

Dynamics and fulfillment of learning resource development: A phenomenological study

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Abstract

Aim: This study explored the lived experiences of learning resource developers in the Schools Division Office of Camarines Sur, focusing on their thinking dynamics, identity formation, sense of fulfillment, passion and purpose, and challenges encountered in the process of learning resource development.

Methodology: The study employed a descriptive phenomenological research design grounded in Husserlian phenomenology. Participants were selected through purposive and homogeneous sampling. Data were gathered through semi-structured interviews and analyzed using Colaizzi's seven-step descriptive phenomenological framework to describe the essence of participants' lived experiences.

Results: The findings revealed five major themes: thinking dynamics, niche and identity, sense of fulfillment, passion and purpose, and challenges. Participants described learning resource development as a reflective, creative, and meaning-centered process shaped by personal experiences, professional identity, and commitment to educational improvement. Fulfillment emerged from meaningful contribution and professional growth, while challenges included cognitive, technical, emotional, and institutional demands encountered during the development process.

Conclusion: The study revealed that learning resource development is a human-centered and meaning-laden professional experience influenced by cognitive, emotional, and contextual factors. The findings underscore the importance of strengthening institutional support, professional development opportunities, and collaborative environments to enhance the quality of instructional materials and support the well-being of learning resource developers.

Keywords: *learning resource developers, descriptive phenomenology, lived experiences, identity formation, instructional material development*

INTRODUCTION

Learning resource development has become a critical component in ensuring the effectiveness of teaching and the quality of learning in contemporary education systems worldwide. Across global educational contexts, instructional materials such as textbooks, modules, digital platforms, multimedia presentations, and interactive learning tools are increasingly recognized as essential instruments in supporting curriculum implementation, learner engagement, and academic achievement. International educational trends, particularly in the areas of digital learning, curriculum innovation, and flexible learning delivery, have emphasized the need for high-quality and context-responsive learning resources. Organizations such as UNESCO and UNICEF have highlighted the importance of accessible and inclusive instructional materials in promoting equitable and quality education, especially in rapidly evolving and diverse learning environments. Consequently, educational institutions across different countries continue to strengthen learning resource development as part of broader educational reform and innovation initiatives.

In the Philippine context, learning resource development likewise plays a vital role in supporting the implementation of the K to 12 curriculum and ensuring continuity of learning delivery across varied educational settings. Within the Department of Education (DepEd), the development of learning resources follows a structured and multi-stage process involving writers, content and language editors, illustrators, layout artists, quality assurance personnel, and program supervisors prior to publication in the Learning Resource Management and Development System (LRMDS), as outlined in DepEd Memorandum No. 87, s. 2017. These processes were further emphasized during the

implementation of flexible and distance learning modalities, where the demand for quality learning materials significantly increased.

Despite this systematic process, reports from the Schools Division Office of Camarines Sur indicate significant production gaps. Out of 288 expected learning resources across nine learning areas from Kindergarten to Senior High School, only 39 were completed within the prescribed timeline, with only one successfully published in the LRMSD portal. This situation reflects not only systemic constraints but also the complex experiences of the individuals involved in resource development.

Existing DepEd policies such as DepEd Order No. 39, s. 2007 and Department of Education, Culture and Sports Order No. 70, s. 1988 emphasize the importance of learning resource development as part of professional advancement and institutional quality assurance. These policies position resource development as a key indicator of instructional competence and leadership potential. Moreover, learning resource production is aligned with DepEd's Basic Education Learning Continuity Plan and international quality standards such as International Organization for Standardization frameworks. However, while these policies highlight institutional expectations, they do not fully capture the lived experiences, motivations, and cognitive processes of learning resource developers.

Recent literature suggests that motivation and engagement significantly influence the quality of professional output and instructional design. Studies indicate that intrinsic motivation, creativity, and reflective thinking contribute to the effectiveness of educational materials. Furthermore, understanding the experiences and motivations of resource developers provides deeper insights into how educational materials are conceptualized, designed, and implemented (McDonald & Beasty, 2024). These human factors are critical in shaping both the process and quality of learning resource development. In this context, examining the lived experiences of writers, illustrators, editors, and program supervisors becomes essential in understanding how identity, purpose, passion, and challenges influence their work. Their professional backgrounds, personal narratives, and emotional engagement shape not only their output but also the meaning they attach to their roles as learning resource developers. However, there remains a limited body of research that deeply explores these experiences within a phenomenological framework in the Philippine basic education context.

Thus, this study sought to address this gap by exploring the thinking dynamics, identity formation, sense of fulfillment, passion, and challenges experienced by learning resource developers in the Schools Division Office of Camarines Sur. By doing so, it aimed to provide a more comprehensive and human-centered understanding of learning resource development and its implications for institutional support, policy enhancement, and professional development in education.

Review of Related Literature and Studies

Learning Resource Development

Learning resource development is a fundamental aspect of ensuring quality teaching and effective learning in diverse educational contexts. Curriculum development plays a critical role in this process, particularly in addressing the varied needs of learners. Hatmanto (2023) emphasizes the importance of dynamic lesson planning and differentiated instruction, especially in teaching reading skills, to accommodate learners with different proficiency levels and learning styles. This highlights the need for adaptable instructional design to enhance engagement and learning outcomes.

The integration of outcomes-based education (OBE) further strengthens curriculum and resource development. Assessment and instructional design must align with intended learning outcomes to ensure coherence and effectiveness in educational delivery. In the Philippine context, this alignment is essential in promoting quality education and improving learner performance. Teacher readiness also plays a significant role in learning resource implementation. Padmadewi (2023) found that many teachers are prepared to adopt blended learning approaches, integrating digital tools to enhance instruction. However, continuous professional development, including upskilling and reskilling, is necessary to sustain effective implementation and improve educational outcomes.

The COVID-19 pandemic further accelerated the transformation of learning resource development. Fernandez-Cando (2024) reported that teachers faced significant challenges in shifting to distance learning due to limited resources and inadequate training. Concerns regarding the effectiveness and accessibility of printed modular learning materials widely used during the pandemic. These findings underscore the need for high-quality and flexible learning resources in crisis and non-crisis contexts.

Multilingual education contributes to inclusive learning resource development. Integrating local languages into instructional materials enhances learner engagement and supports cultural relevance. This approach promotes inclusivity and strengthens cognitive development by valuing linguistic diversity in education.

Cognitive Patterns in Learning Resource Development

The cognitive patterns and thinking dynamics of learning resource developers significantly influence the quality, relevance, and responsiveness of educational materials. In contemporary education, instructional design increasingly requires creativity, critical thinking, adaptability, and technological competence to address diverse learner needs in both physical and digital learning environments. Tailor (2022) found that individuals with higher levels of creativity demonstrate greater openness to innovation, resulting in more effective and learner-centered instructional resources. Similarly, Ainin and Bauyot (2024) emphasized that playful and interactive design approaches foster collaborative creativity, deeper engagement, and critical thinking during the development of educational materials.

Recent educational trends further highlight the importance of technology-enhanced and digitally responsive instructional design. Following the COVID-19 pandemic, educational systems worldwide accelerated the adoption of flexible learning modalities, digital platforms, and online resource development. Studies show that learning resource developers are now expected to integrate multimedia tools, interactive content, and technology-supported instructional strategies to improve accessibility and learner engagement. Constructivist learning environments supported by digital technologies have been found to enhance motivation, active participation, and knowledge construction among learners.

Project-based learning (PBL) likewise supports cognitive engagement and innovation in resource development. Gakii and Lecturer (2022) found that PBL enhances critical thinking, problem-solving abilities, and self-directed learning. These findings suggest that resource developers who utilize experiential, collaborative, and contextualized learning approaches are better positioned to create meaningful and effective instructional materials.

Open educational practices (OEP) also influence the cognitive processes involved in resource development. The value of iterative design, collaboration, and reflective practice in improving educational resources. Such adaptive processes strengthen innovation and responsiveness in instructional design, particularly in rapidly changing educational environments.

In recent years, artificial intelligence (AI) and emerging educational technologies have further transformed learning resource development. Generative AI tools, adaptive learning systems, and automated content creation platforms are increasingly being utilized to support instructional planning, content generation, and personalized learning experiences. While generative AI expands creative possibilities and increases efficiency in content production, it also raises concerns regarding originality, ethical use, and diversity of expression. Digital platforms democratize creativity by enabling broader participation, collaboration, and dissemination of ideas across educational communities.

Freedom in Creative Work

Creative freedom is a significant factor influencing the effectiveness of writers, illustrators, editors, and learning resource developers. Educational innovation often flourishes in environments that support autonomy, openness, and flexible expression. Lin (2022) highlight that restrictions on expression may hinder creativity and reduce the quality of instructional outputs, particularly in educational contexts requiring innovation and contextualization. Supportive and open environments encourage deeper engagement, experimentation, and creative productivity.

Recent instructional innovations further demonstrate the importance of creativity in post-pandemic education. Flexible learning environments, blended learning models, and digitally mediated instruction require resource developers to continuously adapt materials to diverse learner contexts. Experiential learning, reflective thinking, and mindfulness practices enhance creativity by encouraging individuals to freely explore and express ideas. These findings support the importance of psychologically safe and collaborative environments in promoting innovation in instructional design.

Creative freedom also contributes to self-expression, professional identity, and transformative learning experiences. Storytelling and reflective expression promote empowerment and personal growth. In educational settings, these experiences influence how resource developers conceptualize and design instructional materials that are culturally responsive and learner-centered.

The growing use of digital technologies has also reshaped creative work in education. Kessie et al. (2023) explain that digital platforms increase opportunities for participation and collaborative creativity, at the same time emphasizing that educators who actively engage in creative practices are better equipped to foster student creativity and engagement. Moreover, autonomy positively influences creative performance and innovation, reinforcing the importance of independence and flexibility in learning resource development.

Phenomenological Research Perspective

Phenomenological research focuses on understanding and describing individuals' lived experiences as consciously perceived. This approach is particularly relevant in exploring how learning resource developers experience their roles, motivations, challenges, and professional identities within evolving educational environments. Sudimantara

(2023) emphasized that phenomenology prioritizes rich descriptions of lived experiences, allowing researchers to examine how individuals perceive and describe a particular phenomenon.

Phenomenology has increasingly been utilized in educational research to explore experiences related to technology integration, professional practice, and instructional innovation. Chang and Wang (2021) highlighted its usefulness in examining experiences within educational technologies and digital learning environments, particularly in contexts shaped by rapid educational transformation. Similarly, phenomenological inquiry has been recognized as valuable in understanding culturally diverse and context-specific educational experiences.

Abraham and Padmakumari (2024) demonstrated that descriptive phenomenology enables researchers to identify the essential structure of lived experiences through systematic description, phenomenological reduction, and reflection. The study further emphasized the importance of methodological rigor and consistency in descriptive phenomenological inquiry.

Given the increasing complexity of learning resource development in contemporary education, descriptive phenomenology provides an appropriate framework for examining how learning resource developers experience creativity, technological adaptation, motivation, fulfillment, and professional challenges. Through careful description of participants' lived experiences, the study seeks to provide deeper understanding of the human dimensions of instructional material development within the educational system.

Synthesis and Research Gap

The reviewed literature indicates that learning resource development is a complex and multidimensional process influenced by curriculum alignment, teacher readiness, creativity, cognitive engagement, and technological advancement. Studies consistently emphasize that effective instructional materials require not only adherence to curriculum standards but also adaptability, innovation, and professional competence among developers. Research further highlights the importance of differentiated instruction, outcomes-based education, continuous professional development, and technology integration in improving instructional quality and learner engagement, particularly within blended and flexible learning environments (Sudimantara, 2023; Lin, 2022; Kessie et al., 2023). Recent studies likewise stress that creativity, collaboration, reflective practice, and technology-supported innovation significantly contribute to effective learning resource development and educational responsiveness (Tailor et al., 2022; Ainin & Bauyot, 2024).

The literature also demonstrates that the COVID-19 pandemic exposed major gaps in instructional accessibility, technological readiness, and the availability of quality learning resources, further emphasizing the need for resilient and adaptive instructional materials. While existing studies provide substantial discussions on instructional design, educational technology, curriculum implementation, and student outcomes, most focus primarily on technical and instructional dimensions. Comparatively, limited scholarly attention has been given to the lived experiences of learning resource developers themselves, particularly within the Philippine basic education context. Existing research rarely examines how writers, illustrators, editors, and program supervisors experience cognitive engagement, meaning-making, identity formation, fulfillment, and professional challenges throughout the resource development process.

Addressing these gaps, the present study adopts a phenomenological approach to explore the human dimensions of learning resource development. Unlike previous studies that largely examine instructional materials from curricular or technological perspectives, this study focuses on the thinking dynamics, lived experiences, emotional engagement, and meaning-making processes of learning resource developers in the Schools Division Office of Camarines Sur. Through this perspective, the study seeks to provide a deeper and more holistic understanding of the personal and professional realities that shape learning resource production within the Philippine educational setting.

Analytical Framework

The analytical framework of this study is grounded in descriptive phenomenology, specifically the Husserlian phenomenological tradition. Descriptive phenomenology focuses on understanding and describing the essence of individuals' lived experiences as consciously perceived within particular social and professional contexts. This approach is appropriate for the present study because it allows comprehensive description of the cognitive, emotional, and professional experiences of learning resource developers in the course of their work.

Guided by Husserlian phenomenology, the study sought to describe participants' lived experiences through reflection, phenomenological reduction, and bracketing of researcher assumptions in order to capture the essential structure of the phenomenon. The study emphasized participants' direct descriptions of their experiences in learning resource development while minimizing researcher preconceptions and biases.

Using Colaizzi's descriptive phenomenological framework, the analysis involved identifying significant statements, formulating meanings, clustering themes, developing exhaustive descriptions, and deriving the fundamental structure of the phenomenon. Through systematic description and thematic analysis, recurring patterns

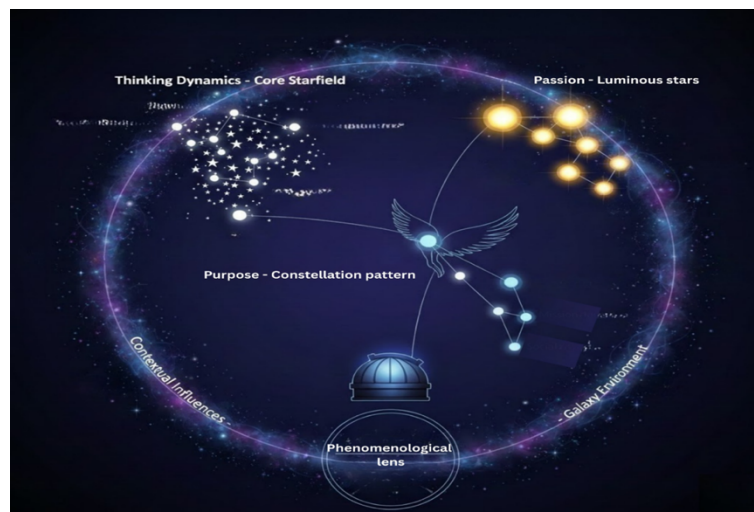
and shared meanings were identified to provide a comprehensive understanding of learning resource development as a lived professional experience.

The study is conceptually represented through a Constellation Model, which illustrates the interconnected nature of Thinking Dynamics, Identity Formation, Sense of Fulfillment, Passion and Purpose, and Challenges in learning resource development. Thinking Dynamics are represented by a starfield symbolizing reflection, creativity, problem-solving, and cognitive engagement. Passion and Purpose are represented by luminous stars, symbolizing intrinsic motivation, commitment, and meaningful educational contribution. Identity Formation is illustrated through constellation patterns reflecting the integration of personal experiences and professional roles in learning resource development.

Surrounding these core elements is the galaxy environment, which represents the institutional, technological, social, and policy contexts influencing participants' lived experiences. These contextual influences include organizational expectations, collaborative work environments, digital transformation in education, and educational policies shaping instructional material development. At the base of the model is the observatory, symbolizing the descriptive phenomenological lens used to examine participants' lived experiences through reflection, thematic description, and essence extraction.

Artificial intelligence (AI) tools were utilized in the development of selected figures and visual representations. All outputs were carefully reviewed, refined, and validated by the author to ensure accuracy, clarity, and alignment with scholarly standards prior to inclusion in the manuscript.

The Constellation Model guided the research process, including data gathering, thematic analysis, and synthesis of findings. It provided a structured framework for understanding the relationships among cognition, identity, motivation, fulfillment, and contextual challenges experienced by learning resource developers. Through descriptive phenomenological inquiry, the study provides a deeper understanding of the human dimensions of learning resource development within the educational setting.



Philosophical Underpinnings

This study is grounded in the philosophical assumptions of qualitative research, specifically ontology, epistemology, axiology, and methodology (Shan, 2021). These philosophical foundations provide the basis for understanding how lived experiences are examined within descriptive phenomenological inquiry.

Ontology refers to the nature of reality. In this study, reality is viewed as subjective and grounded in individuals' lived experiences. The experiences of learning resource developers are understood as personal and consciously perceived realities shaped by their professional engagement, reflections, and experiences in instructional material development. Thus, participants may describe and experience the phenomenon differently depending on their contexts and experiences.

Epistemology concerns the relationship between the researcher and knowledge. This study assumes that knowledge is gained through careful description of participants' lived experiences. Understanding the experiences of learning resource developers required close engagement with participants' narratives, reflections, and descriptions of

their experiences in learning resource development. Through descriptive phenomenological inquiry, the study sought to describe how participants experienced thinking dynamics, identity formation, fulfillment, passion, purpose, and challenges within their professional practice.

Axiology emphasizes the role of values, ethics, and reflexivity in the research process. In this study, the researcher acknowledged that personal assumptions and experiences may influence the analysis. To minimize bias, phenomenological reduction and bracketing were practiced throughout the study to ensure that participants' descriptions and lived experiences remained central in the analysis process.

Methodologically, the study adopted a descriptive phenomenological approach grounded in Husserlian philosophy and guided by Colaizzi's analytical framework. This methodology was appropriate because it enabled systematic description of how learning resource developers experience creativity, identity formation, fulfillment, purpose, and challenges within their professional work. Through phenomenological description, the study sought to capture the essential structure of learning resource development as experienced by participants.

Together, these philosophical foundations support a human-centered understanding of how learning resource developers experience instructional material creation within contemporary educational environments.

Statement of the Problem

Learning resource development is a complex and demanding process involving writers, illustrators, layout artists, content editors, language editors, quality assurance members, and program supervisors. In the Schools Division Office of Camarines Sur, this process reflects both institutional expectations and the lived experiences of individuals directly involved in producing educational materials. Despite the importance of learning resources in supporting teaching and learning, there remains limited understanding of how learning resource developers experience thinking dynamics, identity formation, sense of fulfillment, passion and purpose, and challenges encountered throughout the development process.

Existing policies and guidelines primarily emphasize technical procedures and standards in learning resource development. However, these policies do not adequately describe the lived experiences, cognitive processes, emotional engagement, and professional realities of individuals involved in resource development. This gap highlights the need to examine the human dimensions of learning resource development, particularly how developers experience their roles, responsibilities, and professional practices within the educational system.

Given this gap, there is a need to explore and describe the lived experiences of learning resource developers to gain deeper understanding of the cognitive, emotional, and contextual factors influencing instructional material development and to provide insights for institutional support, policy enhancement, and professional development in education.

Research Objectives

General Objective

To explore and describe the lived experiences of learning resource developers in the Schools Division Office of Camarines Sur in terms of their thinking dynamics, identity formation, sense of fulfillment, passion and purpose, and challenges encountered in the process of learning resource development.

Specific Objectives

The study aims to:

1. To describe the thinking dynamics of learning resource developers in the process of learning resource development.
2. To explore the lived experiences of participants in establishing their niche and identity as learning resource developers.
3. To describe the sense of fulfillment experienced by learning resource developers in their work.
4. To describe how learning resource developers experience passion and purpose in the development process.
5. To identify and describe the challenges experienced by learning resource developers in the course of their work.
6. To propose a developmental intervention or support initiative based on the findings of the study.

Research Questions

1. What are the lived experiences of learning resource developers regarding their thinking dynamics in the process of learning resource development?
2. How do learning resource developers describe their experiences in establishing their niche and identity within learning resource development?
3. How do learning resource developers describe their sense of fulfillment in their work?
4. How do learning resource developers experience passion and purpose in the process of learning resource development?
5. What challenges do learning resource developers experience in the course of learning resource development?
6. What developmental intervention or support initiative may be proposed based on the findings of the study?

METHODOLOGY

Research Design

This study employed a descriptive phenomenological research design to explore and describe the lived experiences of learning resource developers in the Schools Division Office of Camarines Sur. Specifically, the study utilized the Husserlian descriptive phenomenological approach to describe participants' conscious experiences in learning resource development.

Data were gathered through in-depth semi-structured interviews and analyzed using Colaizzi's seven-step descriptive phenomenological framework. The analytical process involved: (1) familiarization through repeated reading of interview transcripts; (2) identification of significant statements; (3) formulation of meanings; (4) clustering of themes; (5) development of exhaustive descriptions; (6) derivation of the fundamental structure of the phenomenon; and (7) participant validation through member checking.

The use of descriptive phenomenology and Colaizzi's framework aligned with the purpose of the study, which was to describe the essence of participants' lived experiences in learning resource development. This approach enabled the study to describe the cognitive, emotional, and professional dimensions of participants' experiences.

Consistent with Husserlian descriptive phenomenology, the study focused on describing participants' lived experiences as consciously perceived. The researcher practiced phenomenological reduction and bracketing to minimize preconceived assumptions and maintain focus on participants' direct descriptions of their experiences in learning resource development.

Participants

The study involved 16 learning resource developers from the Schools Division Office of Camarines Sur who participated in division-level learning resource development from Calendar Years 2022 to 2023. Participants included writers, illustrators, layout artists, content editors, language editors, quality assurance members, and program supervisors involved in the development and evaluation of instructional materials.

Purposive and homogeneous sampling techniques were employed to select participants who had direct experience with the phenomenon under investigation. Purposive sampling allowed intentional selection of participants based on inclusion criteria relevant to the objectives of the study.

Participants were selected based on the following criteria:

1. Must be a learning resource developer in the Schools Division Office of Camarines Sur;
2. Must have participated in learning resource development at the division, regional, or national level during Calendar Years 2022–2023;
3. Must have attended at least one training related to learning resource development; and
4. Must have at least one published, circulated, or officially recognized learning resource material or contribution.

Homogeneous sampling was utilized to ensure that participants shared similar experiences related to learning resource development. Data gathering continued until data saturation was achieved, wherein no new themes or relevant descriptions emerged from the interviews.

Research Instrument

The study utilized a researcher-developed semi-structured interview guide designed to describe the lived experiences, thinking dynamics, sense of fulfillment, passion and purpose, identity formation, and challenges experienced by learning resource developers.

The interview guide consisted of open-ended questions aligned with the research objectives and descriptive phenomenological inquiry. The instrument underwent content validation by six graduate school research experts with backgrounds in qualitative research and educational studies. Validation focused on clarity, relevance, coherence, appropriateness of questions, and alignment with the research objectives. Suggestions and revisions from the validators were incorporated prior to data gathering.

The semi-structured interview format allowed participants to freely describe their lived experiences while ensuring alignment with the central research questions. This approach was appropriate for descriptive phenomenological research because it enabled rich and detailed descriptions of participants' experiences.

Member checking was conducted after transcription and preliminary thematic analysis to ensure the accuracy and credibility of participants' responses and descriptions.

Data Gathering Procedure

Prior to data gathering, permission to conduct the study was secured from Universidad de Sta. Isabel through the Dean of the Graduate School and from the Schools Division Superintendent of Camarines Sur through the Curriculum Implementation Division. Upon approval, coordination was conducted with program supervisors and members of the learning resource development team. The study was conducted during School Year 2023–2024.

Data were gathered using a semi-structured interview guide focused on the lived experiences of learning resource developers. The researcher initially established rapport with participants to promote openness and comfort during the interview process. Preliminary questions were asked to gather background information, followed by in-depth questions regarding participants' experiences in learning resource development.

Participants were encouraged to freely describe their experiences, and follow-up questions were used to clarify and deepen descriptions when necessary. Interviews were conducted in English, Filipino, and local dialects depending on participants' preferences.

Throughout the data gathering process, interview responses were reviewed continuously, and follow-up interviews were conducted when clarification and validation were needed. Participants were also provided copies of interview transcripts for member checking to ensure the accuracy of their responses.

Data gathering continued until data saturation was reached, wherein no new themes or relevant descriptions emerged from participants' responses.

Data Analysis Procedure

The analysis of qualitative data followed a systematic descriptive phenomenological approach guided by Husserlian phenomenology and Colaizzi's seven-step analytical framework. The analysis aimed to describe the essence of the lived experiences of learning resource developers through careful examination of participants' descriptions.

The analytical process involved: familiarization with the data through repeated reading of interview transcripts; identification of significant statements; formulation of meanings; clustering of themes; development of exhaustive descriptions; derivation of the fundamental structure of the phenomenon; and participant verification through member checking.

The analysis began with repeated reading of transcripts to achieve immersion in the data. Significant statements directly related to participants' lived experiences in learning resource development were identified and extracted. Formulated meanings were then developed from these statements while maintaining close alignment with participants' descriptions. Similar meanings were grouped into thematic clusters representing shared experiences across participants.

An exhaustive description integrating all themes was subsequently developed to provide a comprehensive description of the phenomenon. This exhaustive description was further refined into the fundamental structure describing the essence of learning resource development as experienced by participants. Participant verification was conducted to ensure that the descriptions accurately reflected participants' lived experiences.

To ensure reflexivity and minimize researcher bias, phenomenological reduction and bracketing were practiced throughout the analysis process.

Symbolic Representation

The study incorporated symbolic representations provided by participants to further describe their lived experiences in learning resource development. Participants used symbols and metaphoric descriptions to express their emotions, professional experiences, and perceptions related to their work as learning resource developers.

These symbolic representations were examined as part of participants' descriptions of their experiences and were grouped according to thematic similarities. The symbols provided additional descriptions of cognitive engagement, emotional experiences, professional identity, and challenges encountered in learning resource development.

The inclusion of symbolic representations enriched the descriptive presentation of participants' lived experiences and supported the comprehensive description of the phenomenon.

Ethical Considerations

This study strictly adhered to established ethical research standards. Prior to data gathering, approval was secured from the appropriate institutional authorities and relevant educational supervisors. Participants were fully informed regarding the purpose of the study, the nature of their participation, the use of the findings, and their rights as research participants through an informed consent form.

The study observed the ethical principles of respect for persons, beneficence, and justice. Participation was strictly voluntary, and participants were informed that they could withdraw from the study at any stage without penalty or consequence.

Confidentiality and anonymity were ensured through the use of code identifiers instead of participants' names. All responses, recordings, and transcripts were treated with strict confidentiality and were used solely for research purposes.

Audio recording was conducted only with participants' consent. Adequate time and a comfortable environment were provided during interviews to promote participant well-being and encourage open sharing of experiences. Tokens of appreciation were also provided as a gesture of gratitude for participants' voluntary participation in the study.

RESULTS and DISCUSSION

This study explored and described the lived experiences of learning resource developers using descriptive phenomenological analysis guided by Husserlian phenomenology and Colaizzi's analytical framework. The findings revealed five major themes: Thinking Dynamics, Niche and Identity, Sense of Fulfillment, Passion and Purpose, and Challenges. These themes describe the cognitive, emotional, professional, and contextual dimensions of learning resource development as experienced by participants. The findings likewise relate to existing literature on instructional design, creativity, professional engagement, and phenomenological inquiry.

Thinking Dynamics: A Reflective and Creative Cognitive Experience

The findings revealed that learning resource developers experience learning resource development as a reflective and cognitively engaging process characterized by reflection, metacognition, and mental organization. Participants described mentally reviewing and structuring their work before actual writing, as reflected in statements such as "I edit my work in my mind first" and "I map it in my mind scene by scene." These descriptions suggest that learning resource development involves continuous reflection and cognitive preparation.

These findings are consistent with Nemetallah and Darwesh (2024), who emphasized creativity and reflective thinking as important components of instructional design and educational innovation. Participants also described collaboration as part of their cognitive experience, as reflected in the statement, "My writing gets better when I am with the team," suggesting that collaborative engagement contributes to the improvement of instructional outputs.

The findings indicate that reflective and collaborative cognitive experiences are important in learning resource development. Educational institutions may therefore strengthen opportunities for reflective practice, collaboration, and creative engagement among learning resource developers to enhance instructional material quality.

Niche and Identity: Experiences Shaped by Personal and Cultural Backgrounds

The findings revealed that participants' experiences in learning resource development were closely connected to their personal histories, cultural backgrounds, and professional experiences. Participants shared statements such as "My stories have something to do with my experiences as a child" and "I write about rice because my family came from farmers," indicating that personal experiences influence the development of instructional materials.

These findings support literature emphasizing the importance of culturally responsive and experience-based instructional practices. Báez-Bargellini and Meneses (2023) noted that authenticity and personal expression contribute to creativity and instructional relevance. Participants' descriptions suggest that learning resource development is influenced by personal experiences and cultural context.

The findings further imply that instructional materials may become more meaningful and contextually responsive when learning resource developers are encouraged to incorporate authentic experiences and cultural perspectives into resource development.

Sense of Fulfillment

The findings revealed that participants experienced fulfillment through personal growth, meaningful contribution, and professional engagement in learning resource development. Participants expressed satisfaction through statements such as "I am learning... I am happy because I know this is the correct thinking," reflecting positive experiences associated with professional growth and contribution.

These findings align with Zhao et al. (2022), who emphasized the importance of intrinsic motivation and professional engagement in sustaining productivity and commitment. Participants also described confidence and personal satisfaction in their work, as reflected in the statement, "I will win... I am confident," indicating positive emotional experiences associated with instructional material development.

The findings suggest that learning resource development contributes not only to instructional quality but also to professional fulfillment and personal growth among developers. Educational institutions may therefore strengthen recognition, professional support, and opportunities for growth among learning resource developers.

Passion and Purpose: Commitment to Learner-Centered Instruction

The findings revealed that participants experienced strong passion and purpose in developing instructional materials, particularly in relation to improving learner engagement and educational outcomes. Participants described aligning their instructional materials with learners' characteristics and needs, as reflected in the statement, "I know what attracts them... if the students are clumsy, my character is also clumsy."

These findings support Lubbe et al. (2023), who emphasized the importance of learner-centered instructional design in promoting meaningful educational experiences. Participants' descriptions indicate that learning resource development is closely associated with commitment to learner responsiveness and educational improvement.

The findings suggest that learner-centered approaches remain important in instructional material development. Educational leaders and curriculum developers may therefore continue strengthening policies and practices that support contextualized and learner-responsive instructional resources.

Challenges: Experiences of Complexity in Learning Resource Development

The findings revealed that participants experienced various challenges throughout the learning resource development process. Participants described these challenges using the metaphor "Pebbles, Boulders, and Mountains," reflecting varying levels of difficulty encountered during resource development.

At the "Pebble" level, participants described manageable challenges such as time constraints and capturing ideas during the writing process. At the "Boulder" level, participants experienced difficulties related to revisions, technical skills, and continuous professional demands. At the "Mountain" level, participants described broader institutional challenges such as workload demands, limited support, and organizational constraints affecting the development process.

These findings are consistent with Crowther and Thomson (2020), who noted that professional and institutional challenges influence educational work and reflective practice. Participants' descriptions indicate that learning resource development involves both personal and systemic challenges that may affect instructional quality and professional well-being.

The findings suggest the importance of institutional support systems, collaborative environments, and professional development opportunities to address challenges encountered by learning resource developers.

Synthesis of Findings

Overall, the findings revealed that learning resource development is experienced as a reflective, cognitively engaging, and professionally meaningful process shaped by thinking dynamics, identity, fulfillment, passion and purpose, and contextual challenges. Participants described learning resource development as both a professional responsibility and a personally meaningful experience influenced by cognitive, emotional, cultural, and institutional factors.

The findings further revealed that learning resource developers experience instructional material development through continuous reflection, collaboration, personal engagement, and commitment to learner-centered education.

The Constellation Model illustrates the interconnected relationships among thinking dynamics, identity formation, fulfillment, passion and purpose, and challenges experienced in learning resource development.

The study highlights that strengthening institutional support, collaboration, reflective practice, and professional development opportunities may contribute to improving both instructional material quality and the professional well-being of learning resource developers.

Conclusions

Based on the findings, the following conclusions were drawn:

1. Learning resource development is experienced as a reflective and cognitively engaging process involving creativity, reflection, collaboration, and mental organization.
2. Participants' personal histories, cultural backgrounds, and professional experiences influence the development of instructional materials and contribute to contextualized and authentic educational resources.
3. Learning resource developers experience fulfillment through professional growth, meaningful contribution, and engagement in instructional material development.
4. Passion and purpose in learning resource development are closely associated with commitment to learner-centered instruction and educational improvement.
5. Learning resource developers experience cognitive, technical, emotional, and institutional challenges throughout the development process.
6. Learning resource development is a human-centered professional experience shaped by cognitive, emotional, cultural, and contextual factors.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. Educational institutions and school leaders may strengthen support systems that provide clear guidelines, collaborative opportunities, and efficient workflows for learning resource developers.
2. School administrators and policymakers may promote supportive and creative environments that encourage collaboration, reflective practice, and professional engagement among learning resource developers.
3. Curriculum developers and education policymakers may review and enhance policies to ensure responsiveness to the experiences and professional needs of learning resource developers.
4. Teacher education programs and professional development providers may implement training programs focusing on instructional design, reflective practice, creativity, and professional growth.
5. Schools and educational divisions may establish collaborative communities of practice to encourage knowledge sharing, peer support, and continuous improvement in instructional material development.
6. Educational institutions may implement developmental support programs that include mentoring, professional development workshops, and recognition initiatives to sustain the growth and well-being of learning resource developers.

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