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Research Article

Teaching Strategies and Their Effect on Reading Comprehension Performance of Junior High School Students in Inclusive Classroom Setting

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Abstract: Comprehension is the basic condition for meaningful reading. The current quantitative study conducted in the English language context explored the effect of teaching reading strategies on the reading comprehension of junior high school students with a sample size of 30 in an inclusive classroom setting. The findings revealed that majority of the students were at the ages 14 to 17 years old, females, parents' income ranging from ₱9,520 - ₱19,040 with an educational background at the high school level. The Effective Instructional Methods were more highly utilized than the cooperative learning strategies. Both reading comprehension levels during the pre-test and post-test belonged to the proficient level. There is a significant difference between the pre-test and post-test scores ($t = 7.417$; $p>0.05$) of the reading comprehension performance of the respondents. On the other hand, there is no significant relationship ($r = 0.158$; $p>0.05$) between the post-intervention and the extent of varying teaching strategies. Findings indicate that teaching reading strategies have a positive impact on the reading comprehension of students at the junior high secondary level. The study has important implications for teachers, students, curriculum planners, policymakers in the field of education, and school heads.

Keywords: inclusive classroom; reading comprehension; teaching strategies

1. Introduction

Reading, writing, and oral fluency are the purest and most common expressions of comprehension. When students read, write, or speak, they are demonstrating how much they comprehend. Comprehension and literacy are thus inseparably connected. According to Olaya and González (2020), cooperative learning improves leadership, decision-making, communication, and problem-solving skills in addition to strengthening English reading proficiency. It also boosts students' enthusiasm, involvement, and goal-achieving during their language learning process.

Reading comprehension requires the construction of a coherent mental representation of the information in a text. Reading involves three interrelated elements—the reader, the text, and the activity, all situated in a broader sociocultural context. Central to any conceptualization of reading comprehension is that it requires the construction of a mental representation of the information in a text (Kintsch as cited in Butterfuss et al., 2020). Most accounts of reading comprehension capture reading as it unfolds for the average reader. However, readers vary in skill, and several sources of individual differences can influence comprehension. For example, Galiza (2021) examined the reading competency and academic performance of 185 first year college students. The respondents with competent level of reading competency earned a considerably higher Grade Weighted Average (GWA) than the respondents with beginning, developing, and approaching proficiency levels. The results imply a reading and comprehension competitions must be introduced in the campus to increase the reading skill of the respondents and the campus library should serve as an ideal setting where students can do volunteer reading activity.

Along with the top priority of UNESCO (2021) on social and educational inclusion in the 2030 agenda, inclusion implies twining equity and quality to ensure that every learner matters equally. Inclusive policies are imperative to reach Sustainable Development 4, namely to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

Thereupon, literacy improvement is one of the priorities of the Department of Education (DepEd) which is anchored on the flagship program: "Every Child A Reader Program," which aims to make every Filipino child a reader and a writer at his/her grade level (DepEd, 2018). Subsequently, the Department of Education (DepEd) together with the United Nations Educational, Scientific and Cultural Organization (UNESCO) continued its commitment to fostering learners through inclusive education. Since the Philippines hosted the 2020 Global Education Monitoring (GEM), it aims to achieve Sustainable Development Goal 4 (SDG 4) and its targets with the theme "Inclusion and education: All means All," a call to action was also established highlighting the report's messages and recommendations (DepED, 2020).

There have been several studies on reading interventions to improve students' reading proficiency, yet most of these interventions are undertaken with the assumption that students' reading challenges are obvious and generic in nature. Teachers require specialized knowledge in second-language acquisition and specific learning strategies to support students' learning disabilities. According to Sarisahin (2020), reading comprehension skills are the foundational skills that students with Learning Disabilities (LD) who are Emergent Bilingual (EB) most often need to improve. The interventions do not take into consideration the diversity in students' reading backgrounds and the specific nature of the challenges. Asmilawati (2020) underscored that the students' scores of reading comprehension were low, because the students have difficulties in understanding the content of material and the students do not have good reading comprehension. The lack of vocabulary and knowledge of structure makes the students cannot read well.

The demographic profile and its allied concepts on reading comprehension as reported by Miňoza and Montero (2019) shows that there is no significant difference in the level of comprehension in silent reading, between males and females. Moreover, in terms of the level of comprehension in oral reading, there is a gender difference with females outperforming males. According to Bamise and Akande (2021), boys more than girls read past questions and solutions while girls more than boys read textbooks and subject teachers' note. Most of the students have poor reading habits with respect to daily reading time. Girls were more daily long-time readers and read for pleasure. In addition, the findings of Gabejan and Quirino (2021) revealed that the latter differed in terms of sex, parents' highest educational attainment, parents' occupation, and the number of days of attendance in school, but similar along with age, nutritional status, and attitude toward reading. Students showed a favorable academic performance in reading as depicted in the positive coefficient result, suggesting a direct proportional linear relationship indicating that students with higher Reading Proficiency Level (RPL) manifested higher Academic Performance (AP) than those whose reading performance was on the average only.

On the other hand, the study by Crivilare (2019) found a gender gap in reading enjoyment favoring female students; a decline in academic reading, but an increase in recreational reading, across grades nine through twelve; and that students have an unclear vision of what reading in college entails. Some studies have also shown that parent involvement is related to children's academic success. Çalışkana and Ulaş (2022) examined the effect of parent- involved reading activities on elementary fourth graders' reading comprehension. The findings showed that there were significant differences between the experimental group and the control group, meaning that the parent-involved reading activities developed by the researchers had a positive effect on the students' reading comprehension, reading motivation, and attitudes toward reading. Consequently, the study of Igweike (2020) showed that while parental level of involvement had a significant impact on the reading skills development of school pupils, parental level of education had no significant impact on reading skills development.

In this situation, Purwandari et al. (2023) concluded that parental involvement in learning at home is how parents provide support, decisions, and togetherness in making plans as well as assistance and encouragement to children when they are at home in the learning process. As stated by Bendanillo (2021), the extent of parental involvement to respondents' reading performance in terms of parent involvement capabilities had a moderate parental involvement and resulting in high percentage of frustrated readers. This indicates that the school must

determine appropriate strategies to decrease the number of struggling readers and design interventions to help respondents improve their reading performance.

In terms of Self-regulated Learning (SRL) strategies, Kampylafka (2023) revealed that students with learning disabilities (LD) and students with reading comprehension difficulties (RCD) scored lower in mastery orientation and higher in performance-avoidance compared to their peers without difficulties (ND). LD students reported lower scores of adaptive strategies than their peers. Also, the results confirmed the adaptive character of mastery-approach goals and mastery goal structures and the negative effects of performance goals and performance goal structures on the adaptive strategies of SRL.

In addition, students identified comprehension, language, vocabulary, length, and density of Sociology texts as factors compounding their reading challenges. Capin et al., (2021) revealed that the most prevalent profile among students with substantial reading comprehension deficits in Grade 4 is difficulties in both word reading and linguistic comprehension. Students in this profile scored, on average, below the 30th percentile in both domains, with slightly lower performance in listening comprehension than word reading.

Effects of words plus pictures and words alone on the reading comprehension of youth with disabilities indicated that the effect was minimal, with words plus pictures being slightly more effective (Caudill, 2021). Moreover, the study of Meylana (2019) revealed that students with high levels of comprehension had better interest in reading English, they still used English even though the class was over, used reading techniques effectively, did not do repetition when reading, did not often in running out of time when doing reading test, and did not face serious problem because of grammar.

A significant difference was noted in the investigation of Sumugat and Caraballe (2021) which shows that the reading efficiency of the students when grouped and compared according to the type of reading materials read and average family monthly income but not significant when grouped according to sex. Statistics results of the investigation on the academic performance of the students disclosed a significant correlation between reading efficiency and academic performance. The findings suggest that reading efficiency influenced significantly the academic performance and therefore, an enhancement program must be formulated.

Heydarnejad et al. (2021) gauged the impacts of performance-based assessment (PBA) on reading comprehension achievement (RCA), academic motivation (AM), foreign language anxiety (FLA), and students' self-efficacy (S-E). The results highlighted the significant contributions of PBA in fostering RCA, AM, FLA, and S-E beliefs. The implications of this study may redound to the benefits of language learners, teachers, curriculum designers, and policymakers in providing opportunities for further practice of PBA.

In addition, the findings of Gabejan and Quirino (2021) revealed that the latter differed in terms of sex, parents' highest educational attainment, parents' occupation, and the number of days of attendance in school, but similar along with age, nutritional status, and attitude toward reading. Students showed a favorable academic performance in reading as depicted in the positive coefficient result, suggesting a direct proportional linear relationship indicating that students with higher RPL manifested higher AP than those whose reading performance was on the average only.

The study by Tankersley and Cuevas (2019) implemented Collaborative Strategic Reading (CSR) and the Jigsaw method. After controlling for initial attitudes, motivation, and global reading comprehension, the results indicated that neither of these methods led to greater gains in these areas than the other. However, when controlling for prior knowledge on the four specific topics, the CSR group made significant gains on all four posttests while the Jigsaw group only made significant gains on the first two tests.

Furthermore, several studies show significant bearing on the current investigation on the utilization of cooperative learning based on literature here and abroad. The study of Menakaya et al., (2022), revealed that students exposed to cooperative learning method had higher interest in English reading comprehension than those taught using the lecture method. Also, gender has no significant influence on students' interest in reading comprehension.

The results of the study by Pochana (2021) showed that the Cooperative Learning method could lead to gains in reading comprehension among Thai secondary school students. Likewise, Deluao et al. (2022) combined reading approaches to cater to the essential factors necessary for compelling reading which is composed of the 4Rs (Read, Retell, React, Reflect). The findings revealed significant differences between students' pre-test and post-test reading comprehension levels using the 4Rs strategy. The study concludes that adopting the 4Rs strategy improves the Grade 8 learners' reading comprehension.

Namaziandos et al., (2020) investigated the impact of using two cooperative learning strategies on the development of oral English language fluency among Iranian intermediate EFL learners. A comparison of mean oral fluency score gains between the two treatment and control groups suggested that both cooperative learning approaches were valuable in supporting learners' spoken English fluency, with treatment group members significantly outperforming those in the control group.

Ceyhan and Mustafa (2020) examine the effect of interactive reading aloud (IRA) lessons on students' reading comprehension levels, reading motivation, and reading fluency skills. The findings of the study revealed that reading comprehension, reading motivation, and reading fluency levels of the students in the experimental groups were higher than those of the students in the class, where lessons were taught based on the current Turkish lesson curriculum.

The landscape for inclusive education does not only challenge basic education institutions, but it also demands more from teachers at the forefront of an inclusive educational system. This context inspired the author to explore the reading comprehension performance of junior high school students through a descriptive inferential study. Notably, there are limited studies and works of literature on inclusive education specifically on college teachers' experiences in higher education institutions in the Philippines. From a global perspective, research has focused mainly on the implementation of inclusive education in the junior high school sectors, typically using qualitative research methods.

Specifically, in Don Sergio Osmeňa Sr. Memorial National High School where the researcher is stationed, reading programs show that most students in Junior High School levels have poor reading comprehension. Based on the final result of Philippine Informal Reading Inventory (PHIL IRI), Independent Level has 18%, Instructional Level has 14%, and Frustration Level has 68% for this reason, the researcher is impelled to conduct this study to determine the effects of teaching strategies on reading comprehension performance in inclusive classroom settings (of the high school students. This would help the English teachers understand their struggling readers and eventually aid them with appropriate strategies with parental involvement and motivation to their reading performance.

1.1 Theoretical background

This study is anchored on the theories that integrating language development, adaptive reading comprehension, and metacognition on reading.

Figure 1 shows the theories anchored by the researcher together with their underlying legal bases. According to Vygotsky, the original function of language is communication. In talking to infants, parents guide their behavior and attribute meaning to their babbling. During such dialogues, children soon acquire their native tongue and, most importantly, learn to guide their behavior with words.

In learning a skill, children will first simply follow the parent's instructions. In the next stage, children will repeat these instructions to themselves aloud. And, finally, they will simply think of these instructions. In other words, the individual child has now mastered a skill that was originally shared between two persons in imitating the parent, the child has learned to use the conventional signs of language to guide his or her behavior. This example shows that language restructures our ability to solve problems (Veer, 2020).

The second theory anchored by the researcher was the one utilized by the constructivist Jerome Bruner as cited in the University at Buffalo (2023). Constructivism is the theory that says learners construct knowledge rather than just passively take in information. As people experience the world and reflect upon those experiences, they build their own representations and incorporate new information into their pre-existing knowledge (schemas). Related to this are the processes of assimilation and accommodation. Assimilation refers to the process of taking new information and fitting it into an existing schema. While accommodation refers to using newly acquired information to revise and redevelop an existing schema.

The consequences of constructivist theory are that:

• Students learn best when engaged in learning experiences rather passively receiving information.

• Learning is inherently a social process because it is embedded within a social context as students and teachers work together to build knowledge.

• Because knowledge cannot be directly imparted to students, the goal of teaching is to provide experiences that facilitate the construction of knowledge.
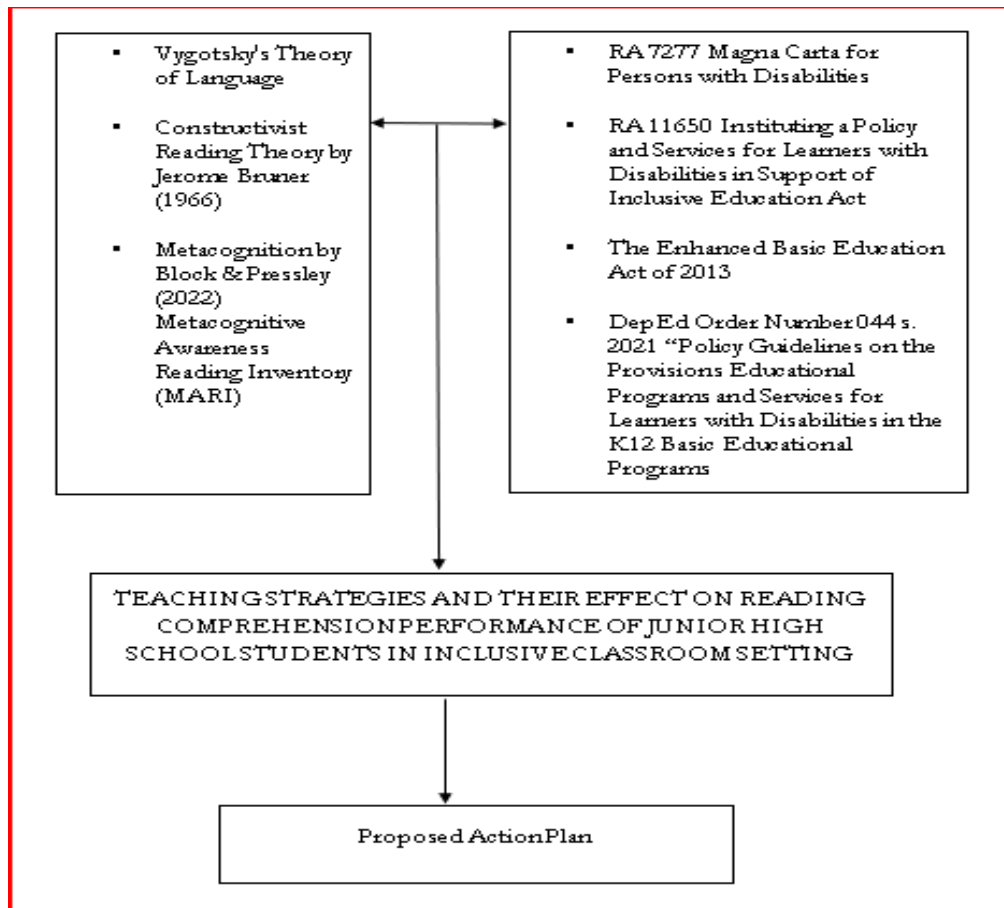
Figure 1. Theoretical background of the study

In a reading comprehension process, constructivists stress on teachers' supportive roles to encourage the building of concepts, and values, activate schemata, and encourage students' active participation in high cognitive level activities. Therefore, the constructivist regarded readers as autonomous individuals integrating schemata and new information from the text in producing meaning, where they actively select, create, and refine

Finally, the theory of metacognition refers to the knowledge regulating a cognitive process of what a reader knows. It includes awareness of rigorous planning, monitoring, summarizing, revising, and evaluating a reading output. Metacognition can be more effectively adopted in reading when readers are aware of what language to use, can process their thoughts, and understand the patterns behind the text. Meniado (2016) agreed that good readers are better at monitoring their comprehension performance when they are aware of what strategies can be best functional to achieve flexibility and success in reading.

Based on the combined educational theories of learning into the current teaching methods and course materials in reading comprehension, the researcher believed that it would help students stay more engaged and achieve greater success in an inclusive classroom setting. Thus, it makes a positive difference in students' lives while challenging themselves to elevate their academic performance in English.

The present study provides a clearer picture on the status of inclusive education in Don Sergio Osmeña Sr. Memorial National High School using a basic number of respondents (n=30) to better understand basic sector initiatives. Moreover, the present study is the first to document the experiences of unspecialized special education (SPED) secondary teachers, the majority of whom are not fully trained teachers by profession and need a sustainability action plan in inclusive classes. Thus, findings will shed light on inclusive education that can contribute to the international literature.

Furthermore, understanding the legal bases of education anchored by the researcher enlightens the rights, responsibilities, duties, and privileges of the future learners, and people who were involved in the education system as well as the future teachers. Understanding these laws help the educators develop professionalism, character, personality, and sense of responsibility through inclusive education.

The various articles reviewed by the researcher have enriched and strengthened her

knowledge on the foundation of inclusive education. The indexed journals and published theses cited, afforded deeper insights to the researcher, thus awaking her to the various theories and legal bases on the value of teaching strategies for quality reading comprehension. Finally, the art of extracting meaning from what is being read is the ultimate goal of reading wherein the experienced readers take this for granted and may not appreciate the reading comprehension skills required.

1.2 Statement of the Problem

This study aims to determine the teaching strategies and their effect on the reading comprehension performance of junior high school students in an inclusive classroom setting for the school year 2023-2024 at Don Sergio Osmeňa Sr. Memorial National High School as the basis for the proposed action plan.

Specifically, this study seeks to answer the following questions:

1) What is the demographic profile of the student-respondents as to: (a) age; (b) gender; (c) parents' monthly income; and (d) parents' educational background?

2) As perceived by the student-respondents, to what extent are teaching strategies utilized to enhance reading comprehension in an inclusive classroom setting?

3) What is the reading comprehension performance level of junior high school students as to: (a) pre-test; and (b) post-test?

4) Is there a significant difference in the reading comprehension performance of junior high school students as to pre-test and post-test?

5) Is there a significant relationship between the post-test reading comprehension performance result and the extent of utilization of teaching strategies to enhance reading comprehension in inclusive classroom setting?

5) Based on the findings, what action plan could be formulated?

1.3 Statement of Hypotheses

The following null hypotheses were tested at a 0.05 level of significance:

Ho1: There is no significant difference in the reading comprehension performance of junior high school students as to pre-test and post-test.

Ho2: There is no significant relationship between the post-test reading comprehension performance result and the extent of utilization of teaching strategies to enhance reading comprehension in an inclusive classroom setting.

2. Materials and Methods

The method used in the study is quantitative research, comprising descriptive, correlational, and inferential designs making use of teacher-made tests as well as an adopted questionnaire and documentary analysis. These tools will be used in measuring the reading comprehension of junior high school students in an inclusive classroom setting. The students will be administered metacognitive teaching strategies and their reading comprehension level to determine their proficiency in English language. The study follows the Systems Model Approach, as input, process, and output (IPOs).

To effectively address the problem statement and the proposed research question and hypotheses, the researcher utilized the conceptual framework which is a handwritten visual that explains graphically many things to be studied concepts and variables. It helps the researcher to understand relationship among it.

According to Kotturesha et al., (2023), it is a system theory model that uses functional graph that establish the input outputs and task processing required to send input into output. As indicated the input process consists of the respondents' demographic profile in terms of age, gender, parents' monthly income, and parents' educational background for the first grading period. An important reason for doing this is to give the reader some idea of the extent to which study findings can be generalized to their local situation. Likewise, the extent of teaching strategies to enhance the reading comprehension as perceived by the student-respondents in an inclusive education was utilized as part of the input process. The pre-test done by the researcher and provide structured teaching program regarding the performance level of the 30 participants who are in experimental group, after 7 days carrying out post-test, collecting the significant data from the same group, comparing them and through frequency distribution, means, standard deviations, independent t-test, and r-value analyzing those significant data. The process of this study will be conducting of metacognitive reading strategies and reading comprehension performance of junior high school students in an inclusive classroom setting. DepEd form test items will be utilized to apply the appropriate

statistical treatment for the comprehensive data and documentary analysis to come up with an accurate interpretation.

It can be predicted that an increase in any one of the inputs (i.e. teaching strategies on reading comprehension) will lead to an increase in outputs, and hence, the researcher may explain the concept of reading as a part of the discussion in an inclusive classroom setting. During an assignment on the topic of enhanced reading comprehension, students were asked to rate themselves using the extent of cooperative learning application and effective instructional methods with their corresponding indicators. Full marks were awarded if the answer included a sensible discussion on inputs and the output in this case (students' score).

Finally, the proposed outcome of the study is a Sustainability Action Plan. Thus, this study based on the inclusive education teacher's perspective, is to analyze the internal relations of the respondents' demographic profile, perception of the strategies used in reading comprehension, and performance level (input), the education and teaching process, and the education and teaching output, and give the analysis of the direct effect of input variables on output variables, and the mediation effect of process variables.

This study was conducted at South District IV of Cebu City Division, particularly at Don Sergio Osmeňa Sr. Memorial National High School (DSOSMNHS). This is located at Balaga Drive BLISS, Labangon, Cebu City. With a distance of 5.6 kilometers away from City Hall and a nineteen-minute drive from the heart of Cebu City. The four-hectare lot was donated by the Osmeňa Family and was founded in June 1984. Indeed, one of the programs and or initiatives that have been implemented in the Philippines to support inclusive education is currently employed in DSOSMNHS a particular policy reconfiguration based on Republic Act 11650, also known as the Inclusive Education Act of 2021, which aims to promote and equip all schools and learning centers into becoming inclusive schools and inclusive learning and resource centers (ILRC).

There are 2,810 students comprising the junior high school, senior high school, and the second shifters or the night students for the academic year 2023-2024 based on the Learners Information System (LIS). In this study, there will be thirty respondents who will be purposively sampled. Moreover, one of the inclusion criteria of the respondents is the family mapping surveys for children with special needs based on the records of the Special Education (SPED) teachers /coordinators. The regular or inclusive classroom setting embraces and scrutinizes all children regardless of race, size, shape, color, ability, or disability with support from school staff, students, parents, and the community (DepEd, Order 72 s. 2009). The Sped program of DepEd provides a holistic approach to catering to the needs of learners with various exceptionalities. This program ensures that learners with exceptionalities will have access to quality education by giving them their individual and unique learning needs.

In this study, the instruments used were the following:

Instrument I will be the questionnaire for the demographic profile of the respondents under the inclusive education classroom setting. This comprises the following: Age, Gender, Parents' Monthly Income, and Parents Educational Background.

Instrument II will be the researcher-made reading materials measuring their reading comprehension level. It contains short stories and passages with follow-up multiple-choice questionnaires.

Instrument III will be the Metacognitive Awareness Reading Inventory (MARI) containing 30-point reading strategies that were utilized to gather pertinent data. The comprehension tests comprise the following parts: Problem-Solving Reading Strategies, Global Reading Strategies, and Support Reading Strategies. The comprehension test was self-made and will undergo validation by the reading experts while the metacognitive awareness reading strategies inventory was adopted from Mokhtari and Reichard (2002).

Instrument IV will be the Test Item Inventory Analysis for the performance and get the percentage of the correct responses by raising the students' hands after checking the test papers will be recorded to DepEd document Form XIV.

Following ethical guidelines to conduct research with human beings, informed consent is requested from participants. Permission to distribute the questionnaires was sought from the superintendent of the division. Informed consent was also secured from the target respondents. The scope of the study was explained to the target respondents. They were also informed of the confidentiality of their identity and responses. All target respondents gave their consent to participate voluntarily in the study.

The type of research instrument used were survey questionnaire made by the researcher and a questionnaire adapted from Don Sergio Osmeña Sr. Memorial National High School. The main objective of the survey questionnaire in research is to obtain relevant information

most reliably and validly. The reliability of this research refers to consistency. This research will be consistent in that the data will be measured over the time specified and that the data measures what we want it to. This research will have different resources of data which will ensure reliability.

Following ethical guidelines to conduct research with human beings, informed consent is requested from participants. Permission to distribute the questionnaires was sought from the superintendent of the division. Informed consent was also secured from the target respondents. The scope of the study was explained to the target respondents. They were also informed of the confidentiality of their identity and responses. All target respondents gave their consent to participate voluntarily in the study.

A permit to administer the test to the junior high school was secured from the Schools Division Superintendent and the School Head. After the test will be conducted as well as the test item analysis.

The researcher-made test was formulated and approved by the coordinator of the Inclusive Education Program and approved by the school principal. Likewise, the Metacognitive Awareness Reading Inventory (MARI) containing 30-point reading strategies will be piloted to the selected grade 7 students who are not respondents to the study to establish validity and reliability. After the test, the scores were recorded in Form 14, and then the test item analysis was done by commanding the students to raise their hands for the correct responses accounting.

3. Results and Discussion

Table 1 indicates the total percentage of the respondents' chronological age profile. Out of the 30 student-respondents, most of them are in the age bracket of 14 to 15 and 16 to 17 or a tie result of 10 represented by 33.33 percent. While a frequency of eight or 26.67 percent is in the age bracket of 12 to 13 and the least which is only 2 percent falls above 17 of age represented by 6.67 percent. The results suggested that older students who are on the 8th and 9th grade levels in the same classrooms. It means real learning opportunities for groups who have traditionally been excluded – not only students with disabilities but speakers of minority languages too.

Table 1. Age of respondents.

Age (in years)	f	%
above 17	2	6.67
16-17	10	33.33
14-15	10	33.33
12-13	8	26.67
Total	**30**	**100.00**
Average	**14.87**	
St. Dev.	**1.85**	

Whereas those respondents who are above 17 could grasp the least learning to empathize with others and show compassion for their peers, being included in reading comprehension. They learn to look for the loneliness and consider how students on the outside of the group might feel, and this motivates them to be the positive change who invites others into the classroom activities. Of course, the group of student respondents ages 12 to 13, or 26.67 percent who are in their first year in junior high school are expected to start to learn how to respond to the wider world as it sets them up for high school and adulthood. The average computed value of 14.87 with a standard deviation of 1.85 indicates the current participation of the integrative instructions from the inclusive programs enhanced by the researcher and encouraging students to find activities that they enjoy and that respect their interests. This helps the respondents develop social connections regardless of age bracket.

Table 2 manifests the gender profile of the respondents on reading comprehension in inclusive classroom settings. Inspection of the table yields the information that out of the 30 junior high school students, eleven or 36.67 percent are males while nineteen or 63.33 percent are females. Since the gender profile is predominantly females, the findings of Bamise and Akande (2021) substantiated that boys more than girls read past questions and solutions while girls more than boys read textbooks and subject teachers' notes. Most of the students have poor reading habits concerning daily reading time. Girls were more daily long-time readers and read for pleasure. On the other hand, the study by Crivilare (2019) found a gender gap in reading enjoyment favoring female students; a decline in academic reading, but an increase in

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recreational reading.

In this situation, the researcher underscored the grouping of students in ways that do not rely on gender – table groups, letters in their names, or colors of their clothes since everyone deserves to be treated with respect regardless of gender identity and expression and ensuring that systems and processes treat all genders equally.

Table 2. Gender of respondents

Gender	Frequency	Percentage
Male	11	36.67
Female	19	63.33
Total	**30**	**100.00**

The data on junior high school with their parents' family monthly income are reflected on Table 3. Fifteen or 50 percent of the combined family earnings show the highest value ranging from 9,520 to 19,040 pesos; ten or 33.33 percent with an income bracket of less than 9,520 pesos. Only five or 16.67 percent of their parents' income earned around 19,041 to 38,080 pesos. Thus, the study inferred that students' academic standing could be traced to parents' level of income. Therefore, the study established that parental income remained an important predictor of students' performance in reading comprehension.

The results are consistent with the study of Sumugat and Caraballe (2021) which shows a significant difference that the reading efficiency of the students when grouped and compared according to the type of reading materials read and average family monthly income. Furthermore, Gabejan and Quirino (2021) revealed that the latter differed in terms of sex, parents' highest educational attainment, parents' occupation, and the number of days of attendance in school, but similar along with age, nutritional status, and attitude toward reading. Therefore, the data suggest that the impact of family income on academic performance is relevant because it can affect students' overall achievement and well-being. Family income level has a significant effect on the motivation of wanting children to study, with higher income families focusing more on to reading comprehension and relatively lower income families focusing more on to get good grades in exams.

Table 3. Parents' family monthly income of the respondents

Income	f	%
₱19,041 - ₱38,080	5	16.67
₱9,520 - ₱19,040	15	50.00
less than ₱9,520	10	33.33
Total	**30**	**100.00**

Table 4 indicates the parents' educational background of the respondents. Out of 30 respondents, most of their parents' educational background is on the high school level with a frequency of thirteen or 43.33 percent for mothers and eight or 26.67 percent for fathers. Consequently, parents have graduated from high school having a frequency of nine or 30 percent for mothers while eleven or 36.67 percent for fathers' side.

On the other hand, few of the parents' college level of education was attained with a frequency of three or 10 percent for mothers and only one or 3.33 percent for the fathers. In general, none of the respondents' mothers belonged to elementary school levels of education with those of a father's figure of one or 3.33 percent respectively. The findings of the study are aligned with the report of Igweike (2020) showed that while parental level of involvement had a significant impact on the reading skills development of school pupils, nevertheless parental level of education had no significant impact on reading skills development. Purwandari et al., (2023) concluded that parental involvement in learning at home is how parents provide support, decisions, and togetherness in making plans as well as assistance and encouragement to children when they are at home in the learning process.

Parental involvement also more securely sets these students up to develop a lifelong love of learning, which the researcher adhered that it is a key to long-term success. Students will take inclusive education more seriously, do well academically, display better behaviors in school, and assume greater responsibility for their actions when they find their parents are actively involved.

Table 4. Parents' educational background

Educational Attainment	Mother		Father	
	f	%	f	%
College Graduate	3	10.00	1	3.33

College Level	5	16.67	8	26.67
High School Graduate	9	30.00	11	36.67
High School Level	13	43.33	8	26.67
Elementary Graduate	0	0.00	1	3.33
Elementary Level	0	0.00	1	3.33
Total	**30**	**100.00**	**30**	**100.00**

Table 5 shows the students' responses in relation to the extent of teaching strategies utilized to enhance reading comprehension in an inclusive classroom setting using the cooperative learning application. In terms of sharing the students' thoughts one at a time until allowed to speak, it has a weighted mean of 3.73 which is "highly utilized". This means that encouraging students to participate can be made and used tricky when it comes to the children who seem to actively avoid speaking up. It is known and finds it to be especially complicated when there are students who never raise their hand and have the most insightful, compelling ideas to share when meeting with them one-on-one. The use of corners in giving a pre-determined response to a question, problem, or particular viewpoint shows a weighted mean of 3.70 which is also "highly utilized" by the researcher and indicates that the designed teaching technique influences the respondents to get moving while assessing or introducing a topic or content in an inclusive classroom.

Additionally, the Think-Pair-Share helped the students focus attention and engage in comprehending the reading material with a weighted mean of 3.47 which is "highly utilized" indicating the fostering of social skills that improve students' speaking and listening skills. When pairs brainstorm together, each student learns from their partner. The same thing to the Use Group Investigation to enhance the students' comprehension of reading text to work cooperatively in a small group, as well as the use of Student Teams -Achievement Division (STAD) which reads collaboratively with other students with different levels of ability to work in the class, have a tie weighted means of 3.40 and the descriptive rating of "highly utilized". It implies that mastery of techniques and skills helped the students increase their fluency, vocabulary, and reading comprehension. For this purpose, it enhanced the teacher-researcher delegate roles and responsibilities and the assigning of every student a different job such as timekeeper, recorder, speaker, and illustrator. The use of Numbered Heads in creating groups in the class to share ideas, listen to one another's ideas, and share out what was talked about on the given topic obtained a mean of 3.37 with a descriptive value "highly utilized". This indicates that the instructional technique provided the support and structure necessary to promote effective teacher questioning and student response. A weighted mean of 2.87 falls under the use of Graphic Organizers to help students construct their understanding in reading through an exploration of the relationships between concepts and has a descriptive rating of "utilized" only.

The above-mentioned pedagogical practices confirm the study of Menakaya et al., (2022), which revealed that students exposed to cooperative learning method had higher interest in English reading comprehension than those taught using the lecture method. Moreover, Pochana (2021) showed that the Cooperative Learning method could lead to gains in reading comprehension among Thai secondary school students. For the most part, it can be deduced that the teacher's role in cooperative learning is to guide the students and assign them a specific role. The more active a lesson, the more students tend to engage intellectually and emotionally in the learning activities in an inclusive classroom setting.

Table 5. Extent of teaching strategies utilized to enhance reading comprehension in an inclusive classroom setting using the cooperative learning application

S/N	Indicator	WM	SD	Verbal description
1	Use Think-Pair-Share to help us focus attention and engage in comprehending the reading material.	3.47	0.51	Highly Utilized
2	Use Quiz Quiz to let us review information with other students by asking and answering questions.	2.50	0.51	Utilized
3	Use Jigsaw for a group output and class research in reading a story.	2.23	0.50	Less Utilized
4	Use Round Table for group writing and brainstorming to let us give our opinion on a certain topic.	2.27	0.45	Less Utilized
5	Use Graphic Organizers to help us construct our understanding in reading through an exploration of the	2.87	0.78	Utilized

S/N	Indicator			Verbal description
	relationships between concepts			
6	Use Group Investigation to enhance our comprehension in reading text to work cooperatively in a small group.	3.40	0.50	Highly Utilized
7	Use Student Teams -Achievement Division (STAD) to let us read collaboratively with other students with different levels of ability to work in the class.	3.40	0.50	Highly Utilized
8	Use Round Robin to brainstorm on a reading topic to share our thoughts one at a time until all of us have had the opportunity to speak.	3.73	0.45	Highly Utilized
9	Use Corners in giving a pre-determined response to a question, problem or particular viewpoint.	3.70	0.47	Highly Utilized
10	Use Numbered Heads in creating groups in our class to let us share ideas, listen to one another's ideas, and share out what we talked about on the given topic.	3.37	0.49	Highly Utilized
	Aggregate Mean	**3.09**		**Utilized**
	Aggregate Standard Deviation		**0.51**	

Legend: 3.25-4.00-Highly Utilized; 2.50-3.24-Utilized; 1.75-2.49-Less Utilized; 1.00-1.74-Not Utilized

The extent of teaching strategies utilized to enhance reading comprehension in an inclusive classroom setting using effective instructional methods was revealed in Table 6. Based on the results, the conducted Oral Reading Verification (ORV) to determine the reading skill and make an intervention for the students has the highest mean of 3.83 which indicates "highly utilized". This type of response implies that ORV helps determine the reading performance profile of respondents and identifies those who are struggling with decoding and comprehension fluency.

Table 6. Extent of teaching strategies utilized to enhance reading comprehension in an inclusive classroom setting using effective instructional methods

S/N	Indicator	WM	SD	Verbal description
1	Read aloud to exercise our pronouncing English text, evaluate comprehension in a particular task and monitor our progress to achieve their goals.	3.47	0.51	Highly Utilized
2	Explain and analyze our progress on reading comprehension.	3.77	0.43	Highly Utilized
3	Use methods of motivation and stimulation in teaching reading comprehension.	3.67	0.48	Highly Utilized
4	Train us develop our reading comprehension skills using dictionary, instructional materials, multimedia and other assistive technology.	3.33	0.48	Highly Utilized
5	Teach us strategies and techniques to help us generalize the comprehension skills in different situations.	3.37	0.49	Highly Utilized
6	Conduct an ORV to determine our reading skill and make an intervention.	3.83	0.38	Highly Utilized
7	Conduct a reading exercise through reading a text aloud together in unison.	3.43	0.50	Highly Utilized
8	Assign reading buddies to syllabic reader and students with low comprehension based on the conducted ORV result.	3.43	0.50	Highly Utilized
9	Train students read the same content multiple times to improve their pronunciation and reading comprehension.	3.53	0.51	Highly Utilized
10	Let students choose the books they read to improve their engagement and create enthusiasm about reading.	3.50	0.51	Highly Utilized
	Aggregate Mean	**3.53**		**Highly Utilized**
	Aggregate Standard Deviation		**0.48**	

Legend: 3.25-4.00-Highly Utilized; 2.50-3.24-Utilized; 1.75-2.49-Less Utilized; 1.00-1.74-Not Utilized

With a weighted mean of 3.77, the indicator which explains and analyzes the progress

on reading comprehension of the students signifies "highly utilized" and proves that in the inclusive classroom setting, all the passages selected at a student's individually determined goal level. Additionally, the methods of motivation and stimulation in teaching reading comprehension obtained an arithmetic mean of 3.67 which means that the students are well motivated based on their personal interests usually center on wanting to learn something about a topic they care about or are curious about. Usually when the respondents were trained to read the same content multiple times to improve their pronunciation and reading comprehension, the practice of having them read the same text over and over until their reading was fluent and error-free was "highly utilized". This is proven by the computed mean of 3.53 and made familiar instructional level text that can increase reading speed which can improve comprehension.

Letting the students choose the books they read to improve their engagement and create enthusiasm about reading has an arithmetic mean of 3.50 and was "highly utilized". This indicates more latitude to be deeply involved with the learning process in an inclusive classroom setting, thus fostering an interest in, as well as developing ownership of the reading process. Along with reading aloud to exercise the students' pronouncing English text, evaluating comprehension in a particular task, and monitored their progress to achieve their goals. The weighted mean of 3.47 was also "highly utilized" by its meaning. That represents an improvement in their information processing skills, vocabulary, and comprehension. Coupled with an arithmetic mean of 3.43 for the conducted reading exercise through reading a text aloud together in unison as well as assigned reading buddies to syllabic reader and students with low comprehension based on the conducted ORV result shows that they are "highly utilized". It allows for authentic reading practice and a model of fluent reading among many other benefits for inclusivity in education. Moreover, the taught strategies and techniques helped the respondents generalize the comprehension skills in different situations has a weighted mean of 3.37 which falls to "highly utilized". This means that understanding the structure of a text improves comprehension by helping students organize big ideas and supporting details as they read, see how different pieces of information relate to each other, and get the main idea of the entire passage.

The above findings are consistent with the investigation of Kintsch as cited in Butterfuss et al., (2020) that central to any conceptualization of reading comprehension is that it requires the construction of a mental representation of the information in a text. It is an important skill for navigating the textual world around the learners' academic journey as well as a dynamic process that involves making predictions, summarizing the main idea, questioning one's predictions, and clarifying unclear concepts. All of these are all situated into a broader sociocultural context.

Table 7 presents the summary on the extent of teaching strategies utilized to enhance reading comprehension in an inclusive classroom setting. It can be noted that the Effective Instructional Methods shows a weighted average of 3.53 with a verbal description of "highly utilized" compared to the Cooperative Learning Application having a weighted average of 3.09 and falls to a verbal description "utilized" only. The utilization of pedagogical approaches in the light of inclusive education aligns with the DepEd's implementation of appropriate programs, services, and interventions for learners with disabilities at the different levels of government (DepEd Order No. 044 s. 2021). Moreover, there is a sense of the intellectual well-being of junior high school learners by increasing the literacy rate and emphasizing the significant role of education in nation-building. Therefore, effective instructional methods with cooperative learning it helps students master the content of the course and learn how to apply the content in particular contexts.

Table 7. Summary on the extent of teaching strategies utilized to enhance reading comprehension in an Inclusive classroom setting

Components	WM	SD
Cooperative Learning Application	3.09	0.51
Effective Instructional Methods	3.53	0.48
Grand Mean	**3.31**	
Grand Standard Deviation		**0.50**

Legend: 3.25-4.00-Highly Utilized; 2.50-3.24-Utilized; 1.75-2.49-Less Utilized; 1.00-1.74-Not Utilized

Table 8 presents the level of the reading comprehension performance of the respondents as to pretest. This was administered to determine if respondents were sufficiently prepared to

begin a new course of study. With scores ranging from 19 to 24 represented by 60 percent, the students are at the level of "proficient". Based on the test scores, the students who are under the facilitating skills of the teacher-librarian helped to recommend more books to match their reading comprehension level. A parallel study by Meylana (2019) revealed that students with high levels of comprehension had better interest in reading English, they still used English even though the class was over, used reading techniques effectively, did not do repetition when reading, did not often in running out of time when doing reading test, and did not face serious problem because of grammar. This means that they can not only understand the words that they are reading and the paragraphs that they are reading, the sense of bringing to bear information from their own experience, and other inclusive classes to bear on what they are reading according to fluency. Furthermore, the students show the level at "approaching proficiency" with scores ranging from 13-18 represented by 40 percent. This is aligned with the study of Capin et al. (2021) which revealed that the most prevalent profile among students with substantial reading comprehension deficits in Grade 4 is difficulties in both word reading and linguistic comprehension. It indicates that they can infer meaning from context; identify key points; develop questioning strategies; monitor their comprehension and then identify and resolve difficulties for themselves. On the contrary, the students have not reached the advanced level of reading comprehension based on the tabulated scores ranging from 25 to 30 or zero percent. This result indicates that they failed to express themselves fluently and spontaneously. Besides, this group of learners could not critically evaluate texts, identify the author's purpose, and read with an informed perspective.

Table 8. Reading comprehension performance level of the respondents as to pre-test

Level	Range of Scores	f	%
Advanced	25-30	0	0.00
Proficient	19-24	18	60.00
Approaching Proficiency	13-18	12	40.00
Developing	7-12	0	0.00
Beginning	0-6	0	0.00
Total		30	100.00
Average		19.53	
St. Dev.		3.00	

In general, the respondents show zero levels of reading comprehension at "developing" and "beginning". The data suggests that the vocabulary knowledge or the ability to understand the language being used as well as the text comprehension or using this language to develop an awareness of the meaning behind the text were not fully mastered when the students were exposed in an inclusive classroom setting. These results oppose the investigation of Ceyhan and Yıldız (2020) who revealed that the reading comprehension, reading motivation, and reading fluency levels of the students in the experimental groups were higher than those of the students in the class, where lessons were taught based on the current Turkish lesson curriculum. This goes to show that when students join to inclusive classroom setup at school, they already know the meanings of several provided also they can recognize things in their practical context and know the syntax of their mother tongue or home language very well.

Table 9 presents the reading comprehension performance level of the respondents as to post-test. This was administered to students after completion of an instructional program in an inclusive classroom setting. Based on the results, most of the junior high school students' level of reading comprehension is at "proficient" with a frequency of 19 represented by 63.33 percent. While the "advanced" level of the respondents shows a frequency of 11 represented by 36.67 percent. The data implies that the students in an inclusive classroom setup could relate to personal experience, and activate prior knowledge of the content, style, and structure, as well as strategies or learning processes they belong to. Based also on their obtained scores, the teacher-researcher could help recommend more books to match the learners' level of reading comprehension. Furthermore, when the respondents reached the advanced level, they could easily get a stronger grasp of English reading comprehension exercises providing the challenge needed to continue improving as well as engage with complex texts and enhance their reading and understanding skills further.

Table 9. Reading comprehension performance level of the respondents as to post-test

Level	Range of Scores	f	%
Advanced	25-30	11	36.67
Proficient	19-24	19	63.33
Approaching Proficiency	13-18	0	0.00
Developing	7-12	0	0.00
Beginning	0-6	0	0.00
Total		**30**	**100.00**
Average		**24.30**	
St. Dev.		**2.26**	

Table 10 reveals that there is a significant difference between the pre-test and post-test scores of the reading comprehension performance of the respondents since the computed t-value is 7.417 at p < 0.05 which leads to the rejection of Ho. Indeed, the mean difference between the two interventions is 4.77 implying that the applied teaching strategies both cooperative learning and effective instructional methods in reading comprehension influenced most of the students after exposure.

Table 10. Test of difference between the pre-test and post-test scores of the reading comprehension performance of the respondents

Source of Difference	Mean	Standard Deviation	Mean Difference	Computed t- value	p-value	Decision	Remarks
Post-test	24.30	2.26					
			4.77	7.417	0.000	Reject Ho	Significant
Pre-test	19.53	3.00					

*significant at p < 0.05 (two-tailed); df=29

The results conform to the study of Menakaya et al. (2022), revealed that students exposed to cooperative learning method had higher interest in English reading comprehension than those taught using the lecture method. Remache Carillo et al. (2019) concluded that the students improved their reading comprehension through cooperative work in pairs and groups as well. Moreover, Namaziandos et al., (2020) suggested that both cooperative learning approaches were valuable in supporting learners' spoken English fluency, with treatment group members significantly outperforming those in the control group. Hence, the teacher uses comprehension strategies as they read to monitor their students' understanding as well as focusing attention on parts in a text that require students to make inferences.

Table 11 reflects the relationship between the post-test reading comprehension performance of the respondents and the extent of utilization of the teaching strategies. It was found that there is a negligible positive correlation between the post-intervention and the extent of varying teaching strategies employed by the researcher which is not significant since a r-value 0.158 is lesser than its critical value at alpha 0.05 which leads to the acceptance of the Ho.

Based on the methodology of research, the data of this study described the students' achievement in reading comprehension with the score of post-test research sample. It was shown after applying the two teaching strategies either with cooperative learning strategy or effective instructional methods of teaching in an inclusive classroom setup, the theory of Vygotsky's sociocultural language and thought development conforms that social interaction plays a crucial role in intellectual development. In other words, the respondents' mental functions are not innate but instead are shaped and influenced by social and cultural contexts.

That is why as the students experience the world of inclusivity and reflect upon those experiences in several classroom setups, they build their representations and incorporate new information into their pre-existing knowledge which is advocated by Jerome Bruner's constructivism theory of reading. Simply saying, the students used their previous knowledge as a foundation and built on it with new things that they learned has no bearing on the application of the two interventions either cooperatively taught or employed with varying degrees of instructional methods on reading comprehension.

Table 11. Test of relationship between the post-test reading comprehension performance of the respondents and the extent of utilization of the teaching strategies

Variables	r-value	Strength of Correlation	p - value	Decision	Result
Post-test Reading Comprehension and Teaching Strategies	0.158	Negligible Positive	0.403	Accept Ho	Not Significant

*significant at p < 0.05

Based on the methodology of research, the data of this study described the students' achievement in reading comprehension with the score of post-test research sample. It was shown after applying the two teaching strategies either with cooperative learning strategy or effective instructional methods of teaching in an inclusive classroom setup, the theory of Vygotsky's sociocultural language and thought development conforms that social interaction plays a crucial role in intellectual development. In other words, the respondents' mental functions are not innate but instead are shaped and influenced by social and cultural contexts.

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4. Conclusions

The respondents' demographic profile represented inclusive education from the mid-teens, with varying genders, combined monthly income of the parents, and their educational background. It provides evidence regarding the efficacy of related pre-reading activities that improve the level of comprehension among junior high school students in the inclusive classroom setting. Students' interest in reading comprehension that was taught by using Effective Instructional Strategies is higher than that taught by Cooperative Learning. There was a significant interaction between teaching strategy and students' interest in students' achievement in reading com-prehension when the pre-test and post-test were administered. Post-test reading comprehension performance result has no bearing on the extent of utilization of teaching strategies to enhance reading comprehension in inclusive classroom settings. However, despite the varying levels of reading comprehension of students, this has not been cascaded to the other schools within the division who are also supposed to be the direct beneficiaries of the students' knowledge.

Conflicts of Interest: The authors declare no conflict of interest.

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