

Unraveling the Proficiency, Influential Factors and Instructional Challenges in Reading among the Learners with Special Educational Needs within an Inclusive Classroom Setting

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Abstract: This study identified the influential factors and instructional challenges in reading among the learners with special educational needs within an inclusive classroom setting of Manguilamon Elementary School. This study will use the quantitative descriptive-correlation method of research using the survey questionnaire (Creswell, 2012) as the principal instrument in gathering the needed data. The study population was composed of twenty-five teachers of the school. The research utilizes a survey questionnaire used was created by adapting some questionnaires from past studies and studied similar thing (L.S. Maphoso, 2014; Mahlo, 2014). It is used to obtain the profile of the respondents specifically on their age and gender, highest educational attainment, academic position and the training attended relevant to reading; the proficiency level of the learners in an inclusive education classroom; the influential factors that includes teachers' management in reading and the participation of parents in reading at home; and the teachers challenges met in an inclusive classroom setting and the significance of the reading proficiency level of the learners to parents active participation in school and to the teachers' management in the teaching reading in an inclusive education classroom. The data revealed that parents active participation and the teachers' challenges met in the classroom gives great impact to the proficiency level of the learners in reading. Though the data on teachers' management and the proficiency level of the reading skills of the learners indicates that this is not a contributing factor, rather, they should focus on improving other aspects of teaching reading to students who struggle with reading. In this sense, addressing the underlying source of the issue will help the students' reading difficulties and advance them to a proficient level. Crafting different programs and innovating techniques and strategies in reading would contribute great help in the development of reading for learners who were in fairly proficient and not proficient level. Therefore, it is recommended, that the action plan entitled "Revolutionizing Parents Active Support Council Action Plan" that encourage parents to actively participate in all grade levels to participate in a range of roles in the creation implementation, and ongoing assessment of parental participation, and determining theme issues be implemented.

Keywords: *Inclusive education, Instructional challenges, Learners with special educational needs, Quantitative Descriptive-Correlation method.*

1. Introduction

Inclusive education stands as one of the most effective and efficient approaches to addressing the diverse needs of learners, ensuring that all students, regardless of their abilities, have equal access to quality education. In the Philippines, the Department of Education has reinforced and expanded its implementation of inclusive education, recognizing its potential to create an equitable learning environment for all students, including those with *special educational needs (SEN)*. This approach fosters a collaborative process that involves teachers, parents, relatives, and other community members in the development, delivery, and assessment of educational programs, particularly focusing on students who require special attention. In inclusive classrooms, the diverse learning needs of all students are met through differentiated

instruction, where each learner, including those with SEN (special educational needs), is provided with the appropriate support to engage and succeed. However, when unraveling the proficiency, influential factors, and instructional challenges in reading among learners with SEN, it becomes clear that significant attention must be directed towards identifying the specific barriers they face. Despite the advances in inclusive education, challenges remain, especially when addressing the reading proficiency of learners with special educational needs (SEN). Recent findings from the 2024 *Program for International Student Assessment (PISA)* revealed that the Philippines ranked among the lowest in creative thinking, a result that highlights broader concerns about the academic performance of Filipino learners, particularly in literacy. Within inclusive classrooms, learners with SEN—especially those with reading difficulties—require more than just standard teaching methods. These students often face compounded challenges, such

as cognitive, sensory, or developmental impairments, that affect their ability to read and process information at expected grade levels. The shift to the MATATAG CURRICULUM in the 2024-2025 academic year has further exacerbated these challenges, as teachers are faced with time constraints, a lack of specialized instructional materials, and insufficient support from parents and the broader community. For learners with SEN, these challenges are particularly pronounced, making it essential to identify and understand the specific factors that influence their reading development. This study seeks to unravel the proficiency levels, influential factors, and instructional challenges that affect the reading skills of learners with special educational needs (SEN) within inclusive classrooms, providing a more focused understanding of the barriers they face in acquiring literacy.

The importance of conducting this study is especially critical for learners with special educational needs (SEN), as it provides an opportunity to pinpoint the unique factors that hinder their reading proficiency. Understanding these factors—whether they relate to individual learner differences, environmental influences, or instructional practices—can empower educators to create more effective and personalized teaching strategies that address the specific needs of these learners. For students with SEN, one-size-fits-all approaches are often ineffective, making it crucial to develop targeted interventions that consider their unique challenges, including language delays, dyslexia, or attention difficulties. Parental involvement is also particularly significant for these learners, as parents can provide valuable insights into their child's specific needs and offer consistent support both at home and in collaboration with the school. By gaining a deeper understanding of the instructional challenges and external factors affecting reading skills in learners with SEN, this study can inform the development of action plans that provide tailored solutions. These insights will not only improve the teaching and learning processes but also contribute to strengthening the inclusive education framework, ensuring that all learners, particularly those with special educational needs (SEN), can thrive academically. Ultimately, this study aims to empower educators with the knowledge and resources they need to help all students—especially those with SEN—overcome barriers to literacy and reach their full academic potential.

2. Theoretical and Conceptual Framework

In exploring the proficiency, influential factors, and instructional challenges in reading among learners with special educational needs (SEN) in inclusive classrooms, this research adopts an integrated framework that draws on key educational theories and concepts. The framework incorporates *Social Constructionist Theory*, *Niklas Luhmann's System Theory*, and the core principles of Inclusion versus Integration. These theoretical underpinnings will guide the study's exploration of how learners with SEN interact with and are supported by the educational system, particularly in reading instruction within inclusive classrooms.

Social Constructionist Theory (Berger & Luckmann, 1966; Meyer, 2010) forms the basis for understanding how the meanings of inclusion and exclusion in education are socially constructed.

This theory posits that the way in which we perceive educational practices—especially inclusion—is not fixed but constantly shaped by social interactions. Within the context of inclusive education, the perceptions of teachers, parents, and the school community regarding the inclusion of learners with SEN shape their educational experiences. The dynamics of inclusion are not only influenced by physical placement in the classroom but also by the attitudes and actions of the various social groups involved. Social Constructionism, therefore, provides insight into how inclusive practices evolve through ongoing communication, relationships, and institutional norms, which directly affect learners' reading proficiency.

In addition, the framework incorporates **Niklas Luhmann's System Theory (Luhmann, 1995)**, which emphasizes the complexity and interdependence of various social systems. According to this theory, *society is comprised of distinct, yet interconnected systems* (e.g., educational, familial, and political systems) that function autonomously but also shape each other. In this research, the educational system—specifically, how schools address reading challenges among learners with SEN—interacts with and is influenced by broader societal systems. Luhmann's perspective helps explore how systems of communication within the school environment can either support or hinder the academic experiences of learners with SEN, including their reading development. The research emphasizes how these systems must adapt, evolve, and communicate effectively to facilitate inclusion and promote reading proficiency for all students, particularly those with special needs.

The study also applies the Inclusion versus Integration concepts. While integration focuses solely on physically placing learners with disabilities into general education classrooms, inclusion goes beyond mere placement. It emphasizes creating learning environments that are flexible, supportive, and responsive to the diverse needs of all students, including those with SEN. The goal of inclusion is to ensure that learners with SEN are not only present in the classroom but actively participate in the learning process, with accommodations and modifications tailored to their needs. This approach is vital in reading instruction, as learners with SEN often require differentiated teaching strategies, such as multi-sensory techniques or adapted materials, to succeed in acquiring reading skills (Vislie, 2003).

The theoretical framework is supported by national laws and educational policies that advocate for inclusive education in the Philippines. **The Inclusive Education Act (RA 11650) mandates the provision of quality education to all learners, including those with special needs.** It calls for the development of systems and practices that ensure students with disabilities have access to appropriate education, including the implementation of specialized support services within inclusive classrooms. This law emphasizes the need for teachers to receive training in special education and for schools to provide individualized resources and strategies to meet the diverse learning needs of students with SEN.

The Magna Carta for Persons with Disabilities (RA 7277) affirms the rights of individuals with disabilities, ensuring equal access to education and advocating for accommodations that facilitate participation in regular educational settings. This law reinforces the concept of inclusion, urging schools to create

accessible learning environments and provide necessary support to students with disabilities to enhance their academic performance. For this research, it is critical to understand how these legal frameworks impact the design and implementation of reading instruction in inclusive classrooms.

DepEd Orders 2022_026 and 12 s 2020 further highlight the importance of collaboration between educational institutions, local government units, and parents to implement inclusive practices. These orders emphasize the need for school governance and the active involvement of parents and the community in supporting the educational needs of learners with special needs. Active parental participation is a key factor influencing the academic success of children with SEN(*special Educational Needs*), including those with reading difficulties. Studies have shown that students whose parents are actively involved in their education tend to perform better academically, particularly in reading (Redding, 2006). Thus, this research will investigate how parental support influences the reading proficiency of students with SEN in inclusive settings.

Inclusion in reading instruction requires teachers to adopt flexible instructional strategies that cater to the diverse learning needs of students with SEN. Teacher attitudes and experience play a significant role in the success of inclusive education. Teachers who are well-trained in special education are better equipped to differentiate instruction and provide individualized support that addresses the challenges faced by students with SEN, especially in reading. This research will explore how teacher training, experience, and attitudes towards inclusion influence the effectiveness of reading instruction for learners with SEN in inclusive classrooms (Musyafira & Hendriani, 2021). The instructional challenges faced by educators in inclusive classrooms are multifaceted. Teachers must adapt their teaching methods to meet the diverse needs of students with SEN, including those who struggle with reading. This includes providing individualized resources, modifying lesson plans, and implementing specialized techniques to ensure that all students can engage with the reading curriculum. The study will examine the specific instructional barriers faced by educators and identify strategies that have been effective in overcoming these challenges.

Furthermore, this research will investigate the role of technology in addressing reading challenges in inclusive classrooms. In the context of remote or blended learning, technology can provide innovative tools for students with SEN, offering personalized learning experiences and enabling better access to resources and support. **DepEd's Basic Education Learning Continuity Plan (BE-LCP)** emphasizes the use of technology to continue education during disruptions such as the COVID-19 pandemic, making it essential to explore how digital tools can support the reading development of learners with SEN in inclusive classrooms.

This theoretical and conceptual framework integrates *Social Constructionist Theory*, *Niklas Luhmann's System Theory*, and *the principles of Inclusion to explore the complexities of reading proficiency among learners with SEN(special Educational Needs)*. It also aligns with relevant Philippine laws and policies that advocate for inclusive education, emphasizing the need for collaborative efforts, teacher training, and individualized support to address the reading challenges faced by learners with special needs. Through this framework, the study aims to uncover the

factors that influence reading proficiency and to identify the instructional strategies that can enhance the learning experiences of students with SEN in inclusive classrooms.

3. Review of Related Literature

A various international research underscores the crucial role of **parental involvement** in enhancing students' academic performance, particularly in inclusive educational settings. Redding (2006) affirms that "there is substantial evidence that family involvement promotes academic achievement," with numerous studies finding that students from highly engaged families tend to outperform their peers whose families are less involved in educational activities. *Research by Alotaibi (2017), Ningsih et al. (2018), and Sari and Prasetya (2020)* revealed a significant correlation between **parental satisfaction** with educational services and the academic achievement of students. Indrawati (2011) identified five pivotal qualities of educational services—**reliability, direct evidence, capture power, assurance, and empathy**—that positively influence parental satisfaction. These findings indicate that well-managed and responsive educational services can improve the relationship between parents and educators, fostering better academic outcomes for students.

Parental satisfaction with educational services, however, is also influenced by factors such as **parental education level** and **family income**. Research by **Hidalgo, McIntyre, McWhirter, and Ellen (2015)** demonstrated that these socio-economic factors significantly affect parental satisfaction and, by extension, the quality of educational support children with special educational needs (SEN) receive. Abdullah (2020) further explored how the **Education Management Information System (EMIS)** enhances **social competence among teachers**, which in turn positively influences parental satisfaction in inclusive educational contexts. Additionally, **Utami and Putra (2020)** highlighted that the availability of **specialized educational facilities**, such as study rooms and parent consultation areas, is critical in ensuring that parents are satisfied with inclusive education services, thus facilitating better parental engagement.

Research from the **Australasian Journal of Special and Inclusive Education** also sheds light on the perspectives of Bhutanese parents of children with SEN. **Jigyel, Miller, Mavropoulou, and Berman (2018)** found that Bhutanese parents perceived notable benefits for their children attending inclusive schools, including positive social outcomes, enhanced physical and speech development, and academic progress. While these benefits were evident, the study also highlighted significant cultural barriers to effective parental involvement, particularly in terms of **two-way communication** between parents and schools. Cultural expectations shaped both teacher and parent interactions, resulting in limited collaboration. This finding suggests that for inclusive education to succeed, there must be a concerted effort to enhance communication between educators and parents, particularly those of children with SEN(Special Educational Needs).

The literature further supports that **peer support networks** among parents of children with disabilities play a vital role in promoting effective parental involvement. Lo (2010) emphasized the

importance of **parental interaction and moral support** as mechanisms for alleviating feelings of isolation, loneliness, and guilt, which are often experienced by parents of children with special needs. McCabe (2008) and Shilling et al. (2013) highlighted that these peer relationships provide not only emotional support but also practical guidance on coping strategies, fostering a sense of shared experience and lessening the social stigma that parents often face.

Teacher attitudes are another key factor influencing the success of inclusive education. A review by Musyafira and Hendriani (2021) affirmed that teachers who exhibit a **positive attitude** towards inclusive education are more likely to effectively integrate students with SEN into mainstream classrooms. Positive teacher attitudes, driven by experience, training, and exposure to students with special needs, are essential for overcoming the challenges of inclusive education. Research by Sutisna et al. (2020) in Lombok demonstrated that teachers who were well-prepared and experienced in inclusive education showed greater adaptability in teaching, allowing for curriculum adjustments that accommodated the diverse needs of both general and special needs students. Additionally, **student management practices** in inclusive schools are critical for creating a supportive learning environment for students with SEN. Sujarwanto, Riyanto, and Ashar (2018) noted that inclusive schools with robust student management practices—encompassing planning, organizing, implementing, supervising, and evaluating—are better positioned to foster academic success for all learners. However, challenges persist, particularly in **parental involvement** and **teacher expertise**. The study emphasized the need for **optimal support from various stakeholders**, including parents, to address these gaps and improve the overall quality of inclusive education.

The body of research reviewed here underscores the intricate interplay of factors—**parental involvement, teacher attitudes, school management practices, and peer support networks**—that shape the academic success of students with special educational needs in inclusive settings. These findings inform the current study on unraveling the proficiency, influential factors, and instructional challenges in reading among learners with special educational needs within an inclusive classroom setting. By understanding these factors, educational practitioners can create more supportive environments that foster the academic and social development of learners with SEN.

4. Statement of the Problem—This study aims to investigate the proficiency level of the learners with special educational needs (LSENs) with the influential factors in reading and their correlation therein as well as the challenges encountered by the Special Education (SpEd) teachers in facilitating the instruction within an inclusive classroom from two selected public elementary school from the Department of Education (DepEd) Talisay City Division during the academic year 2024- 2025 as basis for the formulation of the action plan.

Specifically, it seeks answers to the following queries:

1. *What is the profile of the respondents in terms of:*

1.1 *age and gender;*

1.2 *academic position and highest educational attainment; and*

1.3 *length of service and training attendance relevant to reading?*

2. *What is the proficiency level of the LSENs in reading within an inclusive classroom?*

3. *To what extent do the identified factors influence reading proficiency among LSENs namely:*

3.1. *Teachers' management of reading instruction, and*

3.2. *Parental involvement in their children's reading at home?*

4. *Is there a significant correlation between the proficiency level of LSENs in reading and the extent that these identified factors influence their proficiency?*

5. *What are the challenges the teacher- respondents encountered in facilitating the learners with reading difficulties?*

6. *Based on the findings of the study, what particular action plan shall be formulated?*

4.1 Statement of Hypothesis

Based on the objectives of the study, the following null hypotheses will be tested at 0.05 level of significance:

Ho1: *There is a significant correlation between the proficiency level of LSENs in reading and the extent that these identified factors influence their proficiency.*

4.2 Research Design and Flow of the Study

This study adopts a quantitative descriptive-correlation research design, which is appropriate for examining the relationships between various factors influencing the reading proficiency of learners with special educational needs (LSENs) within an inclusive classroom setting. The research aims to explore the correlation between parental involvement, the learners' reading proficiency, and the challenges faced by both teachers and parents in supporting the academic development of LSENs. By utilizing a survey questionnaire as the primary instrument for data collection, the study will gather quantifiable data on the demographic profile of parents (including age, educational background, and professional roles), their engagement in their children's learning, the specific instructional strategies employed by teachers, and the challenges encountered in the inclusive classroom environment. The study's objective is to identify significant relationships between these variables to propose practical interventions and strategies that may enhance the educational experience and outcomes for LSENs.

The flow of the study follows a structured sequence to ensure clarity and logical progression in achieving the research objectives. Initially, the study will focus on gathering information about the parents' demographic characteristics, including factors such as educational level, professional background, and their involvement in their child's learning at home. Additionally, the research will assess the reading proficiency levels of LSENs and the various external factors that influence their performance, such as teacher management of reading instruction and the level of parental involvement in supporting learning at home. *Descriptive and correlation-based analyses* will be employed to analyze the data, providing insights into the strength and nature of the relationships between these factors. The study will also utilize *purposive sampling to select the respondents*, ensuring that the

data collected is relevant to the objectives of the research. The output of this study will include a comprehensive action plan that addresses the identified challenges and recommends strategies for improving reading proficiency and supporting both teachers and parents in an inclusive education setting. The research will be executed in distinct stages, beginning with the formal approval from university authorities, followed by permission from the school divisions and principals to conduct the study. Once the permissions are granted, the researcher will distribute the survey questionnaires to the selected participants and provide clear instructions on how to complete the surveys accurately. To ensure the reliability and validity of the data, the researcher will emphasize confidentiality and data privacy, assuring participants that the information will be used solely for academic purposes. After data collection, the researcher will proceed with thorough data analysis using appropriate statistical techniques to identify correlations between the various factors being studied. **Ethical considerations** will be paramount throughout the study, with measures in place to ensure informed consent, confidentiality, and compliance with the **Data Privacy Act of 2012**. This approach guarantees that the study adheres to ethical research standards while providing meaningful and actionable findings that can contribute to enhancing inclusive educational practices for LSENs.

5. Instruments and Data Collection

The primary instrument for data collection in this study was a *survey questionnaire designed to gather quantitative data from the teacher-respondents*. The survey addressed key areas such as the teachers' demographic information, their level of involvement in managing reading instruction for learners with special educational needs (LSENs), the challenges they faced in an inclusive classroom setting, and their perceptions of parental involvement in the reading development of these students. The questionnaire was developed with a combination of closed and open-ended questions to ensure a comprehensive understanding of the factors influencing reading proficiency. It was validated by experts in the field of inclusive education to ensure its reliability and relevance to the research objectives. The instrument was pre-tested on a small group of teachers to refine any ambiguities and to ensure its clarity and comprehensibility.

Data were collected in a systematic manner following ethical procedures. Upon obtaining the necessary permissions from the School Division Superintendent and the School Principal, the researcher personally distributed the questionnaires to the selected teacher-respondents at Manguilamon Elementary School. Each teacher was given sufficient time to respond to the survey, and the researcher provided assistance where necessary to ensure that the participants understood the questions. Additionally, informed consent was obtained from all participants, ensuring their voluntary participation and confidentiality. After the completion of the survey, the researcher collected the questionnaires, ensuring that the data were securely stored and kept confidential throughout the entire process. This approach guaranteed that the data collection process was conducted ethically and with the utmost regard for the participants' privacy and consent.

5.1 Ethical Considerations and Data Privacy

The data gathering process for this study followed a structured and ethical procedure to ensure reliability and validity. First, the

researcher obtained the necessary approvals from the Dean and the Graduate School adviser at Cebu Technological University. Subsequently, a formal request was submitted to the Schools Division Superintendent of Talisay City, Department of Education, for permission to conduct the study at Manguilamon Elementary School. Upon receiving the authorization, the researcher reached out to the school principal to coordinate the logistics and ensure that all teachers were informed and prepared to participate in the study.

Once all approvals were secured, the researcher proceeded to distribute the survey questionnaires to the selected teacher-respondents, who were identified based on their involvement with learners who had reading difficulties, as indicated by the **Comprehensive Rapid Literacy Assessment (CRLA)**. The researcher personally handed out the questionnaires to the participants, explaining the purpose of the study and assuring them of the confidentiality of their responses. Teachers were given sufficient time to complete the questionnaires, and the researcher was available to answer any questions or clarifications. After the completion of the survey, the researcher retrieved the questionnaires and ensured the data were properly recorded for analysis. Throughout this process, the researcher adhered to ethical standards, ensuring informed consent, maintaining the confidentiality of the participants, and protecting the integrity of the data.

6. Statistical Treatment of Data

The statistical treatment of data in this study involved both *descriptive and inferential statistical tools* to analyze and interpret the responses. Descriptive statistics, including frequency count and simple percentage, were employed to summarize the demographic profile of the respondents and the various factors related to parental involvement, teacher challenges, and students' reading proficiency levels. To assess the degree of involvement of parents and the challenges faced by teachers, weighted means were calculated. Additionally, **Pearson's Correlation Coefficient (R)** was used to determine the strength and direction of the relationship between the variables, allowing for a deeper understanding of how these factors interrelate. These statistical tools provided a comprehensive analysis of the data, offering insights into the variables being studied.

7. Research Environment

The research environment for this study was **Manguilamon Elementary School**, one of the 44 elementary schools within the Talisay City Division, Region VII, Central Visayas. The school is committed to providing a child-friendly environment that promotes and protects the rights of Filipino students, aiming to help them achieve their fullest potential through complete basic education delivered with love, dedication, and an emphasis on efficiency. The school's philosophy fosters patriotism, instilling values and competencies that enable students to recognize their responsibility and contribution to the nation and their fellow citizens. In alignment with its goals, Manguilamon Elementary School has fully embraced Inclusive Education, which offers educational opportunities to both regular students and children with special needs within the same classrooms, ensuring equitable learning for all, including those traditionally excluded from mainstream education due to disabilities or minority status.

Located in Barangay Jaclupan, the school serves children from the surrounding areas, and is accessible via tricycles, jeepneys, bicycles, private vehicles, and motorcycles (habal-habal). The school campus comprises four buildings and a covered court, along with facilities designed to facilitate effective teaching and learning, such as feeding areas, ICT laboratories, a Learning Resource Center, and mini-libraries. The school is led by an active and dedicated School Head supported by a team of 9 skilled teachers and 1 non-teaching staff member. The teachers play an essential role in shaping the curriculum, fostering motivation, and providing wisdom, strength, and hope for students. They serve as role models and second parents to students, helping them meet the ultimate goal of education—to become productive, morally responsible, and globally competitive members of society.

The respondents for this study were selected teacher-advisors from Manguilamon Elementary School who worked with learners identified as having reading difficulties at the primary level. The teacher-respondents were active educators whose students were enrolled for the 2024-2025 school year and had been identified as struggling readers based on the Comprehensive Rapid Literacy Assessment (CRLA). A complete enumeration sampling method was used, with a total of 25 teachers selected from the school's population to participate in the study.



Table 1: Distribution of Respondents in Manguilamon Elementary School

(n = 25)

Teachers of Grade Level	Number of Teacher Respondents	%
Grade 1 Teachers	10	40%
Grade 2 Teachers	7	28%
Grade 3 Teachers	8	32%
Total	25	100%

The respondents of this study will be the selected teacher-advisers of learners who were considered to have reading difficulties in the primary level from Manguilamon Elementary School. The teacher-respondents in this study are all active teachers whose students were enrolled for the school year 2024-2025 and were identified as learners with reading difficulties based on the Comprehensive Rapid Literacy Assessment (CRLA). The study will utilize complete enumeration sampling. The researchers will choose 25 teachers as respondents from the total population in the research environment, Manguilamon Elementary School.

Table 2: Age and Gender of the Respondents

(n = 25)

Age Range	Male		Female		Total	
	Freq.	%	Freq.	%	Freq.	%
56 – 60	—	—	3	12.00	3	12.00
51 – 55	—	—	3	12.00	3	12.00
45 – 50	—	—	2	8.00	2	8.00
40 – 45	—	—	2	8.00	2	8.00
36 – 40	2	8.00	2	8.00	4	16.00
31 – 35	1	4.00	5	20.00	6	24.00
25 – 30	—	—	5	20.00	5	20.00
Sub-total	3	12.00	22	88.00	25	100.00

Table 2 indicates that 88% of the respondents are female teachers, demonstrating the dominant role women play in addressing the reading difficulties of students. Female teachers are often seen as nurturing figures, which can positively influence students' learning experiences. The data also shows that the largest group of respondents (24%) are aged 31-35, a period of middle adulthood where teachers are equipped with greater verbal skills, practical knowledge, and innovative teaching strategies. This age group tends to introduce more interactive and effective reading methods in the classroom and is well-positioned to help parents teach reading creatively at home. The involvement of these teachers is crucial in overcoming barriers to literacy, especially through the use of diverse instructional techniques and understanding both internal and external obstacles in teaching.

8. Presentation, Analysis, and Interpretation of Data

Table 3: Academic Position and Highest Educational Attainment
(n = 25)

Acad. Position	Master's Degree		With Unit in Master's		Bachelor's Degree	
	Freq.	%	Freq.	%	Freq.	%
MT II	—	—	—	—	—	—
MT I	—	—	—	—	—	—
T III	2	8.00	10	40.00	—	—
T II	—	—	6	24.00	1	4.00
T I	—	—	6	24.00	—	—
Sub-total	2	8.00	22	88.00	1	4.00

Legend: MT = Master Teacher; T = Teacher

Table 3 illustrates the academic position and educational attainment of the teacher respondents. It reveals that 88% of teachers have completed units in a master's degree program, reflecting a significant commitment to ongoing professional development. This continuous education empowers teachers to adapt to the changing needs of their students, particularly in addressing reading difficulties. With a higher level of academic qualification, these teachers are well-equipped to innovate instructional strategies and take on leadership roles to improve educational outcomes. Furthermore, the high percentage of teachers with advanced degrees or units indicates their dedication to staying informed about new teaching methods, especially when it comes to working with learners facing challenges like reading difficulties. **Continuous professional development (CPD)** offers teachers the opportunity to enhance their teaching methods, improve student engagement, and contribute to overall student success. As lifelong learners, these educators gain valuable skills that not only help students but also benefit their careers, positioning them for career growth and advancement. By engaging in CPD, these teachers are able to close gaps between initial training and the specific needs of students, especially those with special educational needs (SEND). This ongoing development enhances their ability to provide a high-quality, inclusive education that meets diverse student needs. As Jarvis (2009) suggests, lifelong learning nurtures a more experienced, adaptable teacher who can better handle the complexities of modern classrooms, ensuring continuous growth both professionally and personally.

Table 4 Length of Service and Training Attendance Relevant to Reading
(n = 25)

Length of Service (years)	1 to 3	4 to 6	7 to 9	10 to 12	13 to 15	16 and above	Total
Frequency in Number of Training Attended	0	1	1	0	4	0	6
Percentage	0%	28%	28%	20%	24%	0%	100%

Table 4 presents the relationship between years of service and training attendance related to reading instruction among the teacher respondents. It highlights that a significant proportion of the teachers (88%) have participated in training programs designed to enhance their skills in teaching reading. Specifically, 28% attended training for 4 to 6 years of service and 28% for 7 to 9 years. The data also shows that teachers with 13 to 15 years of service had the second-highest attendance at training (24%). This continuous professional development ensures teachers are equipped with the most effective strategies to improve **students' reading skills. The training provides teachers with enhanced confidence and better tools to support struggling readers, demonstrating the importance of professional growth in improving educational outcomes.**

Table 5 Proficiency Level of LSEs in Reading within an Inclusive Education
(n = 25)

LSEs	Fairly Proficient	Not Proficient
	Frequency	%
G1A	—	—
G1B	2	8%
G2A	5	20%
G3A	5	20%
G4A	5	20%
Sub-total	17	68%

Table 5 presents the proficiency levels of learners with special educational needs (LSEs) in reading, as assessed through the Comprehensive Rapid Literacy Assessment (CRLA). The CRLA measures several critical reading components, including word recognition, reading comprehension, vocabulary, phonemic awareness, decoding skills, sentence construction, and reading retention. The results show that 68% of the learners were categorized as "Fairly Proficient" in reading, while 32% were "Not Proficient." This indicates that a significant portion of students are still struggling with essential reading skills, which could have a negative impact on their academic performance. These findings underscore the need for targeted interventions to improve reading proficiency, as literacy development is a key priority for the Department of Education (DepEd, 2020). Programs such as the **"Every Child A Reader Program"** aim to address these issues by strengthening the reading and writing abilities of Filipino children. As Broadfoot (1996) states, the ability to solve problems, communicate creatively, and make decisions are crucial skills for success, and reading proficiency is a foundational step in developing these competencies.

Table 6 Extent to which Identified Factors Influence Reading Proficiency among LSEs as to Teachers' Management of Reading Instruction
(n = 25)

No.	Indicators	x	VD
1	Clear delivery of instructions reduces the challenges LSEs face in reading.	3.3	Undecided

No.	Indicators	x	VD
2	Reading activities help address LSENs' specific reading difficulties.	3.3	Undecided
3	Frequent assessments assist in identifying reading difficulties early.	3.3	Undecided
4	Teacher's ability to adapt lessons mitigate LSENs' reading challenges.	3.6	Agree
5	Effective classroom management during reading lessons reduces distractions and helps LSENs focus better.	3.6	Agree
6	Teacher's emphasis on understanding the material helps LSENs overcome comprehension challenges.	3.6	Agree
7	Consistent instructional methods help LSENs steadily improve in reading despite challenges.	2.6	Undecided
Average Weighted Mean		3.3	Undecided

Table 6 outlines the teacher responses regarding various factors that influence the reading proficiency of learners with special educational needs (LSENs) in relation to teachers' management of reading instruction. The average weighted mean of 3.3, categorized as "Undecided," suggests that teachers' management of reading instruction is effective and efficient but may still have room for improvement. The majority of teachers agree that clear instruction, adaptable lessons, effective classroom management, and an emphasis on comprehension all contribute positively to addressing reading challenges among LSENs. However, teachers' consistency in instructional methods was seen as an area of uncertainty, as it garnered a lower rating of 2.6, indicating that there is room to refine this aspect of reading instruction.

Teachers are integral in managing classroom activities, and their approaches to organizing and delivering lessons significantly influence the learning environment. As noted by Gebhard (1996), teachers shape the nature of classroom interactions, and their classroom management can foster meaningful learning experiences. Marzano (2003) also emphasized that effective classroom management has always been a priority for educators. This study highlights the importance of teachers' management of reading instruction as a key factor in improving literacy among LSENs.

Table 6.1: Extent to which Identified Factors Influence Reading Proficiency among LSENs as to Parental Involvement in Their Kids' Reading at Home

(n = 25)

No.	Indicators	x	VD
1	Regular reading activities at home help reduce LSENs' struggles with reading.	1.5	Strongly Disagree
2	Parents' encouragement motivates LSENs to overcome reading difficulties.	1.6	Strongly Disagree
3	Parents helping LSENs with difficult reading materials makes it easier for them to manage reading challenges.	1.5	Strongly Disagree

No.	Indicators	x	VD
4	Positive reinforcement from parents boosts LSENs' confidence and helps them overcome reading challenges.	1.5	Strongly Disagree
5	Seeing their parents read, LSENs are encouraged to read more and face fewer difficulties.	1.5	Strongly Disagree
6	LSENs' discussions with their parents about what they read help them better understand and overcome reading challenges.	1.6	Strongly Disagree
7	Parents' monitoring of LSENs' reading progress helps address difficulties before they become major issues.	1.4	Strongly Disagree
Average Weighted Mean		1.5	Strongly Disagree

Legend:

4.20-5.00 Strongly Agree (SA); 3.40-4.19 Agree (AG); 2.60-3.39 Undecided (UD); 1.80-2.59 Disagree (DA); 1.00-1.79 Strongly Disagree (SD)

Table 7 : Test of Significance on the Correlation between the Proficiency Level of LSENs in Reading and Teachers' Management of Reading Instruction

Variable	r-value	Strength of Correlation	p-value	Decision	Result
Proficiency Level of LSENs and Teachers' Management	0.0256	Weak correlation	0.903322	Do not reject Ho	Not significant

Note: The result is not significant at $p < .05$; critical value = 0.235

Table 7 presents the results of a test of significance examining the correlation between the proficiency level of Learners with Special Educational Needs (LSENs) in reading and the teachers' management of reading instruction. The computed **r-value** of **0.0256** indicates a very weak positive correlation, suggesting only a minimal connection between the two variables.

The **p-value** of **0.903322** is much higher than the conventional threshold of **0.05**, indicating that the observed correlation is not statistically significant. Given this, the **null hypothesis** is not rejected, meaning that there is no significant relationship between LSENs' reading proficiency and teachers' management of reading instruction at the current level of analysis.

This finding highlights that teachers' management of reading instruction may not be a major factor influencing LSENs' reading proficiency. It suggests that other factors may be more influential in improving reading outcomes for LSENs. Educators and

policymakers may need to explore alternative strategies and approaches to better support these learners.

Table 8: Test of Significance on the Correlation between the Proficiency Level of LSEs in Reading and Parental Involvement in their Kids Reading at Home

Variable	r-value	Strength of Correlation	p-value	Decision	Result
Proficiency Level of LSEs and Parental Involvement	0.0346	Weak correlation	0.86958	Do not reject Ho	Not significant

Note: The result is not significant at $p < .05$; critical value = 0.235

Table 8 presents the statistical analysis of the correlation between the proficiency level of Learners with Special Educational Needs (LSEs) in reading and parental involvement in their home reading activities. The **r-value** of **0.0346** indicates a very weak positive correlation, suggesting minimal to no connection between the two variables. The **p-value** of **0.86958** is considerably higher than the conventional significance level of **0.05**, indicating that the observed correlation is not statistically significant. As a result, the **null hypothesis** is not rejected, suggesting that parental involvement in home reading activities may not significantly impact LSEs' reading proficiency.

This finding challenges the assumption that parental engagement plays a central role in improving reading skills for LSEs. It indicates that other factors may have a more substantial effect on LSEs' reading outcomes. Educators and policymakers should consider exploring additional factors and reevaluate strategies that prioritize parental involvement.

Table 9: Challenges the Teacher-Respondents Encountered in Facilitating Learners with Reading Difficulties (n=25)

No.	Indicators	x	VD
1	I don't have enough time to supervise my kid's school assignments and activities.	4.0	Agree
2	I can't control my child's behavior in terms of studying.	2.5	Strongly Agree
3	I need to focus on work to meet our financial needs.	4.0	Agree
4	I can't rely on my husband and siblings on helping my child with school work.	4.0	Agree
5	Our home is not conducive for learning.	4.0	Agree
6	I have encountered language barriers (e.g., can't understand English, Sinugbuanong Binisaya, or Tagalog).	4.0	Agree
7	I do not know how to use technology to actively participate in school activities.	4.0	Agree
8	Conflicts between family, work, and study schedule.	4.0	Agree
9	I do not know how to read and write.	4.0	Agree

No.	Indicators	x	VD
10	I do not have the skills to teach my child how to read.	4.0	Agree
Average Weighted Mean		3.8	Agree

Legend: 4.20-5.00 Strongly Agree (SA); 3.40-4.19 Agree (AG); 2.60-3.39 Undecided (UD); 1.80-2.59 Disagree (DA); 1.00-1.79 Strongly Disagree (SD)

Table 9 provides a detailed overview of the challenges faced by teacher-respondents in facilitating learners with reading difficulties in an inclusive education setting. The data reveals a range of obstacles that significantly impact teachers' ability to effectively implement reading instruction strategies. The average weighted mean of 3.8 (Agree) indicates that these challenges are widely acknowledged by the respondents, with teachers indicating strong agreement on a variety of issues that hinder their teaching practices. The challenges highlighted in the table include time constraints, where teachers report that they lack sufficient time to supervise and assist students with their school assignments and activities. Additionally, teachers face difficulties in managing learners' behavior, particularly in terms of maintaining focus and discipline during reading sessions. A recurring issue is the lack of family support, with many teachers noting that they cannot rely on parents, siblings, or other family members to assist students with schoolwork, further exacerbating the difficulties students face in improving their reading skills. Many teachers also face conflicts between their personal and professional obligations, which affects their ability to dedicate the necessary time and energy to address students' reading challenges effectively.

Other barriers include the lack of a conducive learning environment at home, language barriers, and inadequate technological literacy, which further hinder students' engagement with online platforms for learning. Some teachers also reported that they themselves do not possess the skills or knowledge to effectively teach reading to students, suggesting a need for more comprehensive professional development in reading instruction. This data underscores the critical need for revised policies, programs, and support systems that better address the unique challenges of inclusive classrooms. It also highlights the importance of parental involvement in the educational process, as many of the challenges relate to students' home environments and parental support for learning. The results of this analysis suggest that the Department of Education (DepEd) should focus on providing teachers with the necessary tools, resources, and support to overcome these challenges, while also engaging parents more actively in the learning process to create a more supportive and collaborative educational environment for students with reading difficulties.

Findings

The analysis of the teachers' demographic profile, particularly in terms of age and gender, reveals that most teacher respondents are in middle adulthood, a stage characterized by enhanced verbal memory, vocabulary, inductive reasoning, and practical skills. This stage of development provides greater opportunities for teachers to refine their teaching methods and innovate in their approach to teaching reading. The

predominance of female teachers in the sample is noteworthy, as it should provide guidance to parents on how to support learning at home, such as suggesting reading activities and fostering a growth mindset in children.

working with students with reading difficulties, as female teachers may

act as strong role models who can positively influence students' attitudes **S - Strengthen School-Community Collaboration:**

toward learning. Furthermore, the majority of teachers (88%) had completed graduate-level education, demonstrating their dedication to communities. By involving the broader community, such as local organizations or volunteers, schools can create a more supportive environment for children with reading difficulties, ensuring that teachers with the knowledge and strategies necessary to effectively support is available both inside and outside of school hours. address the needs of students with special educational needs in reading.

However, despite the teachers' commitment and professional development, the data highlights significant challenges they face in facilitating reading instruction for learners with reading difficulties. These challenges, such as inadequate support from parents, time constraints, and insufficient resources, negatively impact the students' reading proficiency. The weak correlation between LSENs' reading proficiency and teachers' management of reading instruction ($r = 0.0256$) further suggests that there may be other factors influencing reading outcomes beyond teaching strategies. Similarly, parental involvement in home reading activities also showed a weak correlation with reading proficiency, indicating that it may not be the primary factor contributing to improvements in reading skills. The findings suggest that a more holistic, multifaceted approach is necessary to address the diverse challenges teachers and students face. This may involve reevaluating current teaching strategies, providing more robust support for both teachers and parents, and developing targeted interventions to better meet the needs of LSENs.

Recommendations

Based on the findings of the study, the following recommendations are made to enhance parental involvement and improve the reading proficiency levels of learners with special educational needs (LSENs). An action plan has been proposed, titled "*Revolutionizing Parents' Active Support Council*" (*R-PASC*), which outlines steps to strengthen the collaboration between parents and educators. This will ensure both home and school play a coordinated role in improving reading skills for these learners.

R - Revitalize Parental Engagement:

Strengthen and expand the participation of parents in school activities. Encourage open communication between home and school, ensuring parents are well-informed about their child's reading progress and areas that need improvement. By providing regular updates, parents will have a clear understanding of their child's academic development.

P - Promote Responsible Parenting:

Provide parents with tools and strategies to create a positive learning environment at home. This includes offering workshops or materials that teach parents how to support their children's reading practice and create a study-friendly atmosphere that encourages consistent learning habits.

A - Assist Teachers in Parental Involvement:

Equip teachers with the necessary training and resources to engage parents in their children's reading activities effectively. Teachers

C - Cultivate Active Parental Contribution in Decision-Making:

Ensure parents are actively involved in school decisions, particularly those affecting their children's education. By incorporating parents into decision-making processes, such as curriculum adjustments or the development of support strategies, schools can gain valuable insights and foster a stronger sense of ownership in their children's learning journey.

C - Coordinate Remedial and After-School Support:

Provide structured after-school programs or remedial classes where parents can participate in reinforcing reading skills. These programs should be designed to work closely with parents, ensuring that they have the resources to continue supporting their children's progress at home.

Implementing the *R-PASC Action Plan*, schools can significantly improve parental involvement in their children's education, particularly for learners with reading difficulties. The collective effort of both parents and teachers will help create a nurturing environment for learners to thrive academically.

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Author contributions

Sharamil P. Sumayang conceptualized the study and spearheaded the research design, focusing on unraveling the proficiency, influential factors, and instructional challenges faced by learners with special educational needs (LSENs) in reading within an inclusive classroom setting. **May Fritzi Saligumba** contributed significantly to the development of the literature review and

provided insight into the challenges and needs of LSENs in inclusive environments. **Niña Rozanne T. Delos Reyes** played a crucial role in data collection, particularly through interviews and surveys with educators, and contributed to the analysis and interpretation of results. **Raymond C. Espina** assisted in data analysis and provided substantial input in understanding the relationship between instructional challenges and student performance. **Lilibeth C. Pinili** facilitated communication with participating schools and supported the logistics of data gathering and collaborated in the collection of data, particularly from teachers, and provided key revisions to ensure the accuracy and clarity of the findings.

All authors worked collaboratively on the research design, data analysis, and manuscript preparation, ensuring the study's alignment with its objectives. They collectively approved the final manuscript for submission.

Conflicts of interest

The authors declare no conflicts of interest.

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