

Teachers' Instructional Competence in Reading Intervention: Basis for Enhancement

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Abstract

This study aimed to assess the instructional competence of English teachers in providing classroom-based reading interventions for struggling readers in the Schools Division of Legazpi City for the academic year 2025-2026. The study employed a quantitative, descriptive-correlational research design, utilizing a survey questionnaire to gather data from 70 English teachers. The research focused on evaluating teachers' proficiency in pedagogies and strategies, educational materials and resources, remediation practices, instructional activities, and reading assessments. Additionally, it explored the challenges faced by teachers, including students' reading engagement, access to learning materials, instructional time management, and parental involvement. Results revealed that teachers exhibited a high level of competence in pedagogical strategies and use of educational materials. However, challenges related to learner engagement, limited resources, and time management were frequently encountered. A significant relationship was found between teachers' educational attainment and their competency in utilizing instructional materials. Based on the findings, the study proposes the implementation of a professional development intervention program to enhance teachers' instructional strategies, improve access to learning materials, and increase parental support for struggling readers.

Keywords: Instructional competence, reading interventions, struggling readers, teacher professional development, educational materials, learner engagement

1. Introduction

Reading proficiency is a foundational skill that plays a significant role in a student's academic success. However, a substantial number of school-age children are struggling readers. According to the World Bank, UNESCO, and UNICEF (2022), approximately 70% of 10-year-old children in low- and middle-income countries are unable to read and understand a simple text. In the Philippine context, the Department of Education (DepEd) has initiated several programs to address the issue of struggling readers, including the Philippine Informal Reading Inventory (Phil-IRI) and the Every Child a Reader Program (ECRAP). Despite these efforts, a large portion of students continues to demonstrate low reading proficiency, with only 70.8% of Filipinos aged 10–64 considered functionally literate (Llego, 2018). This highlights the ongoing need for targeted interventions aimed at improving literacy levels across the country.

DepEd has taken steps to enhance literacy outcomes by introducing programs like the Learning Camp, as outlined in DepEd Order No. 10, s. 2025. This initiative aims to improve teachers' instructional competencies through evidence-based practices, including differentiated instruction and assessments. However, challenges such as low student motivation, inadequate vocabulary, and a lack of resources continue to impede the effectiveness of reading interventions. As noted by Gatcho and Bautista (2019), teachers' ability to address these challenges through effective pedagogical practices is crucial in supporting struggling readers.

Understanding the barriers teachers face in implementing effective reading interventions, including issues related to student engagement, time management, and access to learning materials, is essential for improving literacy outcomes.

This study aims to evaluate the instructional competence of English teachers in the Schools Division of Legazpi City, focusing on their abilities in key areas such as pedagogies, materials, remediation practices, instructional activities, and reading assessments. By identifying the challenges teachers encounter in providing reading interventions, particularly in terms of learner engagement, motivation, and support from parents, this research will offer valuable insights into improving reading interventions for struggling readers. The findings will contribute to the development of a more robust framework for teacher professional development, ultimately enhancing the quality of literacy instruction and supporting DepEd's efforts to reduce the number of struggling readers across the Philippines.

1.1. Objective of the Study

This study aimed to evaluate the instructional competence of English teachers in providing classroom-based reading interventions for struggling readers in the Schools Division of Legazpi City. Specifically, it sought to assess the levels of instructional competence across the domains of pedagogies and strategies, educational materials and resources, remediation and reading recovery practices, instructional activities, and reading assessment. Additionally, the study aimed to determine the significant relationship between teachers' profiles, such as age, sex, civil status, highest educational attainment, length of service, and the number of relevant seminars/trainings attended in the last two years, and their instructional competence. Furthermore, the research identified the challenges encountered by teachers in implementing reading interventions, including learners' reading engagement and motivation, access to learning materials, instructional time and management, and follow-up support from parents. Based on the findings, the study proposed an intervention program designed to enhance the effectiveness of teachers' classroom-based reading instruction for struggling readers.

2. Methodology

This study employed a quantitative method utilizing a descriptive-correlational research design to systematically examine the instructional competence of English teachers in providing classroom-based reading interventions for struggling readers in the Schools Division of Legazpi City. The descriptive component assessed the respondents' levels of instructional competence across five domains: pedagogies and strategies, educational materials and resources, remediation and reading recovery practices, instructional activities, and reading assessment. The correlational aspect utilized the appropriate statistical test to determine the significance and nature of the relationship between the teachers' profiles and their instructional competence. This dual approach allowed for a comprehensive analysis of the existing competencies and established whether teachers' profiles were significantly associated with their ability to implement effective reading interventions.

2.1. Population, Sample Size, and Sampling Technique

The respondents of the study consisted of 70 English teachers from the Schools Division of Legazpi City, selected through the purposive sampling technique. The sample represented a diverse range of teachers from Grades 4–6 who are directly responsible for delivering classroom-based reading interventions to struggling readers. This sampling technique ensured that only teachers actively engaged in the reading intervention process were included, thereby minimizing sampling bias and ensuring a comprehensive analysis of the teachers' competencies.

2.2. Data Gathering Procedures

Data collection commenced after securing formal approval from the Schools Division Office and obtaining informed consent from the respondents. The primary research instrument was a structured

questionnaire that consisted of three sections: the first section gathered information on the teachers' profiles, the second assessed their instructional competence across the five domains, and the third explored the challenges they faced in providing reading interventions. The instrument was pre-tested with 20 teachers from a nearby district to ensure clarity and relevance. Based on expert feedback and the pre-test, the instrument was refined to improve its validity and reliability.

2.3. Statistical Treatment of Data

To address the descriptive objectives of the study, weighted means were used to assess the levels of instructional competence across the five key domains. Frequency counts and percentages were used to summarize the information related to the teachers' profiles.

For the inferential component, the appropriate statistical tests were applied to establish the significant relationship between teachers' profiles (age, sex, civil status, highest educational attainment, length of service, and number of relevant seminars/trainings attended) and their instructional competence.

2.4. Profile of English teachers in Schools Division of Legazpi City

To understand the instructional competence of English teachers in delivering reading interventions, it is important to examine their profiles. This section presents the respondents' profiles, including age, sex, civil status, educational attainment, length of service, and relevant trainings attended in the last two years, offering context for analyzing their strengths, experiences, and potential challenges.

2.4.a. Age. Table 1 shows that the largest group of respondents, 24.29%, falls within the 36–40 age range, indicating that many elementary English teachers in the Legazpi City Division are in their early to mid-career stages, suggesting a solid level of experience and professional maturity. This finding aligns with Dacanay (2024), whose study indicated that teachers in similar contexts typically exhibit competence in key instructional domains. Conversely, the age group 46–50 had the lowest percentage at 10.00%, highlighting the presence of more experienced teachers who may play a crucial role in strengthening reading instruction. This supports the findings of Rice, M., Lambright, K., and Wijekumar, K. (2024), who noted that experienced teachers, with extensive content knowledge, are key to enhancing reading comprehension and supporting literacy development.

Table 1. Age Profile of the Respondents

Age	Frequency	Percentage (%)
Above 50	9	12.86
46-50	7	10.00
41-45	14	20.00
36-40	17	24.29
31-35	12	17.14
26-30	11	15.71
Total	70	100.00

2.4.b. Sex Table 2 shows the sex distribution of the respondents involved in providing classroom-based reading interventions for struggling readers. Table 2 shows that the majority of respondents were female, making up 94.29%, while males accounted for only 5.71%. This imbalance likely reflects broader gender trends in the

Schools Division of Legazpi City, where teaching, especially in elementary education, is traditionally a female-dominated field. The dominance of female teachers may suggest they are more likely to be engaged in reading intervention programs, or it could reflect societal gender expectations in education. These findings are supported by Shah (2022), who noted that female teachers are often expected to take on nurturing roles, such as providing remedial reading interventions, while male teachers are more likely to be assigned administrative or disciplinary roles.

Table 2. Sex Profile of the Respondents

Sex	Frequency	Percentage (%)
Male	4	5.71
Female	66	94.29
Total	70	100.00

2.4.c. Civil Status. Table 3 shows that the majority of respondents are married, comprising 74.29% of the sample. This suggests that most English teachers in the Schools Division of Legazpi City are in a stable marital stage, which may contribute to consistency and long-term commitment in implementing reading interventions for struggling readers. The predominance of married teachers aligns with findings by Dacanay (2024) and Pamon and Oco (2024), highlighting that teacher-related characteristics contribute to instructional effectiveness. In contrast, only 1.43% of respondents are widowed, indicating minimal representation within the teaching population, which is unlikely to significantly influence overall instructional patterns. This finding was supported by Zhang and An (2024), highlighting that teacher related characteristics, including personal factors like commitment and engagement, can influence instructional effectiveness.

Table 3. Civil Status Profile of the Respondents

Civil Status	Frequency	Percentage (%)
Single	17	24.29
Married	52	74.29
Widow/Widower	1	1.43
Total	70	100.00

2.4.d. Highest Educational Attainment. Table 4 shows that the highest educational attainment of the respondents reveals that 60% have completed MA units, indicating a strong commitment to academic advancement among English teachers in the Schools Division of Legazpi City. However, a significant portion of teachers has not completed their master's degrees, suggesting potential structural or professional constraints. This raises the question of how graduate training, particularly in reading education, impacts instructional competence in reading interventions. While many teachers are academically advancing, their qualifications may not directly enhance their ability to address reading difficulties unless their graduate studies are specifically relevant to reading instruction. This finding was corroborated by Dacanay (2024) and Pamon and Oco (2024), which emphasize the need for targeted professional development and curriculum planning to improve reading outcomes. Additionally, only 1.43% of respondents have pursued doctoral studies, highlighting limited engagement in advanced research specialization, which may hinder the development of research-based reading

intervention materials. This finding was supported by Librea et al. (2023), who identified teachers' limited knowledge in developing reading materials is one factor contributes to learning difficulties and increasing advance specialization my strengthen research-based interventions.

Table 4. *Highest Educational Attainment Profile of the Respondents*

Highest Educational Attainment	Frequency	Percentage (%)
BEED	12	17.14
With MA Units	42	60.00
Master's Degree Graduate	14	20.00
With Units in Doctorate	1	1.43
Doctorate Degree Graduate	1	1.43
Total	70	100.00

2.4.e. *Length of Service*. Table 5 shows that 32.86% of respondents have 7–9 years of service, indicating that most teachers have developed stable instructional competence. With this experience, teachers are better equipped to diagnose reading difficulties, adjust strategies, and implement differentiated interventions, supporting content mastery and classroom management. This finding aligns with studies by Ann (2023), which found that higher teacher competence improves student achievement. However, only 2.86% of respondents have 10-15 years of service, highlighting a gap in the mid-career stage, where teachers contribute to mentoring and instructional innovation. This gap suggests a need for stronger mentoring structures, as identified by Dacanay (2024) and Desta (2023), who noted challenges in sustaining pedagogical adaptations in reading instruction.

Table 5. *Length of Service Profile of the Respondents*

Length of Service	Frequency	Percentage (%)
1-3 Years	7	10.00
4-6 Years	9	12.86
7-9 Years	23	32.86
10-12 Years	2	2.86
13-15 Years	2	2.86
16-18 Years	13	18.57
Above 18 Years	14	20.00
Total	70	100.00

2.4.f. *Number of Relevant Trainings Attended for the Last Two Years*. Table 6 shows that the largest percentage of respondents, 27.14%, attended 11–15 relevant trainings in the past two years, indicating active engagement in professional development related to reading instruction. Continuous exposure to seminars and workshops can enhance teachers' instructional competence, especially in applying updated comprehension strategies for struggling learners. This finding supports Wongduan et al. (2023), who noted that competency-enhancement programs improved teachers' practices and student engagement, and Anjelita (2022), who emphasized the benefits of professional learning in applying effective strategies. However, only 4.29% of respondents attended 36 or more trainings, reflecting a strong commitment to professional growth. Despite this, high attendance does not guarantee effective classroom implementation, as overexposure may lead to fragmented practices rather

than mastery of specific strategies. This aligns with Desta (2023), who highlighted that quality and classroom application are more crucial than the quantity of trainings attended.

Table 6. Number of Relevant Trainings Attended for the Last Two Years Profile of the Respondents

Number of Trainings Attended	Frequency	Percentage (%)
1-5	9	12.86
6-10	16	22.86
11-15	19	27.14
16-20	10	14.29
21-25	5	7.14
26-30	4	5.71
31-35	4	5.71
36 and above	3	4.29
Total	70	100.00

2.5. Level of Instructional Competence of English Teachers in Providing Classroom-Based Reading Interventions for Struggling Readers

The findings presented in the tables of this study provide valuable insights into the instructional competence of English teachers in delivering classroom-based reading interventions for struggling readers in the Schools Division of Legazpi City. The results highlight the strengths of teachers' instructional practices while also identifying areas for further development. This section offers a comprehensive interpretation of the data, analyzing each aspect of instructional competence, including pedagogies and strategies, educational materials and resources, remediation and recovery practices, instructional activities, and reading assessment.

2.5.a. Pedagogies and Strategies. Table 7 shows that the overall weighted mean for instructional competence in pedagogies and strategies is 3.55, interpreted as Highly Competent, indicating that teachers in the division are skilled in using various methods to support struggling readers. The highest-rated indicator, "Employ pedagogical approaches that are learner-centered and suitable in reading interventions," received a weighted mean of 3.63, also Highly Competent, reflecting teachers' focus on student engagement and individualized support. This aligns with Goldberg (2024) and Swanson (2024), who emphasize the importance of adaptable, learner-centered strategies. Conversely, the lowest-rated indicator, "Utilize developmentally-appropriate pedagogies," received a weighted mean of 3.49, interpreted as Highly Competent. This suggests that while teachers are generally proficient, they may face challenges in consistently tailoring strategies to meet the developmental needs of struggling readers, particularly in large classes. This finding aligns with Librea et al. (2023) and Desta (2023), suggesting the need for further professional development in developmentally-appropriate practices.

Table 7. Level of Instructional Competence of English Teachers in Providing Classroom-Based Reading Interventions for Struggling Readers along Pedagogies and Strategies

Indicators	Weighted Mean	Interpretation
1. Utilize developmentally-appropriate pedagogies and strategies for the pupils identified as struggling readers.	3.49	HC
2. Employ pedagogical approaches that are learner-centered and suitable for reading interventions.	3.63	HC
3. Apply instructional methods in reading that are localized in functions.	3.56	HC
4. Employ strategic approaches in reading instruction and interventions.	3.51	HC
5. Make use of reading strategies that integrate bilingual content to maximize the reading instruction for struggling readers.	3.54	HC
Overall Weighted Mean	3.55	HC

<i>Rating Scale:</i>	<i>Descriptive Interpretation:</i>
3.25 – 4.00	Highly Competent (HC)
2.50 – 3.24	Competent (C)
1.75 – 2.49	Slightly Competent (SC)
1.00 – 1.74	Not Competent (NC)

2.5.b. *Educational Materials and Resources.* Table 8 shows that the overall weighted mean for instructional competence in educational materials and resources is 3.51, interpreted as Highly Competent, indicating that teachers in the Schools Division of Legazpi City are skilled at using various instructional materials to support struggling readers. The highest-rated indicator, "Utilize standardized reading materials in teaching struggling readers," received a weighted mean of 3.64, interpreted as Highly Competent, reflecting teachers' confidence in using well-established resources like leveled reading programs. This was supported by Pocaan et al. (2022) , who demonstrated that development and use of strategic reading intervention materials significantly improved the reading skills of struggling readers. However, the lowest-rated indicator, "Integrate the use of localized and contextualized reading intervention materials," received a mean of 3.40, interpreted as Highly Competent. This suggests that while teachers are proficient with various materials, there is a need to incorporate more phonemic awareness and culturally relevant resources. Doty (2024) highlights the role of phonemic-enriched resources in early reading development, and teachers would benefit from professional development opportunities focused on integrating such materials to improve student engagement and comprehension.

Table 8. Level of Instructional Competence of English Teachers in Providing Classroom-Based Reading Interventions for Struggling Readers along Educational Materials and Resources

Indicators		Weighted Mean	Interpretation
1.	Utilize standardized reading materials in teaching struggling readers.	3.64	HC
2.	Prefer the use of more strategic reading intervention materials.	3.59	HC
3.	Rely on the use of phonemic-enriched reading materials.	3.41	HC
4.	Integrate the use of localized and contextualized reading intervention materials for struggling readers.	3.40	HC
5.	Develop more comprehension-based reading materials.	3.49	HC
Overall Weighted Mean		3.51	HC

<i>Rating Scale:</i>	<i>Descriptive Interpretation:</i>
3.25 – 4.00	Highly Competent (HC)
2.50 – 3.24	Competent (C)
1.75 – 2.49	Slightly Competent (SC)
1.00 – 1.74	Not Competent (NC)

2.5.c. Remediation and Recovery Practices

Table 9 shows that the overall weighted mean for instructional competence in remediation and recovery practices is 3.44, interpreted as Highly Competent, indicating that teachers are proficient in managing reading interventions for struggling readers. The highest-rated indicator, "Provide learning recovery interventions for struggling readers," received a weighted mean of 3.53, interpreted as Highly Competent, reflecting teachers' competence in implementing targeted interventions. This aligns with Canuto et al. (2024), who emphasized the effectiveness of structured recovery strategies. However, the lowest-rated indicator, "Design reading materials and intervention tools with remedial functions and contents," received a weighted mean of 3.31, interpreted as Highly Competent, suggesting challenges in creating fully aligned remedial materials. This is supported by Idulog et al. (2023), who noted that limited resources and insufficient training hinder the development of tailored resources. Strengthening partnerships with local communities could also enhance reading recovery efforts, providing additional support and resources for struggling readers.

Table 9. Level of Instructional Competence of English Teachers in Providing Classroom-Based Reading Interventions for Struggling Readers along Remediation and Recovery Practices

Indicators		Weighted Mean	Interpretation
1.	Initiate and manage remedial reading sessions and services for struggling readers.	3.49	HC
2.	Provide learning recovery interventions for struggling readers.	3.53	HC
3.	Design reading materials and intervention tools with remedial functions and contents.	3.31	HC
4.	Collaborate with the parents in offering remedial reading interventions for struggling readers.	3.49	HC
5.	Strengthen partnership with the communities in providing community-based reading interventions for struggling readers.	3.39	HC
Overall Weighted Mean		3.44	HC
<i>Rating Scale:</i> <i>Descriptive Interpretation:</i> 3.25 – 4.00 <i>Highly Competent (HC)</i> 2.50 – 3.24 <i>Competent (C)</i> 1.75 – 2.49 <i>Slightly Competent (SC)</i> 1.00 – 1.74 <i>Not Competent (NC)</i>			

2.5.d. Instructional Activities. Table 10 shows that the overall weighted mean for instructional competence in instructional activities is 3.36, interpreted as Highly Competent, indicating that teachers are proficient in providing classroom-based reading interventions. The highest-rated indicator, "Employ the use of innovative reading tasks and activities with the aid of technology and digital platforms," received a weighted mean of 3.43, interpreted as Highly Competent, demonstrating strong integration of technology in teaching practices. This high score reflects teachers' competence in using digital tools to engage students, enhancing personalized learning experiences for struggling readers, which aligns with Uzorka and Odebiyi (2025), who emphasize the positive impact of technology on student engagement. However, the lowest-rated indicator, "Design reading tasks that match a variety of reading skills," received a mean of 3.31 interpreting as Highly Competent, suggesting room for improvement in differentiating instruction to accommodate the diverse needs of students. Shah (2022) supports the need for individualized instruction for struggling readers, stressing the importance of differentiated tasks. In the context of the Schools Division of Legazpi City, teachers could benefit from further professional development in designing more personalized reading interventions to better support struggling readers and promote inclusive education.

Table 10. Level of Instructional Competence of English Teachers in Providing Classroom-Based Reading Interventions for Struggling Readers along Instructional Activities

Indicators		Weighted Mean	Interpretation
1.	Design individualized reading tasks and activities for the struggling readers.	3.33	HC
2.	Initiate collaborative tasks and activities in reading that are responsive to the needs of struggling readers.	3.41	HC
3.	Employ the use of innovative reading tasks and activities with the aid of technology and digital platforms.	3.43	HC
4.	Make use of reading tasks and activities that are facilitated in a gamified approach.	3.34	HC
5.	Design reading tasks and activities that match the variety of reading skills and competencies of the learners.	3.31	HC
Overall Weighted Mean		3.36	HC

<i>Rating Scale:</i>	<i>Descriptive Interpretation:</i>
3.25 – 4.00	Highly Competent (HC)
2.50 – 3.24	Competent (C)
1.75 – 2.49	Slightly Competent (SC)
1.00 – 1.74	Not Competent (NC)

2.5.e. *Reading Assessment.* Table 11 shows that the overall weighted mean for instructional competence in reading assessment is 3.53, interpreted as Highly Competent, indicating that teachers in the Schools Division of Legazpi City excel at providing reading assessments. The highest-rated indicator, "Employ the use of teacher-made reading assessment that matches the needs of struggling readers," received a weighted mean of 3.63, interpreted as Highly Competent, reflecting teachers' excellence at developing customized assessments tailored to student needs, which conforms with Suarez et al. (2020), stresses the importance of context-sensitive and adaptable assessments. However, the lowest-rated indicator, "Develop a reading assessment depending on the moment-to-moment changes or growth in the reading skills of pupils," received a mean of 3.40, interpreted as Highly Competent. This indicates that while teachers are capable of using assessments, there is room to improve in adapting them dynamically to the evolving needs of struggling readers. Xuan et al. (2024) highlights the value of formative assessments in helping teachers identify learning gaps and adjust instruction accordingly. To improve, teachers should receive professional development in formative assessment strategies.

Table 11. Level of Instructional Competence of English Teachers in Providing Classroom-Based Reading Interventions for Struggling Readers along Reading Assessment

	Indicators	Weighted Mean	Interpretation
1.	Apply the use of localized reading assessment tools for the pupils who are struggling in reading.	3.57	HC
2.	Make use of standardized reading assessment tools that are developmentally-appropriate for the pupils.	3.61	HC
3.	Employ the use of a teacher-made reading assessment that matches the needs of the struggling readers.	3.63	HC
4.	Develop a reading assessment depending on the moment-to-moment changes or growth in the reading skills of the pupils.	3.40	HC
5.	Develop and utilize reading assessment tools that are anchored on the most essential curriculum skills in reading and language.	3.46	HC
	Overall Weighted Mean	3.53	HC

<i>Rating Scale:</i>	<i>Descriptive Interpretation:</i>
3.25 – 4.00	Highly Competent (HC)
2.50 – 3.24	Competent (C)
1.75 – 2.49	Slightly Competent (SC)
1.0 – 1.74	Not Competent (NC)

2.6. *Relationship between the Profile of the English Teachers and their Level of Instructional Competence.* Table 12 presents the test for the significant relationship between the profile variables of English teachers, such as age, sex, civil status, educational attainment, length of service, and the number of relevant seminars attended, and their level of instructional competence in areas like pedagogies, educational materials, remediation practices, instructional activities, and reading assessment. The findings show that age, sex, and civil status have no significant relationship with instructional competence, as indicated by high p-values ($p > 0.05$). This suggests that these demographic factors do not impact teachers' pedagogical practices or their use of instructional materials. However, educational attainment shows a significant relationship with instructional competence in terms of educational materials and resources ($d = 0.195$, $p = 0.045$), indicating that teachers with higher qualifications, particularly those with master's degrees, are more adept at selecting and utilizing instructional

resources. No significant relationship was found between educational attainment and other areas like remediation or reading assessment. Similarly, length of service and the number of relevant seminars attended showed no significant relationship with instructional competence. These findings highlight the value of graduate education and professional development in improving teaching practices, especially in resource management and innovative strategies for supporting struggling readers. This was supported by Aniban (2023), who highlights the importance of advanced training to improve teachers' ability to select and implement effective reading resources.

Table 12. Test for a Significant Relationship between the Profile of the English Teachers and Their Level of Instructional Competence

Profile	Instructional Competence									
	Pedagogies and Strategies		Educational Materials and Resources		Remediation and Reading Recovery		Instructional Activities		Reading Assessment	
	Test Statistic	p-value	Test Statistic	p-value	Test Statistic	p-value	Test Statistic	p-value	Test Statistic	p-value
Age	.008	.918	-.051	.529	-.107	.181	-.042	.606	-.049	.541
Sex	.087	.764	.050	.917	.132	.535	.077	.812	.115	.624
Civil Status	.194	.600	.171	.718	.218	.478	.138	.852	.226	.437
Educational Attainment	.054	.600	.195*	.045	-.026	.793	-.012	.901	-.008	.940
Length of Service	.008	.927	-.075	.371	-.110	.194	-.053	.563	-.042	.625
Number of Relevant Seminars	-.064	.430	-.072	.395	-.076	.383	-.029	.749	-.069	.396

*Correlation is Significant @ 0.05 level.

2.7. Challenges Encountered by the English Teachers in Providing Classroom-Based Reading Interventions for Struggling Readers. This section discusses the challenges faced by English teachers in the Schools Division of Legazpi City in providing effective classroom-based reading interventions for struggling readers. The data presented in Tables 13 to 16 highlight the key difficulties teachers encounter in areas such as learners' reading engagement and motivation, access to learning materials, instructional time and management, and follow-up support from parents. These challenges are crucial for understanding the overall effectiveness of reading interventions and for developing strategies to address the gaps identified in the study.

2.7.a. Learner's Reading Engagement and Motivation. Table 13 shows that the overall weighted mean for challenges in learner's reading engagement and motivation is 3.32, interpreted as Always Encountered, indicating that teachers consistently struggle to keep students engaged and motivated during reading activities. The highest-rated indicator, "Poor concentration on the lesson," received a mean of 3.46, interpreted as Always Encountered, highlighting the difficulty in maintaining students' focus. This aligns with Liu et al. (2024), who stress the importance of both intrinsic and extrinsic motivation for engagement. However, the lower-rated indicator, "Lack of motivation towards reading activities," received a mean of 3.11, interpreted as Encountered, suggesting that while motivation remains a challenge, it is less severe. This is in supports with Liu (2025), who stresses the importance of intrinsic motivation in improving reading engagement and foster love for reading.

Table 13. Challenges Encountered by the English Teachers in Providing Classroom-Based Reading Interventions for Struggling Readers along Learner's Reading Engagement and Motivation

Indicators		Weighted Mean	Interpretation
1.	Poor learning interest in reading lessons.	3.41	AE
2.	Poor concentration on the lesson.	3.46	AE
3.	Lack of motivation towards reading activities.	3.11	E
4.	Higher preference for play and leisure than for reading activities.	3.23	E
5.	Limited attention span of the pupil towards the reading activities.	3.39	A
Overall Weighted Mean		3.32	AE
<i>Rating Scale:</i>			
<i>3.25 – 4.00</i>		<i>Descriptive Interpretation:</i>	
<i>2.50 – 3.24</i>		<i>Always Encountered (AE)</i>	
<i>1.75 – 2.49</i>		<i>Encountered (E)</i>	
<i>1.00 – 1.74</i>		<i>Sometimes Encountered (SE)</i>	
		<i>Not Encountered (NE)</i>	

2.7.b. *Access to Learning Materials.* Table 14 shows that the overall weighted mean for challenges in access to learning materials is 3.34, interpreted as Always Encountered, indicating that teachers frequently face difficulties in accessing adequate learning resources for reading interventions. The highest-rated indicator, "Limited textbooks," received a weighted mean of 3.53, interpreted as Always Encountered, reflecting a significant and persistent challenge in providing students with sufficient textbooks. This aligns with Harerimana (2024), who emphasizes the importance of high-quality, context-appropriate materials for literacy development. The absence of textbooks hinders the consistent delivery of quality reading instruction. On the other hand, the lowest-rated indicator, "Lack of contextualized reading materials," received a mean score of 3.21, interpreted as Encountered, suggesting that while the absence of materials tailored to students' cultural and linguistic backgrounds is a challenge, it is not as severe as the lack of textbooks. Sambayon et al. (2023) found that culturally relevant materials enhance student engagement and comprehension, making it crucial for schools to focus on acquiring more localized and context-specific reading materials to better support struggling readers.

Table 14. Challenges Encountered by the English Teachers in Providing Classroom-Based Reading Interventions for Struggling Readers along with Access to Learning Materials

Indicators		Weighted Mean	Interpretation
1.	Limited textbooks.	3.53	AE
2.	Limited localized reading materials.	3.46	AE
3.	Lack of contextualized reading materials.	3.21	E
4.	Limited strategic reading materials.	3.24	E
5.	Lack of computer-based reading tools.	3.24	E
Overall Weighted Mean		3.34	AE
<i>Rating Scale:</i>			
<i>3.25 – 4.00</i>		<i>Descriptive Interpretation:</i>	
<i>2.50 – 3.24</i>		<i>Always Encountered (AE)</i>	
<i>1.75 – 2.49</i>		<i>Encountered (E)</i>	
<i>1.00 – 1.74</i>		<i>Sometimes Encountered (SE)</i>	
		<i>Not Encountered (NE)</i>	

2.7.c. *Instructional Time and Management.* Table 15 shows that the overall weighted mean for challenges in instructional time and management is 3.36, interpreted as Always Encountered, indicating that while time management is a consistent issue, it is not the most severe. The highest-rated indicator, "Hectic teaching schedule and workload," received a mean of 3.50, interpreted as Always Encountered, reflecting significant challenges in balancing teaching schedules with reading interventions. This aligns with Elan (2025), who highlights how competing demands hinder teachers' ability to provide effective literacy support. Conversely, the lowest-rated indicator, "Difficulty in balancing the lesson proper and the reading interventions," received a mean of 3.20, interpreted as Encountered, suggesting that while it is a challenge, it is more manageable than other time-related issues. Teachers could benefit from strategies like prioritizing key competencies for struggling readers and using differentiated instruction, as recommended by Valente et al. (2024), to better manage time and improve intervention effectiveness.

Table 15. Challenges Encountered by the English Teachers in Providing Classroom-Based Reading Interventions for Struggling Readers on Instructional Time and Management

Indicators		Weighted Mean	Interpretation
1.	Hectic teaching schedule and workload.	3.50	AE
2.	Limited time to accommodate more struggling readers.	3.43	AE
3.	Difficulty in balancing the lesson proper and the reading interventions for struggling readers.	3.20	E
4.	Too many reading lessons and competencies need to be taught in a limited span of time.	3.30	AE
Overall Weighted Mean		3.36	AE

Rating Scale:

3.25 – 4.00

2.50 – 3.24

1.75 – 2.49

1.00 – 1.74

Descriptive Interpretation:

Always Encountered (AE)

Encountered (E)

Sometimes Encountered (SE)

Not Encountered (NE)

2.7.d. *Follow-Up Support from Parents.* Table 16 shows that the overall weighted mean for challenges in follow-up support from parents is 3.30, interpreted as Always Encountered, indicating consistent difficulties in receiving adequate parental support. The highest-rated indicator, "Lack of initiative of parents to provide mentoring services in reading at home," received a mean of 3.37, interpreted as Always Encountered highlighting that many parents do not engage in reinforcing reading at home. This finding aligns with William et al. (2025), who emphasize that parental involvement is crucial for the success of reading interventions. The lowest-rated indicator, "Lack of awareness of the parents about the reading level and performance of their children," with a mean of 3.21, interpreted as Encountered, suggests that while parents' awareness is a challenge, it is less severe than the lack of initiative. William et al. (2025) conforms that parental engagement is essential in monitoring their children's learning progress and the needs for greater collaboration between teachers and parents.

Table 16. Challenges Encountered by the English Teachers in Providing Classroom-Based Reading Interventions for Struggling Readers along Follow-Up Support from Parents

Indicators		Weighted Mean	Interpretation
1.	Lack of awareness of the parents about the reading level and performance of their children.	3.21	E
2.	Lack of initiative of parents to provide mentoring services in reading at home to their children.	3.37	AE
3.	Lack of initiative of parents to support the remedial reading instruction for their children.	3.24	E
4.	Lack of initiative of parents to communicate and consult the teachers for follow-up reading interventions for their children.	3.36	AE
Overall Weighted Mean		3.30	AE

<i>Rating Scale:</i>	<i>Descriptive Interpretation:</i>
3.25 – 4.00	Always Encountered (AE)
2.50 – 3.24	Encountered (E)
1.75 – 2.49	Sometimes Encountered (SE)
1.00 – 1.74	Not Encountered (NE)

2.8. Proposed Intervention Program to Improve the Classroom-based Reading for Struggling Readers

The READForward: Reading Enhancement and Development Program is designed to address the challenges faced by English teachers in Legazpi City by enhancing their instructional competence in reading interventions for struggling readers. The program includes monthly professional development workshops focused on phonemic awareness, fluency, and comprehension strategies, and equips teachers to develop culturally relevant, localized reading materials. It also integrates technology to support innovative teaching methods. Targeted remediation strategies, such as small-group tutoring and individualized reading plans, will be used to meet students' specific needs, supported by data-driven assessments to monitor progress and adjust interventions accordingly.

Additionally, the program aims to strengthen parental involvement and community support. Teachers will receive training on how to engage parents in supporting reading at home through workshops and encourage community volunteer reading programs. By improving the use of formative assessments and incorporating real-time progress monitoring, READForward seeks to enhance student engagement and learning outcomes. The program will run during the 2026-2027 school year, with continuous evaluation to ensure effectiveness and make adjustments as needed, ultimately improving teachers' ability to provide effective reading interventions and fostering greater collaboration with parents and the community.

3. Conclusion and Recommendations

The study concluded that English teachers in the Schools Division of Legazpi City are mostly mid-career, predominantly female and married, with substantial teaching experience. Many have pursued graduate studies, particularly at the master's level, and have actively participated in relevant seminars and training. This reflects a group of educators who are professionally qualified and development-oriented. While the teachers demonstrate a solid foundation in instructional competence, particularly in implementing reading interventions, there is a need for further professional development in specific areas, such as using diverse strategies and incorporating culturally relevant materials. No significant relationship was found between the teachers' profile and their instructional competence, though factors like educational background may still indirectly affect their ability to implement reading interventions effectively. The study also revealed significant challenges faced by teachers, particularly in engaging struggling readers, managing time effectively, accessing appropriate materials, and involving parents. These challenges impact the effectiveness of reading interventions, highlighting the need for systemic improvements.

To address these issues, the study recommends implementing professional development programs that

focus on areas where teachers need improvement, such as using diverse instructional strategies, integrating digital tools, and developing localized reading materials. Schools should also collaborate with local agencies and educational organizations to improve access to textbooks and resources, including digital tools. Optimizing instructional time, such as offering designated reading intervention periods or adjusting schedules, could ensure that struggling readers receive the necessary support. Additionally, training teachers to engage parents more actively in their children's reading development is crucial. The proposed READForward program, focusing on professional development, resource creation, and fostering parental involvement, has the potential to enhance teachers' competence and address the identified challenges. Expanding this program across the division and exploring factors like school culture and administrative support could offer further insights into improving reading interventions for struggling readers.

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