely favor one format over the other; rather, their preference was determined by the purpose of reading, the nature of the material, and the level of concentration required.

Overall, the Senior High School English teachers demonstrated professionally oriented and purpose-driven reading preferences. They commonly read academic and professional materials but also engaged with literary texts for personal interest. Although both print and digital formats were used, print was generally favored for intensive and focused reading, while digital materials were valued for accessibility and convenience.

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Research Question 2: What purposes and factors influenced the reading preferences of Senior High School teachers?

Reading for Professional Learning and Teaching Improvement

The findings revealed that professional learning and teaching improvement were the primary purposes for reading among the participants. The teachers read books, research articles, journals, and instructional materials to acquire new information, learn effective teaching strategies, prepare lessons, develop their vocabulary, and remain updated in the field of English education. Reading also enabled them to gain ideas and perspectives from other teachers and researchers that could be applied to their classroom practices. These findings suggest that reading was viewed not only as a source of information but also as an important means of continuous professional learning and improvement of teaching practices.

Accessibility, Relevance, Convenience, and Personal Interest

The participants' reading preferences were also influenced by accessibility, relevance, convenience, and personal interest. Digital materials were particularly valued because they could be accessed easily and conveniently, especially when teachers needed current articles and research resources. Relevance to teaching needs also influenced the selection of reading materials, with teachers choosing resources that could support their lessons and professional responsibilities. At the same time, personal interest affected recreational reading, as some participants selected novels and literary materials for relaxation and enjoyment. Thus, the teachers' reading choices changed depending on their purpose, needs, interests, and access to reading materials.

Overall, the participants primarily read for professional learning and teaching improvement, while accessibility, relevance, convenience, and personal interest influenced their choice of reading materials. This indicates that the teachers' reading preferences were largely purpose-driven and responsive to both professional and personal needs.

Research Question 3: What challenges did Senior High School English teachers encounter in their reading practices?

Difficulty with Unfamiliar and Technical Language

The findings revealed that unfamiliar terminology and technical language were among the challenges encountered by the participants. Research articles and other academic materials sometimes contained terms and concepts that required careful reading and further clarification. To address this challenge, the teachers reported rereading difficult passages, looking up unfamiliar words, and consulting dictionaries or other sources. This suggests that the participants used additional reading strategies to improve their understanding of complex materials.

Limited Time for Reading

The participants also identified limited time as a challenge in their reading practices. Their teaching responsibilities and other professional tasks reduced the time available for reading. As a result, some teachers read during their vacant periods or when reading was necessary for lesson preparation and other teaching-related needs. This indicates that the teachers' reading activities were often influenced by the demands of their professional responsibilities.

Digital Distractions

Another challenge identified was distraction during digital reading. Although digital materials provided convenient access to information, the use of mobile phones and other devices could interfere with concentration because of notifications and other applications. Thus, while digital reading offered accessibility and convenience, it also presented challenges to sustained attention and focused reading.

Overall, the participants encountered challenges related to unfamiliar and technical language, limited time, and digital distractions. However, these challenges did not prevent them from engaging in reading. Instead, the teachers adapted their reading practices by rereading difficult texts, consulting dictionaries and other sources, using available time efficiently, and minimizing digital distractions when possible.

Research Question 4: What model of teachers' reading preferences could be proposed based on the finding of the study?

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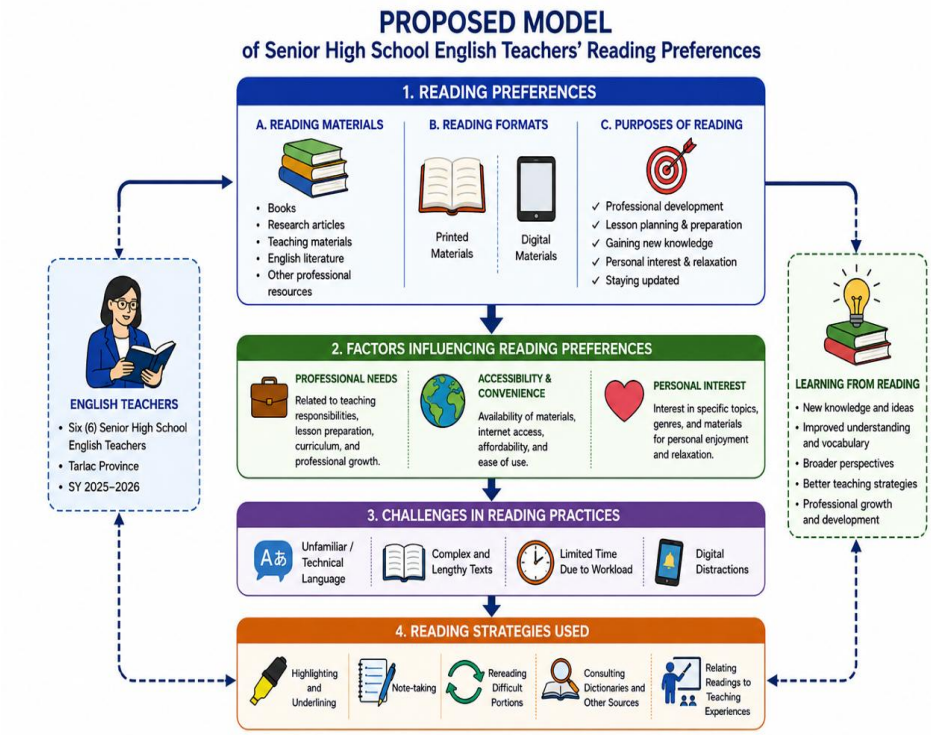


Figure 1: *Proposed Model of Senior High School English Teachers' Reading Preferences, illustrating the factors, challenges, strategies, and learning outcomes associated with their reading practices.*

The proposed model presents the interconnected elements of the Senior High School English teachers' reading preferences. The model shows that teachers' preferences were shaped by professional needs, accessibility and convenience, personal interests, and purposes for reading. The participants used both printed and digital materials, with printed materials commonly preferred for intensive reading because they supported concentration, highlighting, note-taking, and review. The model also identifies major challenges, including unfamiliar or technical language, complex and lengthy texts, limited time due to workload, and digital distractions. To address these challenges, the teachers employed reading strategies such as highlighting and underlining, note-taking, rereading difficult portions, consulting dictionaries and other sources, and relating reading to their teaching experiences. These practices contributed to new knowledge and ideas, improved understanding and vocabulary, broader perspectives, better teaching strategies, and professional growth and development. Overall, the model illustrates that teachers' reading preferences are influenced not only by the type and format of reading materials but also by their professional responsibilities, personal interests, accessibility, convenience, and learning needs.

Ethical Considerations

The study observed ethical principles throughout the research process. Before the interviews, the participants were informed about the purpose of the study, the nature of their participation, and their right to decline or withdraw at any time without penalty. Informed consent was obtained before conducting and recording the interviews. Participation was voluntary, and the identities of the participants were kept confidential. Pseudonyms or participant codes were used in organizing and presenting the interview data to protect their identities. To ensure data privacy and security, the interview recordings and transcripts were stored on a hard drive accessible only to the researcher. The files were used solely for research purposes. The recordings and transcripts will be retained for three (3) years after the completion of the study and will be permanently deleted after the retention period, subject to applicable institutional research data-retention policies. The interview guide was developed based on the study's research questions to ensure that the data gathered addressed the objectives of the study. Although reading strategies were not presented as a separate research question, they emerged from the participants' responses when they discussed the challenges they experienced in their reading practices and how they addressed these difficulties. During thematic analysis, these responses were identified, coded, and grouped into a theme concerning reading strategies. Thus, reading strategies were treated as an emerging finding that provided additional insight into the participants' reading experiences rather than as a separate primary focus of the study.

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Conclusion

The study highlights that reading is not merely a personal activity but an important part of the continuous professional learning and development of Senior High School English teachers. Their reading preferences reflect the connection between personal interests, professional responsibilities, and the need to remain informed and effective in their teaching practice. The findings suggest that purposeful reading enables teachers to expand their knowledge, strengthen their understanding of language and literature, discover new teaching approaches, and gain perspectives that can be applied in the classroom. Moreover, the study emphasizes that teachers' engagement in reading is influenced not only by their preferences but also by the availability of relevant materials, time constraints, and the challenges they encounter when reading. These insights highlight the importance of developing a supportive reading environment in schools where teachers have access to varied and appropriate reading resources and opportunities for professional learning. Ultimately, sustained reading should be encouraged as an essential professional practice that helps teachers remain knowledgeable, reflective, adaptable, and responsive to the changing needs of education.

Recommendations

Based on the findings and conclusions of the study, school administrators are encouraged to provide Senior High School English teachers with access to relevant printed and digital reading materials, such as professional books, research articles, journals, and instructional resources. They may also allocate time or provide opportunities during school-based professional development activities for teachers to engage in professional reading and share insights gained from their readings. Senior High School English teachers are encouraged to maintain regular reading habits by selecting materials that address their professional responsibilities and personal interests. They may explore both printed and digital resources and apply effective reading strategies, such as highlighting, note-taking, rereading, and consulting dictionaries or other references, to address difficulties in understanding complex or unfamiliar texts. Furthermore, English departments and Learning Action Cell (LAC) facilitators may incorporate reading-related discussions into existing LAC sessions or department meetings. Teachers may share relevant articles, instructional resources, and insights gained from professional reading to support collaborative learning and the exchange of teaching practices. Finally, future researchers may explore the reading preferences and practices of a larger number of teachers from other subject areas, grade levels, and school divisions. They may also examine other factors influencing teachers' reading habits and investigate how professional reading relates to instructional practices and professional development.

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