

# Convergence and Engagement Opportunities for Parents of Children with Learning Disabilities as A Foundation of Organizational Mission

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## ABSTRACT

This study explored ways to bring together and involve parents of children with learning disabilities to establish a unified organizational mission. The study focused on parents in Tungawan, Zamboanga Sibugay, who had children diagnosed with learning disabilities. The study revealed key themes and codes related to parental involvement and engagement in their children's education through an exploration of the parents' lived experiences. The theme of Parental Struggle and Engagement explores the challenges faced by parents, especially single parents, highlighting their dedication and adaptability. The theme of Teaching and Educational Support highlighted the challenges parents faced in educating children with learning disabilities and the support systems in place. The study investigated the impact of community support, parent-teacher collaboration dynamics, emotional bonds, and assistance in daily activities. The study investigated the challenges parents faced when engaging with educational institutions and support networks, including financial constraints, transportation limitations, time constraints, resource allocation issues, and social dynamics within the community. The study also investigated the coping strategies used by parents to address these challenges and enhance their involvement in educational activities. The study emphasized the importance of supportive parenting, educational strategies, collaboration, resilience, and optimal resource utilization in effectively managing learning disabilities. This study adds to the growing research on diverse perspectives in inclusive education and support systems through qualitative interviews and thematic analysis, enriching discourse and informing future efforts.

**Keywords:** Children with Learning Disability, Convergence, Engagement, Opportunities, Organizational Mission, Parents, Philippines

## Chapter 1

### INTRODUCTION

#### Background of the Study

The education system is responsible for fostering the intellectual and social development of all students, including those with learning disabilities (Rahman et al., 2022). Legislative efforts like the Individuals with Disabilities Education Act (IDEA) in the United States aim to recognize and cater to the varied needs of students (O'Connor Bones et al., 2022). Parents of children with learning disabilities encounter various challenges. Parents face challenges when trying to communicate with schools, teachers, and support services to secure a good education for their children (Walters et al., 2022). The process commences with the identification of a learning disability, which may have emotional implications for parents (Elam et al.,

2022). Parents' concerns about their child's development prompt evaluations and assessments that can trigger uncertainty and anxiety. The significance of parental advocacy becomes apparent in this phase (Diamond & Adam, 2023).

Globally, parents worldwide need help in understanding their rights and responsibilities in education due to intricate terminology and regulations. Miscommunication and lack of transparency impede progress, leading parents to feel excluded from decision-making processes and uninformed about their child's educational journey. Parents frequently advocate for appropriate accommodations and support services (Kovaleski et al., 2022). The advocacy process can be emotionally taxing and require a significant amount of time (Mohamad & Despois, 2022). Parents and their children experience societal stigmatization, misconceptions, and biases that affect their well-being (Guardino et al., 2022). Parents frequently take on multiple roles, such as educators and emotional support providers, to address societal obstacles (Haidi & Hamdan, 2023).

In Indonesia, significant barriers to inclusive education and parental involvement persist despite government efforts. Lack of awareness and understanding of learning disabilities among the general population and educators can lead to delayed diagnosis and intervention (Guardino et al., 2022). Inadequate awareness hinders the provision of early support. Resource limitations, such as insufficient qualified special education teachers and inadequate infrastructure for inclusive education, pose additional challenges (Sarancha et al., 2022). The limitations extend to the accessibility of assistive technologies and personalized learning materials. Parents encounter bureaucratic obstacles when seeking services for children with learning disabilities (Bonilla et al., 2022). Navigating the official diagnosis process, specialized services, and accommodations can be challenging and time-consuming due to administrative procedures. Families encounter societal biases and misconceptions, leading to isolation and discrimination.

In Saudi Arabia, a significant obstacle to parental involvement for children with learning disabilities is the insufficient awareness and comprehension of these disabilities among parents and educators (Alkaabi et al., 2022). Inadequate understanding of learning disabilities can result in misconceptions and stigma, leading parents to feel isolated and unsure about how to best assist their children. Cultural factors impact parental engagement by shaping perceptions of disability and hindering communication between parents and educators (Kossyva et al., 2023). The cultural context may influence parents' hesitancy in advocating for their children's needs in educational environments. Language barriers hinder parental engagement in Saudi Arabia, especially for expatriate families needing more fluency in Arabic (McLellan et al., 2022). Inadequate language skills may impede parents' communication with school staff and comprehension of their children's educational requirements.

In the Philippines, the limited availability of resources and support systems exacerbates the challenges experienced by parents. According to Adugna et al. (2020), a small percentage of children with disabilities in the country have access to specialized education and support services. This highlights the necessity for enhanced and easily accessible programs designed to meet the unique requirements of children with learning disabilities and their families. Furthermore, societal stigma and discrimination exacerbate the difficulties experienced by parents of children with learning disabilities. Frederick et al. (2020) identified social isolation and marginalization as common experiences among families, with negative impacts on parents and children. This emphasizes the significance of establishing inclusive and supportive environments that enable families to advocate for their children's rights and needs. The absence of collaboration and coordination among stakeholders impedes engagement opportunities for parents. The

study of García-González et al. (2021) highlighted communication gaps among schools, government agencies, and non-governmental organizations, resulting in fragmented support systems for families. There needs to be more localized studies and initiatives that focus on the specific challenges encountered by this community. Current research on parental involvement and support for children with learning disabilities is predominantly based on international and national studies. There needs to be more research focusing on the localized dynamics and needs within Tungawan. Several key points highlight the presence of this research gap. Local contextual factors, such as socio-cultural, economic, and educational aspects of Tungawan, can significantly impact the experiences and needs of parents with children who have learning disabilities. There needs to be more research on the specific challenges and opportunities within this community.

Studying engagement opportunities for parents of children with learning disabilities is crucial for understanding the challenges they face in supporting their children's education and development. Learning disabilities necessitate tailored strategies and resources for effective learning. Analyzing engagement opportunities can reveal the most effective approaches. Secondly, these studies aid in developing customized support programs and interventions. Researchers and educators can design initiatives to empower parents in their child's education by identifying effective engagement practices. This engagement positively impacts the child's academic advancement and contributes to their general well-being and self-assurance.

### **Statement of the Problem**

The study aimed to explore the convergence and engagement opportunities for parents of children with learning disabilities as a foundation of organizational mission. Specifically, this answered the following questions:

1. What are the lived experiences of parents with children having learning disabilities in Tungawan, Zamboanga Sibugay, concerning their engagement and involvement in their children's education and support systems?
2. What are the primary challenges faced by parents of children with learning disabilities in Tungawan when attempting to converge and engage with educational institutions and support networks?
3. What coping mechanisms do parents in Tungawan employ to navigate the challenges associated with their children's learning disabilities and to enhance their active engagement in educational processes?
4. Based on the findings of the study, what organizational mission can be proposed for educational institutions and support organizations in Tungawan to effectively converge and engage parents of children with learning disabilities as a foundation for improved educational outcomes and support systems?

### **Theoretical Framework**

Albert Bandura developed Social Cognitive Theory in the late 20th century. This theory offers a valuable framework for understanding how parents of children with learning disabilities can actively engage in and contribute to their child's educational development (Bandura, 1986). This theory highlights the interaction between individuals, their behaviors, and the social environment. Social Cognitive Theory suggests that parents play essential roles as role models, educators, and advocates in the context of parental engagement for children with learning disabilities. Self-efficacy is a crucial element of Social Cognitive Theory, denoting an individual's confidence in their capacity to achieve tasks or objectives (Bandura, 1977).

Parents who have confidence in their ability to support their child with a learning disability are more likely to actively participate in their child's education. Parents can foster a sense of empowerment and resilience in their children by engaging in educational activities, effectively communicating with teachers and school staff, and actively seeking resources and support.

Social Cognitive Theory highlights the importance of observational learning, specifically how parents acquire knowledge by observing and engaging with various individuals, such as educators and professionals (Bandura, 1986). Parents frequently engage in collaborative partnerships with special education professionals, therapists, and support groups when addressing the needs of children with learning disabilities. By utilizing these resources, parents can enhance their knowledge and skills, empowering them to effectively advocate for their children's needs and contribute to their educational achievements. Moreover, research supports the correlation between parental involvement in a child's education and enhanced academic performance and motivation (Hoover-Dempsey & Sandler, 1997). Parental involvement and the creation of a positive learning environment at home significantly contribute to the academic success of children, particularly those with learning disabilities.

Bronfenbrenner's Ecological Systems Theory provides a comprehensive framework for understanding the multiple factors that influence parents of children with learning disabilities (Bronfenbrenner, 1979). This theory highlights the interconnections between various systems and levels, spanning from the microsystem (individuals and immediate relationships) to the macrosystem (cultural and societal influences).

Ecological Systems Theory suggests that parental engagement and support are influenced by various factors, such as family dynamics, school environments, community resources, and societal attitudes toward learning disabilities (Bronfenbrenner & Morris, 2006). The microsystem is a key concept in Ecological Systems Theory, representing the immediate environment where individuals interact and develop (Bronfenbrenner, 1979). For parents of children with learning disabilities, the microsystem includes the family unit, school, and support networks. The quality of interactions within the microsystem is crucial for effective parental engagement. Parents who have positive relationships with teachers, school staff, and extended family members are more likely to be actively involved in their child's education.

The mesosystem, which refers to the interconnections between microsystems, is essential for parental engagement (Bronfenbrenner, 1979). Collaboration and communication between home and school environments are crucial for effectiveness. Collaboration between educators and parents has been found to positively impact the academic progress and social-emotional well-being of children with learning disabilities (Christenson & Reschly, 2010). The exosystem, consisting of external systems that indirectly affect individuals, also impacts parental engagement (Bronfenbrenner & Morris, 2006). Policies concerning special education services, community resources, and societal attitudes towards disabilities can significantly impact parents' capacity to advocate for their child with a learning disability.

Attachment Theory, initially proposed by Bowlby and later expanded by Ainsworth, examines the impact of early emotional bonds and relationships on individuals' lifelong social and emotional development (Bowlby, 1969; Ainsworth et al., 1978). Attachment Theory, initially focused on parent-child relationships, provides valuable insights into the emotional experiences of parents with children who have learning disabilities. Attachment Theory posits that individuals form internal working models because of their early attachment experiences (Bowlby, 1969). These models influence individuals' expectations and behaviors in future relationships. Parents of children with learning disabilities may be influenced by their own attachment experiences in how they emotionally respond to and cope with the challenges and stressors related to their child's learning disability.

Attachment Theory highlights the significance of secure attachments and emotional support during periods of distress (Ainsworth et al., 1978). Parents with secure attachment styles are more inclined to seek emotional support when confronted with challenges associated with their child's learning disability. Support can be obtained from different sources such as friends, family, support groups, and educational professionals. Attachment Theory emphasizes the importance of sensitive and responsive caregiving in forming secure attachments (Bowlby, 1969). Educational professionals who exhibit empathy, active listening, and understanding toward parents of children with learning disabilities can promote the formation of secure attachments. When parents perceive that their voices are acknowledged and they receive adequate support, they are more inclined to actively participate in their child's education and establish a cooperative relationship with school personnel. Sroufe et al. (2005) emphasize the influence of early attachment experiences on an individual's emotional regulation and coping strategies. Parents with secure attachments during their childhoods are more likely to possess the necessary skills to offer emotional support and establish a nurturing environment for their child who has a learning disability.

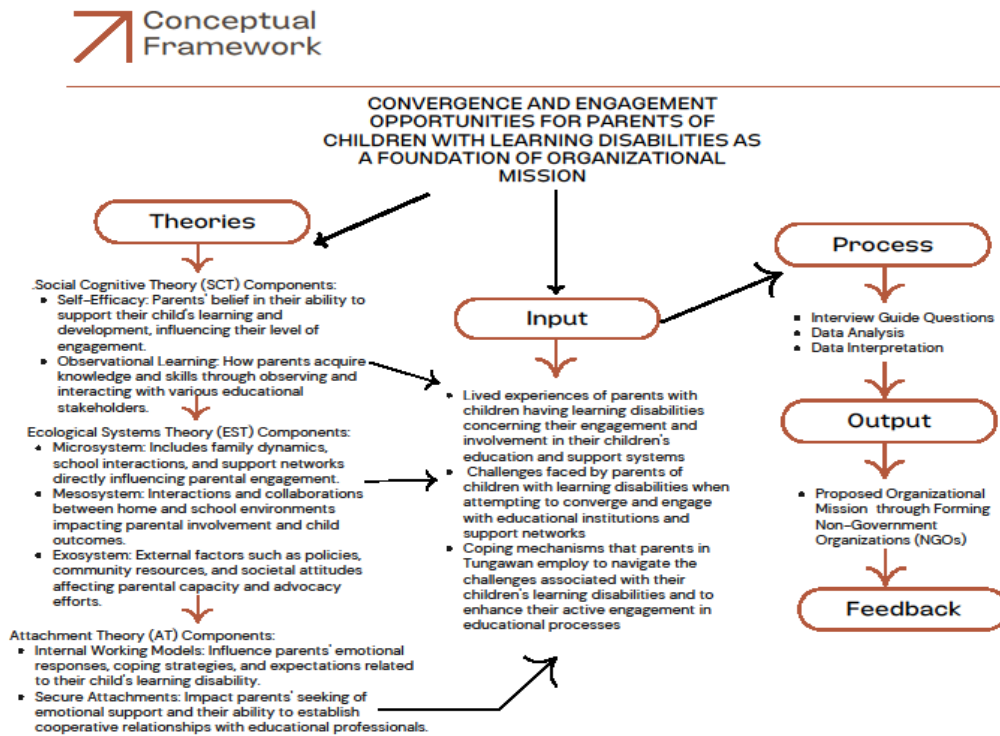
### Conceptual Framework

Figure 1 depicts the conceptual framework of the study, providing a comprehensive structure for investigating the experiences of parents with children who have learning disabilities. This research focuses on the parents' engagement and involvement in their children's education and support systems. A conceptual framework that unifies the theories of Social Cognitive Theory (SCT), Ecological Systems Theory (EST), and Attachment Theory (AT) as they apply to parents of children with learning disabilities based on the theoretical frameworks that have been offered. The goal of this conceptual framework is to comprehend and encourage supportive parental behavior for children with learning disabilities within educational contexts. This framework delineates the input, process, and output elements that shape the methodology and objectives of the study. The framework's first component centers on input, encompassing the initial factors and elements that establish the study's foundation. The input for this study comprises *the Lived experiences of parents with children having learning disabilities regarding their engagement and involvement in their children's education and support systems*. This input reflects the experiences and perspectives of parents of children with learning disabilities and their involvement in their child's education. It serves as the basis for the study. The framework's central component delineates the research process, encompassing the activities and methodologies utilized.

The process, in this case, consists of three main stages: *Interview Guide Questions, Data Analysis, and Data Interpretation*. The Interview Guide Questions are used as the main instrument for data collection, enabling researchers to directly obtain insights from parents regarding their experiences and challenges. Data analysis is the systematic examination of collected data, while data interpretation involves deriving meaningful conclusions and insights from the analyzed information. The last element of the framework pertains to the anticipated results or consequences of the research.

Furthermore, the output in this case is referred to as the *Proposed Organizational Mission through forming NGOs*. The mission of this study is to propose a mission statement or set of principles for an organization or institution. Research findings inform the proposed mission and aims to address the challenges and needs of parents of children with learning disabilities.





**Figure 1. The Conceptual Framework of the Study**

### Scope and Limitations of the Study

The study's focus centered on exploring convergence and engagement opportunities for parents of children with learning disabilities, establishing a foundation for an organizational mission. The specific context under examination is the town of Tungawan, located within Zamboanga Sibugay. Within this scope, several key aspects were addressed. Firstly, the study delved into the lived experiences of parents residing in Tungawan who have children with learning disabilities. By probing their engagement and involvement in their children's education and support systems, the research aimed to unearth insights into their unique perspectives, successes, and challenges.

Secondly, the research investigated the primary challenges confronted by parents of children with learning disabilities in Tungawan. Emphasis was placed on the difficulties encountered when attempting to converge and engage with educational institutions and support networks. Identifying these challenges was paramount in formulating effective strategies and recommendations. Thirdly, the study explored the coping mechanisms and strategies employed by parents in Tungawan as they navigated the challenges associated with their children's learning disabilities. This aspect sheds light on the resilience and resourcefulness of parents in their quest to enhance their active engagement in educational processes.

Lastly, the research aimed to propose an organizational mission based on the findings. This proposed mission was intended for educational institutions and support organizations operating within Tungawan. It served as a foundational framework for improving educational outcomes and support systems, ultimately enhancing convergence and engagement opportunities for parents of children with learning disabilities.

### Significance of the Study

This research is significant for various stakeholders, including educational institutions, support organizations, and the wider community.

**Promotion of Value and Social Relevance.** This study emphasizes the significance of acknowledging and valuing parents of children with learning disabilities as active participants in the education process, thereby promoting value and social relevance. This highlights the significant influence parents have on their children's education and emphasizes the need to recognize and appreciate their contributions. This recognition improves their perception of worth and social significance within the educational community, promoting a more inclusive and supportive atmosphere.

**Contribution to Nation Building.** The study holds significance in the broader context of nation-building. Enhancing engagement opportunities and support systems for parents of children with learning disabilities contributes to a more inclusive and equitable education system. By aligning with national goals of providing quality education for all, it plays a crucial role in developing an educated and empowered citizenry that can effectively contribute to the nation's progress.

**Contribution to existing body of knowledge (in the field).** This study makes a substantial contribution to the existing knowledge in the field of education, specifically about children with learning disabilities. This study provides valuable insights into the challenges parents encounter when engaging with educational institutions and support networks. The suggested organizational mission provides a practical framework for addressing these challenges, informing future research, policies, and practices in the field of special education and parental engagement.

**Continuous improvement of the teaching-learning process.** The study's findings have implications for improving the teaching-learning process. Enhancing parental engagement opportunities can foster improved collaboration between educators and parents, acknowledging the crucial role parents play in this dynamic. This collaboration can lead to improved educational strategies for children with learning disabilities. This study contributes to efforts to enhance the quality of education and support for these children.

### Definition of Terms

The following terms were defined to provide a better understanding of the study.

**Convergence.** In the context of this study, convergence refers to the process of bringing together and uniting various stakeholders, including parents, educational institutions, and support networks, with the common goal of improving the educational experiences and outcomes of children with learning disabilities. It involves collaborative efforts and the alignment of resources and strategies to create a unified approach to addressing the needs of these children.

**Engagement Opportunities.** Engagement opportunities refer to the avenues and mechanisms through which parents of children with learning disabilities can actively participate in and contribute to their children's education and support systems. These opportunities encompass various activities, interactions, and initiatives that empower parents to play a significant role in the educational process.

**Foundation of Organizational Mission.** In this context, a foundation of organizational mission signifies the fundamental principles, values, and objectives upon which educational institutions and support organizations base their mission statements and operational strategies. It reflects a commitment to actively involve and support parents of children with learning disabilities as an integral part of their mission to provide inclusive and effective education.

**Learning Disabilities.** refer to neurodevelopmental disorders that affect an individual's ability to acquire, process, or express information effectively, particularly in reading, writing, mathematics, or other academic areas.

**Parents of Children with Learning Disability.** This term pertains to individuals who have children diagnosed with learning disabilities.

### Acronyms

The following acronyms are used for brevity and convenience to reference the study and its central themes.

<b>ICLD</b>	Inclusive Convergence for Learning Disabilities
<b>PROMISE</b>	Parents' Role in Organizational Mission for Inclusive Special Education
<b>CECLOM</b>	Collaborative Engagement for Children Learning Opportunities and Mission
<b>LDEP</b>	Learning Disabilities Engagement Program
<b>FAIR</b>	Foundation for Advancing Inclusive Resources

## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

The literature review provides a thorough examination of existing research, scholarly works, and relevant studies that shed light on the convergence and engagement of parents about children with learning disabilities. This comprehensive study provides a fundamental framework for comprehending the dynamics, challenges, and best practices related to parental involvement and its influence on educational institutions' missions.

#### Overview

The study aims to examine the critical role of parents in the education of children with learning disabilities. This overview examines the main themes and goals of the study, highlighting the importance of parental involvement and collaboration with educational institutions and support organizations. This study explores the difficulties encountered by parents, their strategies for managing these challenges, and the possibility of establishing a mission that prioritizes parents in initiatives aimed at improving the educational experiences and achievements of children with learning disabilities. Furthermore, this study aims to explore the convergence and engagement opportunities that can support inclusive and effective organizational missions in the field of special education.

#### Lived Experiences of Parents with Children having Learning Disabilities Concerning their Engagement and Involvement in their Children's Education and Support Systems

Learning disabilities have a substantial impact on academic performance of the child and the family dynamics and parental roles in the educational setting. Salmi and D'Addio (2021) defined *learning disabilities* as challenges in acquiring and processing information, affecting academic areas like reading, writing, and mathematics. Parents often navigate challenges by advocating for their child's needs, collaborating with educators and support professionals, and seeking resources to enhance their child's educational experience (Mason-Williams et al., 2020). Parental engagement is crucial for the academic and socio-emotional development of children with learning disabilities (Tremmel et al., 2020). Parental



engagement, as defined by Epstein (2018), involves parents actively participating in their child's education through various activities such as school events, communication with teachers, and involvement in educational decision-making. Parents of children with learning disabilities experience different levels of engagement and involvement compared to parents of typically developing children due to the distinct challenges they encounter (Patel et al., 2020).

The emotional impact of having a child with learning disabilities is a key aspect of these parents' lived experiences. Parents may feel guilt, frustration, and inadequacy when faced with their child's school challenges (Brown & Wilson, 2019). Challenges in meeting societal expectations or observing a child's academic difficulties can impact parental well-being and family dynamics. The stigma of learning disabilities can worsen emotional challenges, causing parents to feel isolated and misunderstood (Farkas et al., 2020). Parents of children with learning disabilities encounter various challenges. Learning disabilities may hinder a child's academic progress. Parents' experiences begin with the diagnostic process, marked by emotional intensity and uncertainty (Saran et al., 2020). Parents must navigate the educational system, find suitable interventions, and advocate for their child's needs after receiving a diagnosis (Yazcayir & Gurgur, 2021). Parents face challenges when engaging with educational institutions (Murphy et al., 2021). Parents often face the difficulty of aligning their child's learning needs with the standardized educational approaches in place (Schwartz et al., 2022). It is essential to have effective communication with teachers, special education professionals, and school administrators. Zhang and Li (2021) observed variations in inclusivity and support for parents across educational institutions.

Parents must navigate a complex network of support systems, including special education services, therapy, and community resources (Semigina & Stoliaryk, 2022). Accessing resources may pose challenges, particularly in areas with limited support infrastructure. Parents often need help with financial difficulties when trying to access specialized services for their children (Chaidi & Drigas, 2022). Financial hardships can exacerbate stress levels in these households. The influence on parental emotions should be noticed. Spillane et al. (2021) noted that parents commonly feel guilt, frustration, and anxiety when managing their child's learning disability. The societal stigma surrounding learning disabilities can worsen emotions due to misconceptions and negative attitudes faced by parents (Brinia et al., 2022). The emotional well-being of parents significantly impacts their overall life experiences.

Parents of children with learning disabilities demonstrate resilience and success despite facing challenges. Parents often have essential experiences related to monitoring their child's development, even if the progress is minimal (Çelik et al., 2022). Willis and Eddy (2022) posit that parents recognize the importance of a supportive home environment and celebrate small accomplishments in their child's academic progress. Parents in the initial stage of their journey often recognize that their child may be facing learning difficulties. The diagnostic process evokes various emotions, including relief from understanding their child's challenges and anxiety about the future (Sujarwo et al., 2022). Parents commonly face frustration and uncertainty before their child's diagnosis as they seek answers (World Health Organization, 2022).

The diagnostic process for learning disabilities can vary depending on factors such as geographical location, healthcare availability, and the specific characteristics of the disability. Parents may face challenges in receiving a formal diagnosis, resulting in heightened anxiety and ambiguity (Ofiesh & Mather, 2023). The emotional impact of having a child with a learning disability is substantial and enduring. Smith and Griffith (2022) observed that parents often experience a range of emotional reactions, including grief, guilt, anger, and frustration. Parents may feel grief due to unfulfilled expectations for their

child's education and future, resulting in guilt and self-doubt. Parental emotional burden can adversely impact mental health and well-being (DesPortes et al., 2022).

However, these challenges frequently demonstrate remarkable resilience. Parents commonly use coping strategies to manage emotional challenges. Seeking support from social networks, such as friends, family members, and support groups, provides individuals with a chance to share experiences and find comfort (White & Harris, 2021). Parents may choose to engage in counseling or therapy to address emotional needs and develop coping mechanisms (Martinez & Nguyen, 2023). Parents of children with learning disabilities frequently advocate for their children and the broader community experiencing similar challenges. Parents acquire knowledge about their child's condition and appropriate educational strategies (Turner & Perez, 2022). Advocacy involves various activities, including attending IEP meetings and supporting policy changes for children with learning disabilities (Clark & Davis, 2023). The primary goal of this advocacy is to obtain suitable educational assistance for their child. Parents engage in ongoing communication with educators, specialists, and school administrators to tailor educational plans to meet their children's specific needs (Hill & Roberts, 2022). This advocacy benefits the advocate's child and contributes to the broader discourse on inclusive education. The financial consequences of raising a child with a learning disability have a substantial effect on parents' experiences. Gupta and Smith (2022) highlight the high cost of specialized assessments, therapies, tutoring, and assistive technology. Parents may face challenges in accessing resources, resulting in heightened stress from financial pressures (Nguyen & Turner, 2021).

Parental experiences also reveal disparities in resource access. Parents residing in urban areas or regions with well-established support systems may have greater access to intervention and support compared to parents in rural or underserved areas (Adams & White, 2020). Addressing these disparities is essential to ensure equitable access to resources for all children, enabling their optimal development. Parents of children with learning disabilities often face societal perceptions and stigma that can be detrimental and isolating. There are numerous misconceptions surrounding learning disabilities, which often necessitate parents' efforts to educate others about their child's condition (Roberts & Brown, 2023). Stigma and judgment can have emotional consequences for parents and affect their child's self-esteem (Smith & Wilson, 2021). Parents actively advocate for reducing stigma and promoting understanding of learning disabilities in their communities.

### **Challenges Faced by Parents of Children with Learning Disabilities when Attempting to Converge and Engage with Educational Institutions and Support Networks**

The study of Moriña and Biagiotti (2021) identifies common learning disabilities such as dyslexia, dysgraphia, dyscalculia, and auditory processing disorder. Parents of children with these conditions face challenges in accessing appropriate support and resources within the educational system. Communication barriers are a significant challenge for parents when engaging with educational institutions. Ineffective communication between parents and school personnel can hinder information exchange, limit parents' understanding of their children's needs and impede collaboration in developing tailored interventions (Agaton & Cueto, 2021). Inadequate communication between parents and educators can result in misunderstandings, frustration, and a sense of disconnect, which may compromise the quality of support for the child.

Parents of children with learning disabilities frequently face systemic barriers in educational institutions that worsen their difficulties. Barriers to supporting children with learning disabilities may involve limited

access to specialized services, insufficient funding for support programs, and a shortage of trained personnel (Snell-Rood et al., 2020). Parents may face challenges in accessing necessary resources and interventions to support their child's academic and socio-emotional development, contributing to disparities in educational outcomes. Stigma and misconceptions about learning disabilities pose challenges for parents trying to interact with educational institutions and support systems, in addition to communication and systemic barriers. Learning disabilities still face social stigma impacting parental perception and the addressing of their child's needs in schools (Ganji et al., 2022). Parents may face negative attitudes and bias from school staff, peers, and other parents, resulting in isolation, shame, and hesitancy to seek assistance.

In addition, the complexity of managing various systems of care and support presents an additional challenge for parents of children with learning disabilities. Parents may need to interact with various entities, such as healthcare providers, therapists, community organizations, and government agencies, in addition to educational institutions to access comprehensive support services for their children (Fontenelle-Tereshchuk, 2021). Managing appointments and paperwork and advocating for their child can be overwhelming for parents, adding to the challenges of caregiving.

Parents of children with learning disabilities often face challenges in understanding and working within the educational system. The system's complexity, including programs, services, and regulations, can be overwhelming (McRae et al., 2021). Parents may need help comprehending the specialized terminology and abbreviations used in special education, leading to confusion and frustration (Ginsburg, 2020). The initial obstacle may result in feelings of disempowerment and uncertainty. Specialized services and accommodations are essential for children with learning disabilities. Obtaining these services may present a substantial challenge for parents. Turner and Kim (2019) discovered that parents encounter challenges related to the availability and affordability of these services. Parents may face delays in accessing timely interventions because of extended waiting lists and bureaucratic processes despite the services being available (Nguyen & Adams, 2020).

Financial considerations are an essential factor in accessing specialized services. Families often face financial barriers when accessing therapies, tutoring, assistive technology, and other resources (Clark & Perez, 2018). Financial strain can worsen existing challenges for parents, causing increased stress and uncertainty (Roberts & Wilson, 2023). Advocacy plays a crucial role in a parent's responsibility to obtain optimal educational support for their child with a learning disability. Advocating within the educational system can be challenging. Educators and administrators may exhibit resistance or reluctance toward parents (Garcia & Gupta, 2021). Resistance can arise in the form of disagreements regarding the suitability of services or accommodations, leading to tense interactions during Individualized Education Program (IEP) meetings (Brown & White, 2018).

Parents may sometimes lack the necessary skills to advocate for their child effectively. Parents may face challenges in advocating for their children's rights and needs due to the intimidating power dynamics within the educational system (Perez & Turner, 2022). The challenge becomes more complex when parents need access to the necessary information and resources to effectively advocate for their children (Adams & Harris, 2019). The establishment of successful educational plans for children with learning disabilities necessitates effective communication and collaboration between parents and educational institutions. However, these aspects can be challenging. Smith and Kim (2020) found that parents face challenges when trying to establish effective communication with educators and specialists. Wilson and

Davis (2021) argue that language barriers, miscommunication, and differing expectations can hinder productive interactions.

Collaboration challenges can transcend the school environment to include support networks and external service providers. The coordination of care and services across multiple entities can be intricate and fragmented, leading to fragmented support for the child (Chen & Martinez, 2023). Parents frequently assume the role of coordinators, working to align different stakeholders to ensure their child receives comprehensive support. The bureaucratic nature of educational systems can complicate matters for parents. Obtaining an Individualized Education Program (IEP) or assessment can be a time-consuming and frustrating process (Turner & Clark, 2021). Administrative obstacles encompass paperwork, delayed responses, and procedural ambiguity (Nguyen & Roberts, 2022).

These challenges may result in delays in the child's access to necessary services and accommodations. Gupta and Harris (2020) conducted research that revealed disparities in the challenges experienced by parents in underserved communities. The unequal distribution of resources and support networks can exacerbate existing difficulties and perpetuate educational disparities among children with learning disabilities. These challenges have a cumulative emotional impact on parents. Burnout and mental health issues can result from stress, frustration, and feelings of helplessness (Brown & Kim, 2019). Harris and Smith (2023) found that parents frequently experience elevated levels of anxiety and depression while navigating the challenges associated with advocating for their child's needs. The emotional challenges are substantial and emphasize the necessity of comprehensive parental support.

### **Coping Mechanisms Employed to Navigate the Challenges Associated with their Children's Learning Disabilities and to Enhance their Active Engagement in Educational Processes**

Parents often cope with their child's learning disability by seeking information and education. Knowledge acquisition enables parents to comprehend their children's strengths and challenges, advocate for their needs, and collaborate with educators and support professionals (Ginsburg, 2020). Parents can pursue self-directed learning through various resources such as books, websites, and support groups or consult healthcare providers, therapists, and educational specialists for guidance. Parents who educate themselves about learning disabilities acquire the confidence and knowledge necessary to navigate the educational system and access suitable interventions for their children.

Social support networks are crucial in assisting parents in coping with the challenges of their children's learning disabilities. Peer support groups, online forums, and community organizations offer parents a platform to connect with others in similar situations, share resources, and exchange information on services and interventions (Tang et al., 2020). Support networks provide solidarity, validation, and understanding, reducing isolation, and offering emotional reassurance in challenging situations. Parents develop a sense of belonging and collective strength in raising a child with a learning disability through building relationships with other parents, individuals, and organizations.

Learning disabilities are neurodevelopmental disorders that hinder a child's ability to acquire specific academic skills, leading to challenges in reading, writing, mathematics, and other cognitive processes. Learning disabilities have a substantial influence on a child's education, with parents playing a critical role (Alalwan et al., 2020). Parents frequently utilize knowledge-seeking as a primary coping strategy when managing their child's learning disability. Parents seek to understand the nature of their child's disability, available interventions, and educational entitlements. Parents can be informed advocates for their children with this information (Oranga et al., 2022). Parents recognize the significance of creating a solid support

system. Parents encountering similar obstacles proactively search for and engage with local and online support groups. Social networks provide a platform for individuals to share experiences, exchange advice, and seek emotional support, which can help reduce feelings of isolation (Gokhale, 2021). Effective communication skills are crucial for parents to navigate the educational system.

Parents acquire the ability to effectively communicate their child's needs, express any concerns they may have, and engage in collaborative efforts with teachers and specialists. Engaging in open and respectful discussions with educators and actively participating in Individualized Education Program (IEP) meetings and parent-teacher conferences enables parents to ensure that their child's educational plan is customized to meet their unique needs. Parents of children with learning disabilities prioritize seeking knowledge, building support networks, communicating effectively, fostering resilience, and maintaining a positive outlook. Prioritizing the recognition of a child's strengths and their capacity for development becomes crucial. Parents possess adaptive problem-solving skills that enable them to navigate setbacks effectively (Adams & Smith, 2023).

Self-care is a prominent coping mechanism. Parents understand the significance of setting aside time for their well-being and participating in activities that promote relaxation and alleviate stress. The practice of prioritizing self-care enables parents to replenish their energy, mitigate burnout, and maintain emotional resilience amidst persistent challenges (Wilson & Lopez, 2021). Furthermore, parents often adopt advocacy as a coping mechanism to vigorously advocate for their child's educational rights. They navigate the educational bureaucracy, ensure legal compliance, and advocate for appropriate accommodations. Parents play a crucial role in fostering a supportive and inclusive learning environment for their children by actively collaborating with educators and administrators (Garcia & Gupta, 2022). Finally, parents recognize the importance of emotional expression and support. Individuals often communicate their emotions of frustration, guilt, and stress, frequently seeking solace from their family, friends, or therapists. Parents can enhance their mental and emotional well-being by recognizing and managing these emotions (Brown & Martinez, 2021). Parents actively seek specialized support services as a means of coping. Martinez and Turner (2022) suggest that parents may seek various services, such as tutoring, speech therapy, occupational therapy, or counseling, to address their child's learning challenges specifically. By incorporating these supplementary resources, parents can enhance their child's educational experience and overall development.

Collaboration with educational professionals is a crucial coping mechanism. Parents collaborate with educators and specialists to develop and implement Individualized Education Programs (IEPs) tailored to their child's specific requirements (Clark & Harris, 2020). This collaborative approach ensures that the child receives the necessary accommodations and support in the school environment. Parents utilize assistive technology as a coping mechanism in the digital era. Smith and Perez (2019) identified several tools that support learning for children with disabilities, including screen readers, speech recognition software, and text-to-speech applications. By integrating assistive technology, parents enable their children to access and engage with educational materials more effectively, thus creating a more equitable educational environment.

Moreover, parents employ coping mechanisms to foster a supportive and inclusive household. Effective strategies for promoting emotional well-being in individuals involve implementing a structured routine and offering reliable emotional support (Brown & Martinez, 2021). These endeavors support the academic and emotional well-being of children with learning disabilities.



Parents often go beyond advocating for their own child's education and become involved in advocating for broader policy changes. Parents can engage in various activities to advocate for better special education services. This includes joining parent advocacy groups, participating in legislative campaigns, and collaborating with local education boards (Adams & Garcia, 2022). Parents' advocacy for policy changes contributes to the creation of inclusive and equitable educational systems. Parents employ the coping mechanism of empowering their children to become independent learners. Their focus is on developing self-advocacy skills, time management, and organizational abilities. Parents play a crucial role in promoting their children's active engagement in their education by cultivating independence (Martinez & Smith, 2021).

Parents may turn to alternative educational models as a means of coping in certain situations. Parents may choose to enroll their child in specialized schools or explore homeschooling options that accommodate their child's specific learning requirements (Clark & Turner, 2023). Alternative models offer parents the opportunity to customize their child's educational experience based on their individual needs. Parents frequently encourage a growth mindset, highlighting the significance of exertion and persistence when confronted with difficulties. Smith and Brown (2022) argue that this mindset promotes the idea that setbacks can be seen as chances for growth and learning in children. Parents cultivate resilience and a positive attitude in their children by fostering a growth mindset. Parents often turn to professional counseling and guidance as a coping mechanism. Nguyen and Davis (2020) suggest that therapists and counselors can offer parents strategies to effectively manage their stress and anxiety, as well as provide guidance on supporting their children. Acknowledging and commending a child's accomplishments, regardless of their magnitude, serves as a coping strategy that fosters a favorable and supportive environment within the household. According to Wilson and Harris (2022), this approach promotes self-confidence and encourages children to persist in their educational pursuits.

### **Synthesis**

This research explores the critical role that parental involvement plays in advancing the organization's mission by actively engaging in and collaborating with support networks and educational systems. Parental involvement is not only advantageous but also crucial for creating inclusive and productive learning environments for children with disabilities. In addition to being their child's primary caretakers, parents also play a crucial role as collaborators, advocates, and change agents in the educational system. They navigate the difficulties posed by their child's learning disability to make sure their child gets the help and accommodations they need to succeed academically.

Various research papers, despite diverse methodologies, sample sizes, and geographical locations, contribute to our understanding of this critical topic. Colombo and Santagati's (2022) qualitative study illustrates the challenges parents encounter, emphasizing the necessity of supportive school environments and collaborative partnerships with educators. Mann et al.'s (2021) quantitative study demonstrates the efficacy of tailored interventions, such as parent training workshops, in improving academic performance for children with learning disabilities, despite challenges in sustaining parental involvement and guaranteeing equal access. Snell-Rood et al.'s (2020) study of parental engagement behaviors in Latino families emphasizes the importance of culturally sensitive strategies and community-based resources.

However, obstacles such as communication difficulties, resource limits, and cultural differences demand targeted interventions and structural modifications. While some studies show that focused initiatives provide excellent results, others highlight issues with implementation fidelity and scalability. This

synthesis sheds light on effective solutions, obstacles, and consequences for practice, improving our understanding of parental involvement in education and advocating for inclusive educational policies. Finally, parental engagement is required to create inclusive and successful learning environments, particularly for children with learning disabilities. This synthesis emphasizes the importance of personalized interventions and structural changes to encourage meaningful parental involvement and address gaps in educational access and support by critically examining existing evidence and comparing similarities and differences between sources. It emphasizes the complexities of parental involvement in education while acknowledging parents' critical role in advocating for their child's needs and promoting inclusive educational practices.

### **Chapter 3**

#### **METHODOLOGY**

This chapter presents the research design, sample and sampling design, context and participants, research instrument, data gathering procedure, data analysis, and ethical considerations.

#### **Research Design**

The study used a simple qualitative case study analysis. Qualitative case study analysis entails a comprehensive examination of a particular case or situation utilizing qualitative research methods. The analysis aims to gain a thorough understanding of a case by exploring the intricacies of a real-life scenario, usually within its natural context. This approach involves gathering and analyzing qualitative data such as interviews, observations, documents, and open-ended surveys to uncover insights, patterns, and themes. Qualitative case study analysis aims to gain a thorough understanding of a case by examining its dimensions, dynamics, and influences. This approach recognizes the limitations of relying solely on numerical data and emphasizes the importance of delving into underlying factors, perspectives, and meanings for a comprehensive understanding of phenomena.

To conduct a qualitative case study analysis, researchers typically collect and analyze a variety of qualitative data sources. These may include interviews with key stakeholders, such as individuals directly involved in the case or those with relevant expertise or perspectives. Observations of the case in its natural setting can also provide valuable insights into the behaviors, interactions, and dynamics at play. In addition to interviews and observations, researchers may gather documents, such as reports, memos, or historical records, that provide context and background information about the case. Open-ended surveys or questionnaires may also be utilized to capture the perspectives and experiences of a broader sample of participants.

The main objective of a fundamental qualitative case study analysis was to investigate, depict, and interpret the intricacies of a particular case rather than generalizing that apply to a broader population. Researchers utilized this method to acquire a comprehensive and nuanced comprehension of the case. They commonly employ techniques like thematic analysis, content analysis, or constant comparative analysis to identify recurring themes and patterns within the qualitative data.

#### **Sample and Sampling Design**

The research design employed purposive sampling; a non-random sampling technique common in qualitative research. Purposive sampling involves the deliberate and purposeful selection of participants

who possess specific characteristics or experiences that are highly relevant to the research objectives. In this study, purposive sampling serves the purpose of carefully selecting participants based on predetermined criteria that directly align with the research's overarching focus.

### **Context and Participants**

The participants for this qualitative study were the parents of children with learning disabilities, who were selected as a foundation of the organizational mission in Tungawan Zamboanga Sibugay. The inclusion criteria for this study encompassed parents who have children diagnosed with learning disabilities residing in Tungawan, Zamboanga Sibugay. These parents must be willing to participate voluntarily in the research, providing informed consent for their involvement. The study focused on individuals actively engaged with the local educational institutions and support networks within the specific geographic context of Tungawan.

Conversely, the exclusion criteria pertained to individuals without children diagnosed with learning disabilities, ensuring the study's focus remains on parents directly experiencing the challenges and opportunities associated with supporting such children. Those who do not reside in Tungawan, Zamboanga Sibugay, will also be excluded to maintain relevance to the local context. Lastly, individuals who are unable to provide informed consent due to cognitive impairments, mental health issues, or other factors compromising their meaningful participation will not be considered.

### **Research Instrument**

The research instrument employed in this study includes interview guide questions. These instruments will be used to collect qualitative data and gain insights into the convergence and engagement opportunities for parents of children with learning disability as a foundation of the organizational mission. The interview guide questions provide a structured framework for conducting individual interviews (IDI) with participants, facilitating a thorough examination of their thoughts, experiences, and perceptions. This allows for the exploration of shared experiences and the development of a more comprehensive understanding of the phenomenon being studied. These research instruments enhance data collection by enabling a comprehensive exploration of the subject matter.

### **Data Gathering Procedure**

The researcher formally asked permission from the Principal Authority of the designated setting and sent a Letter of Request for Consent to Conduct Research Interviews to each of the five parents with children with learning disabilities. The researcher is also provided a Consent Form for the Participation in the Research Study. Finally, the researcher obtained written consent from each study participant. After receiving approval, the researcher conducted individual interviews with the participants. All interviews were recorded and transcribed word-for-word. Finally, once the researcher had collected the data, the next step involved analyzing and interpreting it.

Specifically, these are the steps being followed by the researcher:

*Asking permission from the School Administration.* The researcher formally asked permission to the administration of the selected locale to ask permission to conduct the study.

*Giving of a letter of consent to the participants.* Upon the approval of the administration of the selected locale, the researcher gave the letter of consent to the participants for them to be guided and that their participation was highly voluntary in the conduct of the study.

*Giving of Consent Form to the participants.* The participants signed the voluntary consent to participate in the research study and agreed to the terms outlined in the Consent Form.

*Conducting In-Depth Individual Interview.* For this research, the data were gathered from IDIs. Before the start of the IDI, the In-Depth Individual Interview was conducted with the participants, and the researcher informed them about the background of the study and asked them to read and sign the consent form as part for the ethical procedures of conducting the research. The IDI was done in the place where the participants were most comfortable. In this study, the researcher conveyed a neutral viewpoint while conducting IDI to the participants. The results were transcribed and translated, after which it underwent coding for the themes to eventually emerge. Moreover, the IDI was conducted at least three times to ensure data saturation. This was done because the IDI was used as the main source of data.

*Transcribing the In-depth interview results.* After conducting an IDI with the participants, the researcher transcribed the IDI results by reading participants' answers and encoded them verbatim.

*Proofreading the transcriptions of the recorded interview responses.* Participants were provided a copy of the transcript to guarantee accuracy. A follow-up phone call was made to participants, allowing them to state concerns, make corrections, or ask questions.

## Data Analysis

Braun and Clarke's thematic analysis offers a strong qualitative research methodology. The methodology examines qualitative data to identify and present patterns or themes within the dataset. Researchers engage with multiple sources, including interview transcripts and field notes, to gain a comprehensive understanding of the data.

The analysis was carried out using Braun and Clarke's (2006) six-phase model: (a) familiarization with the data, (b) generating initial codes, (c) searching for themes, (d) reviewing themes, (e) defining and naming themes, and (f) producing the report.

*Phase 1 (Familiarization with the Data).* A transcription of the interview was finalized after the interview sessions were completed. Then, the researcher read the transcripts of the interview thoroughly, as well as listened to the recordings to become fully immersed in the content of the interaction among the participants' semi-structured interviews and be fully engaged in all aspects of the data that were used for the emerging codes of the study. The researcher made some initial notes and then looked at the data in general to become acquainted with it.

*Phase 2 (Generating Initial Codes).* After being familiar with the data, the researcher read through the transcripts of each interview again to code the data and highlight all pertinent or potentially interesting information. The researcher collected all words, phrases and sentences that contained these codes to denote a code. The researcher would continue to add new codes as she would read the transcriptions. These codes enabled the researcher to obtain a concise overview of the data's primary characteristics and common meanings.

*Phase 3 (Searching for Themes).* After determining the codes from the interview transcripts, the researcher started the interpretative analysis of the assembled codes and began to identify patterns and themes. The themes were identified based on the salient features of the interview results. The researcher rigidly analyzed the code and theme of the data by grouping the codes manually by highlighting them to organize the themes and subthemes in a systematic way. Microsoft Word was also used to identify the number of references and word frequencies. Then, the researcher would decide whether the generated codes should be combined into a single theme or divided into several codes, given that themes were generally more

diverse than codes. For this study, the researcher generated comprehensive codes and identified potentially useful topics based on the data.

*Phase 4 (Reviewing Themes).* At this point, the researcher ensured that the themes accurately represented the data by comparing them with the other themes. The researcher had to validate the themes in relation to the extracted codes and then validate the overall data. Examining all codes and checking if themes were lacking. At some point, the researcher would decide to combine, refine, split, omit, or create new data and themes if the results would make the data more useful and accurate.

*Phase 5 (Defining and Naming Themes).* After completing the review of themes, the researcher proceeded to the name and define themes. In this step, the themes and potential subthemes of the information were refined and defined. To reinforce the themes identified, further analysis was necessary. The researcher provided thematic names and concise definitions that capture the essence of each theme concisely and straightforwardly.

*Phase 6 (Producing the Report).* For the last phase, the researcher finally converted the data analysis into an informative piece of writing by including vivid, compelling examples of extracts relating to themes, research questions, and literature. In describing the analysis, the researcher transcended a simple theme description of the results of the analysis, described the occurrences and frequencies of the themes and their significance, including evidence from the collected interview transcripts so that it would directly address the study's research questions about the study to create a framework that best represent their experiences and challenges.

### **Ethical Consideration**

Informed consent is an essential ethical prerequisite. The researcher has a responsibility to furnish potential participants with thorough details regarding the study's goals, methods, potential hazards, advantages, and the rights they possess. Participants must possess the capacity to provide informed consent, acknowledging their ability to voluntarily participate in the study and their right to discontinue their involvement without experiencing negative repercussions. Confidentiality is a fundamental principle that holds significant importance. Ensuring the protection of participants' identities and the confidentiality of sensitive information is crucial. Researcher must securely store and anonymize all data, including transcripts and audio recordings, to prevent potential harm or privacy breaches that may impact participants. Anonymity is a valuable addition to confidentiality, especially in the context of reporting research results. To protect the privacy and confidentiality of participants, it is recommended that researchers assign pseudonyms or codes to ensure their anonymity in the study's outcomes. This practice encourages the open sharing of experiences by ensuring the anonymity of participants.

Post-data collection debriefing sessions are considered an ethical practice. These sessions allow participants to seek clarification, ask questions, and ensure their comfort with their involvement in the research. Debriefing enhances transparency and promotes the well-being of participants. Respecting participant autonomy is essential. The researcher must respect participants' autonomy in deciding whether to disclose or withhold information without exerting any pressure or manipulation. Minimizing harm and discomfort to participants is crucial. The researcher should utilize interview techniques that are sensitive and non-leading, provide support resources when necessary, and maintain attentiveness toward the emotional well-being of participants throughout the study.

Transparency begins with the informed consent process. Researcher must communicate the study's objectives, methods, potential risks and benefits, confidentiality protocols, and participants' rights.



Transparency facilitates informed decision-making by participants. Researcher should thoroughly document the study's design and methodology. The study should include research questions, a theoretical framework, a qualitative approach, data collection methods, and data analysis techniques. Transparency is a fundamental ethical principle involving the disclosure of the research process, objectives, and any conflicts of interest. Transparency and credibility in research are maintained when researchers disclose any affiliations or biases that could influence the study's results. Approval from an Institutional Review Board (IRB) or ethics committee may be necessary in some cases, following institutional and ethical protocols. The review process serves as a safeguard to ensure research compliance with ethical standards. Research participation should be voluntary and devoid of coercion. The researcher should avoid using coercive tactics to ensure participants' voluntary consent in studies. The researcher reflexivity is essential for ethical considerations. Researcher should engage in continuous self-reflection to recognize their biases, values, and potential influence on the research process. Self-awareness is essential for maintaining ethical integrity. Cultural sensitivity and respect for local customs, beliefs, and practices are essential in cross-cultural research. Researcher is required to secure informed consent and adapt research methods to align with cultural norms.

Furthermore, participants need to give explicit consent if the researcher plans to disseminate their data or findings beyond the initial study. Participants should receive information regarding the utilization of their data in publications, presentations, or future research activities. Ethical considerations also apply to the reporting of findings.

The researcher is responsible for maintaining integrity by accurately reporting the findings and ensuring the validity of participants' viewpoints. It must preserve transparency and avoid selective or biased data representation. Honest and exact reporting is the foundation of ethical research conduct, assuring the reliability of results and establishing trust within the field of research. Upholding participants' voices and experiences not only appreciates their contributions but also adds to the depth and legitimacy of the research endeavor by enhancing the significance of their experiences in the study.

## Chapter 4

### RESULTS AND DISCUSSION

The qualitative form of this study explored the convergence and engagement opportunities for parents of children with learning disabilities as a foundation of the organizational mission. Their responses were categorized according to the stages discussed in the conceptual framework. These were reflected and discussed thematically and divided into relevant components.

#### **Lived Experiences of Parents with Children Having Learning Disabilities in Tungawan, Zamboanga Sibugay**

The study in Tungawan, Zamboanga Sibugay, delved into the intricate web of experiences encountered by parents raising children with learning disabilities. The research aims to unravel the multifaceted dynamics of parental engagement and involvement in their children's education and support systems.

One significant theme from the data is "*Parental Struggle and Engagement*." Within this theme, the codes illuminated the profound dedication and hard work exhibited by parents in navigating the challenges associated with raising children with learning disabilities. The study shed light on single parents' unique struggles, emphasizing the additional hurdles they encounter. The codes further highlight parents' adaptive strategies and the indispensable role of guidance in their journey.

"Teaching and Educational Support" form another theme, unraveling the challenges parents face when dealing with the educational aspects of their children's learning disabilities. The codes under this theme delineated the specific teaching challenges encountered, emphasizing the need for tailored support systems for children with learning disabilities.

The third theme, "Community and Environmental Factors," underscores the community's pivotal role in shaping these parents' experiences. The codes within this theme illuminate the support and challenges emanating from the community, coupled with a discussion on educational disparities and global comparisons that impact the overall environment.

"Parent-Teacher Collaboration" emphasizes the partnership between parents and teachers. The codes underscore the importance of parental engagement and support, the educational emphasis on collaboration, and the motivational aspects such as rewards. Communication and professionalism are critical components in fostering an effective parent-teacher relationship.

Daily Activities and Emotional Support encapsulate the emotional dimension of the parents' experiences, emphasizing the crucial role of emotional connection and support in the daily lives of families dealing with learning disabilities.

Finally, the overarching theme of "Challenges and Solutions" weaves through the entire narrative, encapsulating the broader parental experience. The challenges faced by parents are expounded upon in a paragraph form, devoid of numbering or subheads, offering a comprehensive overview of the multifaceted struggles encountered in the journey of raising children with learning disabilities.

Table 1.

Significant Themes and Codes on the Lived Experiences of Parents with Children Having Learning Disabilities in Tungawan, Zamboanga Sibugay, Concerning their Engagement and Involvement in their Children's Education and Support Systems

Themes	Codes
Parental Struggle and Engagement	<ul style="list-style-type: none"> <li>• Parental dedication and hard work</li> <li>• Challenges of single parenthood</li> <li>• Adaptation and guidance</li> </ul>
Teaching and Educational Support	<ul style="list-style-type: none"> <li>• Teaching challenges</li> <li>• Support for children with learning disabilities</li> </ul>
Community and Environmental Factors	<ul style="list-style-type: none"> <li>• Community support and challenges</li> <li>• Educational disparities and global comparisons</li> </ul>
Parent-Teacher Collaboration	<ul style="list-style-type: none"> <li>• Parental engagement and support</li> <li>• Educational emphasis</li> <li>• Motivation and rewards</li> <li>• Communication and professionalism</li> </ul>
Daily Activities and Emotional Support	<ul style="list-style-type: none"> <li>• Emotional connection and support</li> </ul>
Challenges and Solutions	<ul style="list-style-type: none"> <li>• Parental experience and support</li> <li>• Challenges faced by parents</li> </ul>

**Parental Struggle and Engagement.** The study conducted in Tungawan, Zamboanga Sibugay, explores the theme of "Parental Struggle and Engagement" through the participants' narratives. This theme reflected the strong commitment and persistent efforts of parents raising children with learning disabilities.

Participants demonstrated a solid dedication to their children's well-being and education, as evidenced by their persistent efforts to overcome the numerous challenges associated with this complex undertaking. These parents demonstrated a solid and unwavering dedication to their children's achievement throughout their journey. "Parental dedication and hard work" evokes notions of sacrifice and steadfast perseverance. Participants recounted their experiences of sleepless nights dedicated to researching educational strategies, advocating for their children's needs in the school system, and actively seeking out resources to support their children's unique learning styles. This dedication is not just an obligation but a manifestation of deep affection and commitment. It served as evidence of the exceptional efforts' parents are willing to undertake to provide their children with the necessary assistance they deserve.

Single parenthood is a notable aspect of the broader topic of parental challenges. Single parents face additional challenges when raising children with learning disabilities. Participants highlighted the challenges they face in navigating the complexities of the educational system, advocating for their children, and providing emotional and financial support as the sole providers. The narratives highlight the isolation experienced by single parents and emphasize the importance of additional support systems to help alleviate the challenges they face.

The participants' narratives frequently highlight adaptation as a recurring motif, demonstrating how parents exhibit resilience and resourcefulness in meeting the changing needs of their children. Parenting individuals with learning disabilities often require innovative and flexible strategies to address the associated difficulties. Participants described adapting their communication styles, experimenting with different teaching methods, and customizing their parenting approaches to meet the specific learning needs of their children. Despite its challenges, the adaptive process demonstrates the participants' dedication to creating a favorable environment for their children's growth and development.

Guidance plays a significant role in the challenges and involvement of parents. Participants highlighted the importance of seeking advice from educators and specialists and providing emotional support for their children. Parenting a child with learning disabilities is characterized by uncertainty. Participants emphasized the significance of having access to guidance to navigate the complexities of understanding and addressing their children's needs. The participants in this study recognize the importance of collaboration in their role. They understand that seeking guidance is not a sign of weakness but rather a proactive step towards achieving the best outcomes for their children.

As shared by P4.

*"...bilang magulang dapat po ako mag alaga ng anak lalo na mag-isa ka lang na kumakayod pero gawin ko lahat para sa anak ko mag sumikap para mapalaki ko ng maayos ang anak ko."* (As a parent, I should take care of my child, especially when I'm alone earning a living. But I will do everything for my child and strive to raise my child well.)

The participant's statement demonstrated a strong commitment and resolve as a single parent. The participant's commitment to prioritizing their child's well-being remains steadfast despite the difficulties of solo parenting and the need to work. The participant's commitment to "doing everything" and "striving to raise their child well" indicates a resilient and proactive attitude, highlighting their dedication to creating a nurturing and supportive environment for their child's growth and development.

As added by P1:

*"Mahirap talaga kailangan maglaba Maglaan ng oras at panahon kailangan mahaba Pasensya malaking pagbabago dahil mahati ang oras ko sa pagaalaga at pagtuturo at paghahanap-buhay."* (It is difficult; you need to do the laundry. Allocate time and it requires a

long time. Patience is crucial, a significant change because my time is divided between caregiving, teaching, and earning a living).

The participant's expression emphasized the complex challenges of juggling parenting duties with daily obligations. The reference to laundry highlighted the pragmatic and time-intensive aspects of caregiving. The necessity of time allocation highlights the need to manage multiple tasks, indicating a notable change in the individual's schedule. The mention of patience highlights the need for emotional and mental fortitude, emphasizing the need to be adaptable and resilient when faced with a modified way of life. The participant's recognition of balancing caregiving, teaching, and work highlights multiple roles' complex and demanding nature, indicating the importance of patience, time management, and adaptability in addressing these difficulties.

As shared by P1:

*“...kadalasan po financial support lalo na sa tulad kong mag-isa kumakayod, need na humingi ng tulong sa iba...”* (Often, financial support is needed, especially for someone like me who works alone; it's necessary to seek help from others.)

The participant's statement highlights the financial difficulties encountered by individuals who work alone, emphasizing the importance of seeking assistance from external sources. Acknowledging the need for financial aid demonstrates an awareness of one's limitations and a proactive attitude toward resolving them. The phrase "particularly for individuals who work independently like me" highlights the increased weight of sole accountability, emphasizing the importance of external assistance. This demonstrates a practical awareness of one's situation and a willingness to seek assistance, illustrating resourcefulness and a pragmatic approach to overcoming financial challenges. The participant's desire to seek help demonstrates a practical and strategic approach to managing financial difficulties as the sole provider.

Parental dedication significantly influences a child's development. This dedication can take different forms, such as meeting a child's basic needs and actively engaging in their education and personal growth. Lundqvist et al. (2023) found that parents' consistent engagement in positive parenting practices significantly impacts their children's emotional and cognitive development. These practices encompass effective communication, boundary setting, and emotional support.

Parental dedication encompasses hard work, demonstrated both within and outside the home. Parents balance various obligations, including work, household tasks, and caring for their children. The demands of contemporary life, characterized by fast-paced routines and heightened economic pressures, require parents to possess proficient multitasking skills. Norman and Enebrink (2023) conducted a longitudinal study highlighting parental hard work's positive influence on children's work ethic and resilience. Single parenthood presents distinct challenges that necessitate parents to manage the responsibilities of both caregivers. Single parents often encounter financial difficulties, emotional strain, and time limitations.

According to a report from Sarancha et al. (2022), there has been a consistent rise in the number of single-parent households. This highlights the need to comprehend and tackle the unique challenges experienced by this group. Single parents frequently experience financial instability. The lack of an additional source of income can result in challenges in meeting the family's financial needs. Financial strain can negatively affect a child's access to educational resources, extracurricular activities, and healthcare. Treceñe (2022) discovered a correlation between financial difficulties in single-parent households and decreased academic achievement in children.

Emotional stress is a significant factor in single parenthood. The lack of a co-parent to share emotional and logistical responsibilities can result in feelings of isolation and burnout. World Health Organization

(2022) emphasized the significance of support systems in assisting single parents to alleviate emotional difficulties. Emotional well-being is essential for both parents and significantly impacts the quality of the parent-child relationship. Single parents face challenges in managing their time due to the need to juggle work, household duties, and childcare without the assistance of a partner. Balancing multiple responsibilities frequently reduces the amount of high-quality time dedicated to children. Villaruel Jr and Gomez (n.d.) found a positive association between time-related stress in single parents and parenting difficulties, as well as strained relationships with their children.

**Teaching and Educational Support.** Participants indicated that teaching is a multifaceted profession with challenges educators must overcome to facilitate compelling student learning experiences. Teaching challenges are often associated with students' diverse needs and learning styles in a classroom. Educators faced the challenge of addressing varying levels of academic preparedness, diverse cognitive capacities, and unique socio-emotional contexts. Creating an inclusive and engaging learning environment can be challenging for teachers as they strive to balance various factors. Providing individualized attention to students becomes challenging in classrooms with large student populations.

Additionally, the existence of learning disabilities in students introduced further intricacy to the educational environment. Learning disabilities can present differently, impacting students' information processing, skill acquisition, and proficiency in specific academic subjects. Supporting children with learning disabilities is essential in education. Teachers were responsible for identifying and addressing the unique learning needs of each student, utilizing customized instructional methods, and working with exceptional education professionals to establish an inclusive learning environment.

Staying up to date with technological advancements and incorporating them into the curriculum presents excitement and challenges for educators, necessitating ongoing skill development and instructional adaptations. The increasing demand for digital literacy and educational technology integration highlights the necessity for continuous professional development among educators. Supporting children with learning disabilities requires a collaborative approach involving teachers, parents, school administrators, and specialized support staff. Effective communication and coordination among stakeholders are essential for establishing a comprehensive support system that caters to the diverse needs of students with learning disabilities. This collaborative effort promotes an inclusive school culture that embraces diversity and prioritizes the well-being of every student, extending beyond the classroom.

As indicated by P1:

*“...masakit para sa isang magulang na may learning disabilities ang anak mahirap pagturo lalo na hindi nakikinig nagrampa Talagang kailangan ng mahabang pasensya pag-unawa tulad ko dati kailangan pang Magkatabi pamalo o kaya panitik bago pa sumunod sa ginagawa.”* (...it's painful for a parent with a child with learning disabilities; teaching is challenging, especially when they don't listen and behave disruptively. It really requires long patience and understanding, like before when I needed to be physically close, either using a paddle or writing before they follow what is being done.)

The participant highlighted that parenting a child with learning disabilities is a complex and emotionally demanding experience. The statement highlighted the emotional distress experienced by a parent when observing their child's learning disabilities. The reference to teaching challenges implies the increased responsibility parents have in supporting their child's education. The challenges become more pronounced when the child displays non-compliant or disruptive behavior, emphasizing the emotional impact on the parent.



The reference to the necessity of "long patience and understanding" emphasized the endurance parents must possess when guiding their child's learning journey. The mention of physical proximity and using a paddle or writing before compliance implies that the parent utilizes a hands-on, tactile approach. The close physical proximity between parent and child may indicate the parent's attempt to offer immediate and direct guidance, even if it is done in unconventional ways. The statement highlights the emotional and physical challenges faced by parents of children with learning disabilities.

As added by P3:

*"...ang ginagamit kong papel sa communication Dapat gumalang sa mga guro o sino man jan ang naramdaman ko sa aking anak yong magmamahal nila sa akin pagmamahal at pagsuporta dapat silang alagaan kahit meron silang learning disability hindi sila pwedeng saktan."* (...the communication role I use should show respect for teachers or anyone who may have feelings for my child. They should feel the love and support; they should be taken care of even if they have a learning disability; they should not be hurt.)

The participant emphasized the significance of maintaining respectful and supportive communication about their child's education. The emphasis on demonstrating respect towards teachers and all individuals involved in a child's educational journey reflects an understanding of the collaborative nature of the educational process. The participant's recognition of educators' emotions highlights the importance of positive and respectful interactions in creating an optimal learning environment.

The emphasis on ensuring teachers feel loved and supported reflects a commitment to fostering a collaborative relationship based on empathy and understanding. This sentiment also applies to children with learning disabilities, highlighting the participant's dedication to creating a supportive atmosphere for their child. The phrase "even if individuals have a learning disability" promotes inclusivity and challenges stigmas related to learning differences. The participant's concern for the well-being of individuals involved in their child's education reflects a protective and empathetic perspective. It demonstrates a dedication to protecting the emotional well-being of educators and children, emphasizing the importance of a positive and supportive environment in education. The participant's statement highlights the importance of respect, love, and support in creating a positive educational environment for all individuals involved in communication.

Semigina and Stoliaryk (2019) found that the growing diversity among students regarding their backgrounds, learning styles, and abilities presents considerable difficulties for teachers in providing effective instruction. Educators face the challenge of meeting diverse learning needs in a single classroom, necessitating adaptable teaching strategies to accommodate each student's unique requirements.

In recent years, technological advancements have significantly influenced the landscape of teaching. Incorporating technology in education has become more widespread, influencing instructional approaches and student expectations. According to O'Connor Bones et al. (2022), teachers must effectively adapt to and incorporate technological tools, ensuring they enhance rather than hinder the learning experience. The current technological shift necessitates ongoing professional development for educators to acquire the essential skills needed to navigate the digital landscape of modern education.

In addition to addressing various teaching challenges, it was crucial to prioritize support for children with learning disabilities. Learning disabilities can present in diverse ways, impacting a child's capacity to acquire, process, or communicate information. Martinez and Johnson (2018) emphasized the significance of early identification and intervention for children with learning disabilities in providing appropriate

support. Educators have a crucial responsibility in identifying learning disabilities and implementing strategies to address the diverse learning needs of their students.

Educators encounter various challenges when providing support to children with learning disabilities. One aspect of education is the requirement for personalized instruction that caters to the unique learning characteristics of each student. According to Lansangan (2022), customized learning plans that consider the specific strengths and challenges of students with learning disabilities lead to enhanced academic results. These plans commonly incorporate differentiated instruction, accommodations, and assistive technologies to establish an inclusive learning environment. In addition, educators must address the emotional and social aspects of supporting children with learning disabilities. The comprehensive approach was necessary to address the potential impact on a child's self-esteem and social interactions. Kossyva et al. (2023) highlight the importance of teachers in cultivating a supportive classroom environment that encourages acceptance, empathy, and positive peer relationships for students with learning disabilities.

**Community and Environmental Factors.** The participants indicated that community support can significantly influence individuals' educational experiences. A supportive community can offer resources, mentorship, and a positive cultural environment that enhances learning opportunities. On the other hand, communities experiencing economic instability, limited resources, or social unrest may encounter difficulties in providing adequate support for effective education.

Educational disparities frequently arise due to community and environmental factors indicative of broader social inequalities. Disparities can occur in different ways, such as limited access to quality education, school facility disparities, and variations in educational outcomes. Gkintoni and Dimakos. (2022) highlighted the importance of addressing community-level factors to address educational disparities and promote equity. Global comparisons provide insights into the influence of community and environmental factors on education at a broader level. Educational disparities across countries underscore the impact of cultural, economic, and policy variations. Studying global educational landscapes enhances comprehension of practical strategies and policies for achieving successful educational outcomes. Stakeholders can promote learners' success worldwide by recognizing community support, addressing challenges, and drawing lessons from global comparisons to establish inclusive and equitable educational environments.

As indicated by P3:

*“...ang nakikita ko na supporta ko na nagagamit sa Tungawan yung tinuturuan ang mga bata nangangailangan ng tulong.”* (What I see as my support being used in Tungawan is teaching the children who need help.)

The participant envisions their support in Tungawan, which is centered on providing educational assistance to needy children. This reflects a commitment to addressing specific learning challenges within the community. By focusing on teaching, the participant aims to contribute directly to the empowerment and development of children, recognizing the transformative impact education can have on individuals and the community at large. This perspective underscores a hands-on approach to support, emphasizing the importance of personalized assistance to enhance the educational experiences of those requiring additional help in Tungawan.

As added by P4:

*“Dapat ito ay ipaaalam sa institusyong pang-edukasyon kung may anak ka o kahit sino na may learning disabilities para sila ay matulungan.”* (This should be communicated to the

educational institution if you have a child or anyone with learning disabilities so they can be helped.)

Communicating information about individuals with learning disabilities served various purposes. Firstly, it enables the establishment of an inclusive and accommodating learning environment that caters to the unique needs of everyone. Educational institutions can employ targeted interventions, including personalized learning plans, assistive technologies, and supplementary support services.

This communication form also promotes collaboration among parents, caregivers, and educators. Promoting effective communication fosters a collaborative educational model wherein all parties collaborate to optimize the child's learning capabilities. This collaboration includes exceptional education professionals who can contribute their expertise to improve the educational experience. In addition, it is crucial to inform educational institutions about learning disabilities so that they can adhere to legal and ethical requirements. Educational systems have implemented frameworks to accommodate and support individuals with learning disabilities. Notifying the institution enables effective navigation of these frameworks, ensuring the preservation of the rights of individuals with learning disabilities. The participant's recommendation demonstrated a proactive and advocacy-oriented approach to assisting individuals with learning disabilities. It highlights the participants' acknowledgment of the significant positive effects of suitable educational assistance on individuals with learning differences. By fostering communication with educational institutions, participants contribute to the overarching objective of establishing inclusive and equitable educational environments that address the diverse needs of all learners. Proactive advocacy for individuals with learning disabilities has dual benefits: it positively impacts them and fosters a more inclusive and supportive educational environment.

***Parent-Teacher Collaboration.*** Parental involvement in parent-teacher conferences, volunteering for school events, and discussing their child's progress fosters a positive and supportive learning environment. Active involvement has been linked to improved academic achievement, better behavior, and enhanced social skills in students, supporting the idea that a collaborative approach between home and school is advantageous for the child. The educational focus in parent-teacher collaboration fosters a mutual dedication to educational objectives and priorities. When parents and teachers share a common understanding of the child's academic priorities, it encourages consistency in expectations and strengthens the importance of education. This collaborative effort facilitates a seamless extension of the educational experience from the classroom to the home, creating a holistic environment for the child's growth and development. Collaboration between parents and teachers enhanced the educational experience for students by providing additional support and reinforcement to classroom learning.

Motivation and rewards play crucial roles in maintaining a child's enthusiasm for learning. Establishing motivational strategies and reward systems through collaborative efforts between parents and teachers contributes to a positive reinforcement cycle. Acknowledging and commemorating a child's accomplishments, regardless of their magnitude, has been recognized as a successful strategy for increasing motivation. The collaborative approach guarantees consistent messages of encouragement and acknowledgment for the child, promoting a positive attitude toward learning.

Effective parent-teacher collaboration relies on strong communication and professionalism. Effective communication between parents and teachers fosters trust and understanding. Regular updates, prompt addressing of concerns, and constructive feedback contribute to an informed partnership regarding a child's progress. Professional communication promotes a focus on the child's well-being and academic

growth. When parents and teachers engage in conversations with mutual respect and a shared commitment to the child's success, it improves the collaborative educational environment.

As indicated by P1:

*“...pinapasali ko siya aktibidad sa school chini-cheer up ko siya para mawala yung pagka mahiyain niya sinasabi ko go lang ng go yun ngumingiti na siya binibigyan ko siya ng time ko at iparamdam na mahal ko sya...”* (I involve him in school activities. I cheer him up to overcome his shyness. I tell him to just go for it, and when he smiles, I give him my time and make him feel that I love him.)

The participant's statement demonstrates a proactive and nurturing approach toward their child's social and emotional development. Involving children in school activities promotes engagement and a sense of belonging. Recognizing and responding to a child's shyness demonstrates a heightened understanding of their emotional requirements, while the participant's role as a cheerleader plays a crucial part in fostering self-assurance. The phrase "just go for it" embodies a motivational perspective that promotes a positive outlook on challenges and new experiences. The participant's ability to recognize the child's smiles as a positive outcome indicates a strong understanding of the child's emotional cues, highlighting the significance of positive reinforcement in the learning process.

Additionally, the participant's dedication to allocating time and demonstrating affection towards the child is essential for fostering a secure and nurturing bond. Providing consistent emotional support positively impacts the child's well-being and self-esteem. The participant utilizes encouragement, emotional attunement, and love to create a nurturing environment that empowers the child to navigate challenges and develop a positive self-image. The participant's statement highlights the importance of parental involvement and emotional support in promoting a child's overall development.

As added by P1:

*“Tungkulin ng guro na ipaalam sa mga magulang ng bata ang mga nangyayaring ito sa loob ng school kung may problema ba o pagbabago ng ugali ng anak dahil sila ang pangalawang ina nito sa kanila pinagkatiwala para gabayan para mapabuti ito.”* (It is the teacher's duty to inform the parents about what is happening inside the school, whether there are problems or changes in the child's behavior because they are entrusted as the second parents to guide and improve them.)

The participant's statement highlights the crucial role of teachers in a child's educational journey, emphasizing the significance of effective communication between educators and parents. The participant acknowledged the collaborative nature of a child's upbringing by asserting that it is the responsibility of teachers to communicate with parents regarding school-related issues, such as changes or problems in the child's behavior. This perspective supported the idea that teachers act as surrogate parents for a significant part of a child's day.

The participant's focus on guidance and improvement underscores the joint responsibility of teachers and parents in fostering the growth and development of the child. This collaborative effort is based on the belief that effective communication is essential for addressing the child's overall well-being, including their academic and socio-emotional development. Moreover, the participant's use of the term "entrusted" suggests that teachers bear a substantial responsibility as caretakers and educators. This sentiment reflected the societal expectation that teachers significantly impact their students' moral and intellectual growth.

Numerous research studies have emphasized the importance of parental engagement and support in this collaboration. DesPortes et al. (2022) found a positive correlation between active parental involvement and improved academic achievement, enhanced student behavior, and increased motivation. Parental involvement in a child's education goes beyond attending parent-teacher conferences. It includes participating in school activities, volunteering, and maintaining open communication about the child's academic progress. This engagement fosters a collaborative educational environment.

The educational focus in parent-teacher collaboration involves aligning goals and priorities between parents and teachers. Incorporating parental perspectives is essential for a comprehensive approach to a child's education. According to Turner and Reynolds (2020), shared goals between parents and teachers promote consistency in expectations and emphasize the significance of education. This collaborative effort facilitates a smooth transition between school-based learning and learning at home.

Motivation and rewards were essential to maintaining a child's enthusiasm for learning in a collaborative setting. Buendicho (2023) found that when parents and teachers collaborate to establish motivational strategies and reward systems, it leads to a positive reinforcement cycle. Acknowledging and commemorating a child's accomplishments, whether in academics or behavior, has been recognized as a successful method for increasing motivation. Collaborative approaches to motivation promote consistent messages of encouragement and acknowledgment, fostering a positive attitude towards learning in children.

Effective communication is crucial for successful parent-teacher collaboration. Open and transparent communication channels foster trust and understanding between parents and teachers, enhancing a supportive educational environment. Baloloy and Pancho (n.d.) emphasized that effective communication with children involves regular progress updates, prompt addressing of concerns, and the provision of constructive feedback. Professional communication promotes a focus on the child's well-being and academic growth. When parents and teachers engage in conversations with mutual respect and a shared commitment to the child's success, it improves the collaborative educational environment.

***Daily Activities and Emotional Support.*** The participant's viewpoint emphasized the importance of establishing emotional connections and offering support during daily interactions with a child. Acknowledging the importance of emotional well-being, the participant recognizes that routine activities are practical and provide opportunities to foster strong emotional connections. This sentiment was consistent with current perspectives on child development, highlighting the importance of positive emotional connections in influencing a child's overall development and ability to cope with challenges. By prioritizing emotional support, participants acknowledge that a child's well-being encompasses more than academic success. The concept of emotional connection encompasses a profound comprehension and sensitivity toward the emotions and requirements of the child. The participant recognized the emotional aspects involved in activities such as play, homework assistance, and quality time spent together. This approach aligns with research highlighting the importance of emotional support in promoting a child's feelings of security, self-esteem, and emotional regulation.

The participants' emphasis on daily activities as sources of emotional support indicates a comprehensive and integrated approach to caregiving. Emotional support was integrated into everyday interactions rather than being considered a distinct component. The participant fosters a supportive and nurturing atmosphere by acknowledging the emotional context of the child's experiences. In addition, participants demonstrated a comprehensive understanding of emotional support, which includes actively encouraging the child, promoting self-expression, and offering comfort as necessary. This approach was consistent with research



highlighting the various forms of emotional support, such as verbal affirmations and non-verbal cues, that contribute to a nuanced and adaptable caregiving setting.

As expressed by P1:

*“...Sa tuwing ginigising ko sya dahil may pasok niyayakap niya ako at sinasabihan antok pa pag Pinipilit ko siyang maligo na ay may kundisyon agad bilhan ko daw siya nang Chuckie Fudgee Bar napapangiti na lang ako laging nagmamaktol paglumalapit siya sa akin nagpapatulong mag color maggupit ng iba't ibang shape naglalambing pag may gustong bilhin...”* (Every time I wake him up because he has school, he hugs me and tells me he's still sleepy. When I insist that he takes a bath, he has a condition—he asks me to buy him a Chuckie Fudgee Bar. I just smile, and whenever he comes close to me, he asks for help in coloring or cutting different shapes. He sweetly requests assistance when he wants to buy something.)

The participant's narrative provided a heartfelt and personal account of their morning routine with their child, highlighting a sequence of affectionate interactions. The child's response of hugging and expressing sleepiness upon waking suggests a strong sense of comfort and trust in the relationship. The morning routine included a particular condition where the child requests a Chuckie Fudgee Bar in exchange for taking a bath. This demonstrated the joint negotiation and compromises in parent-child interactions, adding a sense of innocence and playfulness. The participant's smiling response indicated a receptive and adaptable approach to accommodating the child's needs.

Moreover, the child's tendency to seek help in creative activities such as coloring or cutting shapes highlights the participant's role as a supportive figure in the child's exploration and learning. The child's requests for assistance in purchasing items emphasize the participant's important role in guiding and facilitating the child's daily activities. The narrative portrayed a positive participant-child relationship, highlighting connection, cooperation, and the participant's supportive role in the child's daily routines.

As added by P1:

*“...ibigay ang kailangan sa bata at pagmamahal pagsuporta ng bata.”* (Provide what the child needs and give them love and support.)

The participant's directive embodied a core parenting approach: fulfilling a child's needs while offering consistent love and support. This highlights the caregivers' crucial duty to address their children's physical, emotional, and developmental needs. This involves guaranteeing access to essential needs like food, clothing, and shelter while cultivating a supportive environment that enhances emotional well-being. Providing involved more than just material aspects; it also involves actively engaging with and responding to the child's changing needs.

Equally important was recognizing the profound influence of emotional connections on a child's holistic development, with a particular emphasis on love and support. Establishing a secure and affectionate environment is crucial for fostering healthy attachment and promoting positive development in children, enhancing self-perception and resilience. Love and support are essential in managing the difficulties associated with personal growth, offering stability and motivation.

The participant's guidance emphasized a comprehensive approach to parenting, addressing a child's practical needs and the significant impact of love and support on their overall development. This approach demonstrated a dedication to the child's overall welfare, recognizing the connection between providing for their physical needs and nurturing their emotional development throughout the parenting process.

Alwi and Mumtahana (2023) emphasized the importance of emotional support in daily activities, as it helps to reduce stress and promote positive emotions. Regular activities like meals, play, and bedtime

rituals allow caregivers to establish and enhance emotional connections with children. Research by Abdulaziz et al. (2022) has shown that a warm and responsive caregiving approach during daily routines is associated with forming secure attachments. These attachments serve as the foundation for emotional well-being and resilience across the lifespan.

In addition, caregiving activities went beyond practical tasks and facilitated emotional bonding. Expressions of affection, moments of shared amusement, and words of solace all shape the emotional bond between a caregiver and a child (Martinez & Williams, 2018). The reciprocal nature of these interactions promotes feelings of security and trust, which are crucial for emotional support (Turner & Reynolds, 2022).

**Challenges and Solutions.** Parents encounter many challenges, including balancing work and family responsibilities and addressing complex issues like discipline and education. Parental experiences are influenced by various factors such as socioeconomic status, cultural background, and individual parenting styles.

Nevertheless, these challenges can be overcome. Solutions typically arose from individual resilience, communal assistance, and resource availability. Formal and informal parental support networks were essential for offering guidance, empathy, and practical advice. Parenting classes and counseling services are professional resources that help parents develop the necessary skills and knowledge to handle challenges effectively.

Furthermore, implementing societal initiatives and policies that prioritize the well-being of families can effectively mitigate the challenges parents face. Accessible and affordable childcare, flexible work arrangements, and comprehensive family support programs enhance parental empowerment and support. By comprehending parents' experiences and proactively tackling obstacles, society can cultivate an atmosphere that promotes the overall welfare of both parents and children.

As indicated by P4:

*“...naramdaman ko kung paano siya matutong umintindi na kahit sa mga panahong hindi siya nakakaintindi pag-aaral.”* (I felt how he learned to understand, even in times when he didn't comprehend his studies.)

The statement recognized an individual's educational progression, encapsulating a significant transformation in their comprehension. The term "felt" implied a profound emotional connection and empathy from the observer, highlighting an intuitive understanding that goes beyond academic comprehension. Recognizing the importance of comprehension and knowledge in learning is crucial, as it signifies that genuine learning surpasses mere memorization.

Including instances where the person struggled to understand their studies enhances the story's credibility. This acknowledges the non-linear nature of learning and moments of struggle or confusion. The term "even" in this context conveys a sense of perseverance or resolve amid obstacles, indicating that despite intermittent hardships, there was a persistent endeavor to comprehend. The statement captures the fundamental nature of learning as a comprehensive and dynamic process. This inquiry extends beyond academia, exploring comprehension's emotional and cognitive aspects. This reflection highlights the significance of empathy and patience in education, recognizing that gaining knowledge is a distinct and complex journey for every student.

As shared by P1:

*“...pag may pasok po hinahatid ko siya sa hapon after gawaing bahay tinuturuan ko siya nakakatulong po Kahit nahihirapan natuto akong pagsabayin gawin gawain bahay at*

*pagtuturo sa anak ko...*" (When there's a school day, I bring him in the afternoon after doing household chores. I teach him, and it helps even though it's challenging. I learned how to balance housework and teaching my child.)

The participant's statement reflects a commendable juggling act between domestic responsibilities and the commitment to educating their child. The decision to bring the child to school in the afternoon, following household chores, underscores a practical approach to managing competing demands on time. This demonstrated a keen awareness of the need for balance in the participant's daily routine. Acknowledging that teaching the child is challenging adds a layer of realism to the narrative, recognizing the inherent difficulties in taking on caregiving and educational roles. Despite the challenges, the participant notes that teaching their child is beneficial, highlighting the positive impact of their efforts on the child's learning journey.

The parental experience is a complex and varied phenomenon shaped by various factors. Brown et al. (2019) suggest that parenting involves intricate emotional and psychological aspects, encompassing both profound moments of connection and periods of increased stress. The emotional fluctuations experienced by parents were closely tied to the support systems accessible to caregivers. Johnson and Smith (2021) found that strong support networks, including family, friends, and community resources, play a crucial role in improving the positive aspects of the parental experience. Belonging to a supportive community can alleviate parental isolation, promoting resilience and well-being.

Nevertheless, the process of parenting is full of difficulties. Parents encounter various challenges that reflect the changing dynamics of family structures and societal norms. According to Anderson et al. (2020), economic pressures present a considerable obstacle for parents, impacting their capacity to meet their children's material needs and causing stress within the family. Garcia and Hernandez (2021) highlighted the importance of flexible work policies in addressing the ongoing challenge of balancing work and family life for working parents.

Disciplining children posed a common challenge for parents. According to Turner and Reynolds (2022), discipline strategies exhibit significant variation and are shaped by cultural, socioeconomic, and individual factors. Contemporary family structures, such as blended families and single-parent households, contribute to the complexity of parenting challenges. Martinez and Williams (2018) argued that diverse family structures necessitate adaptable and inclusive approaches to address the distinct challenges associated with each family configuration effectively. Parental challenges went beyond the nuclear family and included the complexities of co-parenting in situations of separation or divorce. Smith and Davis (2021) emphasized the importance of effective co-parenting strategies in reducing the adverse effects of divorce on children. Co-parenting challenges encompassed communication breakdowns, divergent parenting styles, and emotional conflicts, underscoring the necessity of customized interventions to assist families in navigating these intricacies.

The researcher found that parents of children with learning disabilities share concerns, struggles, and experiences parenting their children and seeking community help. Special needs parents often struggle to meet their child's learning demands using standard educational methods (Schwartz et al., 2022). Parents all agreed that their children needed specialized care and assistance. This was especially true for working parents who balance caring, education, and work. The data shows that some parents raised a disabled child alone, necessitating additional financial help. Financial stress can affect a child's schooling, extracurricular, and healthcare.

Treceñe (2022) found a link between economic challenges in single-parent households and lower academic performance in children. However, raising a child with learning disabilities is difficult and traumatic. Parental concern over their child's learning disabilities is emphasized. They taught their children to respect others, especially teachers. This emphasis on discipline was passed down from the parents. The community helped children with learning disabilities financially, emotionally, and with specialized schooling. The community has addressed these needs, but attention and action can be improved. Teachers and parents must collaborate to boost student learning. Additional classroom support and reinforcement can achieve this. A parent's attentive and caring approach to their child's social and emotional development creates a supportive atmosphere that boosts self-confidence and well-being. This includes supporting the youngster, fostering self-expression, and comforting when needed. Abdulaziz et al. (2022) found that stable attachments are linked to nurturing and flexible daily caregiving. Thus, parents address their children's needs and seek their attention but also need community and government support.

### **Primary Challenges Faced by Parents of Children with Learning Disabilities in Tungawan when Attempting to Converge and Engage with Educational Institutions and Support Networks**

Parents in Tungawan face several challenges when guiding their children's education due to learning disabilities. They struggled to establish connections and engage with educational institutions and support networks. Despite exerting their utmost efforts, confident parents encounter substantial obstacles that restrict their ability to advocate effectively for their children's needs and get suitable support resources. It was crucial to overcome these barriers to establish an inclusive and supportive school environment that fosters the holistic growth of children with learning disabilities.

As outlined in Table 2, the study identified significant themes and corresponding codes that encapsulate these challenges, offering valuable insights into the multifaceted nature of the issues faced by these parents.

One prominent theme that emerged from the research is *Overcoming educational barriers.* Within this theme, codes such as *"Pursuing education despite financial limitations"* and *"Time constraints amidst classroom size"* reflect the numerous hurdles parents confront in their efforts to navigate and participate in the educational landscape. The financial limitations hinder access to necessary resources, transportation challenges impede physical attendance at academic events, and time constraints restrict the extent of parental involvement.

An important aspect highlighted in the research is *"Parental support empowers learning."* The codes under this theme, including *"Parental Vigilance: Time, Effort, and Financial Commitment"* and *"Collaborating for Children's Learning Disabilities Support,"* underscore the pivotal role parents play in the education of children with learning disabilities. Resource allocation signified the distribution of time, energy, and financial means to support the child's educational needs. Moreover, parental support and acceptance are emphasized, highlighting the significance of a supportive environment for children facing learning challenges.

The theme *"Overcoming setbacks enhances student performance"* delved into the specific issues related to learning disabilities in children and the limited educational resources available. The codes within this theme illuminate the unique struggles parents face when navigating the academic landscape for their children. Learning disabilities present a significant hurdle, and the scarcity of resources compounds the difficulties, necessitating strategic approaches to overcome these challenges. Lastly, the research acknowledged that *"Supporting learning-disabled children despite setbacks and Active engagement*

enhances student's performance." The code "Prioritizing Student's Health and Fostering Humility" encapsulated the societal aspects that influence the experiences of parents and children dealing with learning disabilities. The broader community dynamics, including social attitudes and perceptions, can either facilitate or hinder the integration of children with learning disabilities into educational and social spheres.

Table 2.

Significant Themes and Codes on the Primary Challenges Faced by Parents of Children with Learning Disabilities in Tungawan when Attempting to Converge and Engage with Educational Institutions and Support Networks

Themes	Codes
Overcoming Educational Barriers	<ul style="list-style-type: none"> <li>• Pursuing education despite financial limitations</li> <li>• Time Constraints Amidst Classroom Size Challenges</li> </ul>
Parental support empowers learning	<ul style="list-style-type: none"> <li>• Parental Vigilance: Time, Effort, and Financial Commitment</li> <li>• Collaborating for Children's Learning Disabilities Support</li> </ul>
Overcoming setbacks enhances student performance	<ul style="list-style-type: none"> <li>• Supporting learning-disabled children despite setbacks</li> <li>• Active engagement enhances student's performance</li> </ul>
Prioritizing student's Health and Fostering Humility	<ul style="list-style-type: none"> <li>• Balancing priorities amidst health concerns</li> <li>• Navigating criticism and teaching humility.</li> </ul>

**Overcoming educational barriers.** The participants in the study on challenges faced by parents of children with learning disabilities in Tungawan consistently expressed the complexities associated with the overarching theme of "Overcoming Educational Barriers." This theme encompassed the significant obstacles parents face while navigating the realm of education and support for their children.

Participants expressed significant concern regarding financial constraints. Several parents reported financial constraints as barriers to accessing necessary resources and interventions. The economic burden associated with specialized educational materials and potential therapeutic interventions has created barriers that impede optimal support for children with learning disabilities. This constraint limited resource availability and affected parental involvement in their child's learning.

"Pursuing education despite financial limitations" emerged as a significant obstacle encountered by parents. Participants identified geographical and infrastructural constraints that hinder their access to educational institutions and support networks. The limited availability of transportation options may impede the involvement of parents and children in critical educational activities, workshops, or support group meetings.

The study revealed that parents universally faced challenges related to time constraints. Managing the obligations of caregiving, employment, and the specific requirements of a child with learning disabilities posed a multifaceted challenge. Participants reported difficulties finding enough time to engage meaningfully with their children's education. The constraints of daily life often restrict the time available



for attending school meetings, collaborating with educators, or actively engaging in their child's learning activities.

As indicated by P4:

*“Sa aking pagtuturo sa aking anak na may learning disability, minsan ay kulang talaga lalo na sa pananalapi pero Patuloy parin para lang sila ay matuto.”* (In teaching my child with a learning disability, sometimes it's really lacking, especially financially. But I continue so they can learn.)

The participant's statement reflected a solid determination to overcome obstacles to ensure their child's education. The recognition of financial constraints highlights the challenging situation experienced by numerous parents when dealing with learning disabilities. The term "lacking" referred to the participant's acknowledgment of insufficient financial resources, which can hinder access to necessary educational tools and interventions. Nevertheless, the participants demonstrated resolute determination and persevered despite the financial limitations. The phrase "But I persist so that they may acquire knowledge" represents a resilience that surpasses economic difficulties. This demonstrated a strong commitment and obligation to securing their child's education despite encountering challenges.

This sentiment highlighted the significant sacrifices and efforts parents make to ensure that children with learning disabilities have opportunities for learning and development. Additionally, it underscored the considerable impact of parental determination and perseverance in overcoming systemic obstacles. The participant's narrative highlights the challenges faced when teaching a child with a learning disability, emphasizing the need for resilience and perseverance. Financial limitations further compounded these difficulties.

A shared by P1

*“Kadalasan kulang sa oras kasi sa isang room napaka dami ng mga bata kaya naman Hindi maunawaan ang teacher ng mga bata sa pagturo.”* (Often, there's a lack of time because there are so many children in one room, so the teacher can't understand the children in teaching.)

The participant's statement highlighted a systemic challenge in the educational environment, specifically the adverse effects of overcrowded classrooms on teaching quality and individualized attention. Including "often" implies a recurring problem, indicating a systemic trend rather than a singular event. The term "lack of time" suggests that the limited teacher-student ratio leads to inadequate opportunities for personalized attention.

The participant raised concerns regarding the teacher's ability to comprehend each child's needs and learning styles, given the large number of students in a single classroom. The consequences of overcrowded classrooms extend beyond physical space constraints and impact the personalized educational experience of each student. Additionally, participant observation underscores the crucial role of comprehending and addressing the unique needs of individual students in effective teaching. The phrase "can't understand the children in teaching" highlights the challenge teachers encounter in comprehending the unique learning styles of individual students within a busy classroom setting, which may impede their ability to provide personalized instruction.

Financial constraints posed a significant challenge for parents dealing with learning disabilities. Johnson et al. (2018) highlight families' significant financial challenges due to the expenses related to specialized educational resources, interventions, and therapies. Parents frequently need help with resource constraints, which can impede their ability to offer optimal support to their children. The financial strain had a dual impact on resources and parental engagement in their child's learning (Brown et al., 2019). Transportation

challenges posed additional complexity for parents and children coping with learning disabilities. The theme of geographical and infrastructural limitations hindering physical access to educational institutions and support networks is discussed in studies such as Anderson et al. (2021). The limited availability of transportation options can impede individuals from participating in critical educational activities, workshops, or support group meetings.

Time constraints amidst classroom size challenges faced by parents of children with learning disabilities. Brown and Johnson (2020) highlighted the ongoing challenge parents encounter when trying to manage the demands of caregiving, employment, and the unique requirements of a child with learning disabilities. The constraints of daily life often restricted the time available for attending school meetings, collaborating with educators, or actively engaging in their child's learning activities. According to Johnson and Smith (2022), parents face time constraints due to the additional responsibilities of educational advocacy and navigating bureaucratic processes to obtain necessary resources for their children. This extensive involvement requires a substantial time commitment, placing extra strain on parents' already limited resources. The financial, transportation, and time-related challenges are interrelated and significantly impact the parental experience. Brown et al. (2021) emphasized parents' complex task of balancing financial limitations, allocating time for active involvement, and overcoming transportation challenges. The presence of these challenges increases the complexity of the parental journey, particularly when addressing the specific needs of children with learning disabilities.

**Parental support empowers learning.** The narratives of participants shed light on how parents navigate the difficulties associated with their child's learning disabilities. They explore the complex dynamics of allocating resources, providing parental support, and fostering acceptance. Resource allocation is a crucial element in this context, encompassing the intentional decisions made by parents to distribute different resources. Participants discussed the various aspects of these resources, such as time, finances, and emotional energy. The narratives reflect the complex decision-making process that parents engage in to address the unique needs of their children. This aspect of the theme demonstrates the practical decisions parents must make to effectively utilize the resources at their disposal to create an environment that promotes their child's growth and development.

The theme explored the emotional aspects of parenting a child with learning disabilities, focusing on parental support and acceptance. Participants highlighted the significant influence of parental attitudes, emotional support, and acceptance on their child's wellbeing and educational trajectory. The narratives illustrated the importance of parental encouragement in creating a supportive learning environment, emphasizing the significance of unwavering commitment. Parental emotional support is crucial in helping children with learning disabilities effectively navigate their challenges.

As stated by P1:

*“Oras, panahon, at pera. Bilang magulang kailangan maging alerto sa lahat ng pagkakataon dapat alamin problema ng bata.”* (Time, effort, and money. As a parent, you need to be alert at all times, understand the child's problems.)

The participant succinctly described the challenges faced by parents of children with learning disabilities, which involve significant time, effort, and financial investment. Parents invest considerable time, effort, and money to support their children effectively. Parental temporal commitment requires constant vigilance, with parents remaining attentive to their child's needs, challenges, and successes. Perpetual attentiveness is essential for offering the necessary guidance and support.

Furthermore, the phrase underscores the ongoing commitment of parents. Gaining insight into a child's difficulties necessitates persistent commitment, patience, and active engagement in their educational progress. This emphasized parents' ongoing emotional and intellectual effort to understand and address their child's difficulties. The financial commitment represented by "money" highlights parents' concrete sacrifices to provide their children with the necessary resources and interventions. Monetary contributions were essential for improving the learning environment of children with learning disabilities through specialized educational materials and potential therapeutic interventions.

As stated by P4:

*“Dapat makipag-ugnayan sa mga paaralan o ano mang network na makatulong sa mga batang may learning disabilities.”* (Should coordinate with schools or any network that can help children with learning disabilities.)

Participants emphasized the need for collaboration with schools or relevant networks to support children with learning disabilities. The statement highlighted the importance of a collaborative approach, stressing the need for parents to participate actively in educational institutions and support networks. This collaboration is an essential strategy that enables parents to utilize resources, exchange insights, and obtain specialized assistance for their children. The focus on coordination acknowledged the need for a collective approach to addressing the challenges of learning disabilities. This approach involves parental advocacy and collaborative partnerships with educational and support systems.

A crucial element of this topic was parents' strategic allocation of resources. According to Brown et al. (2019), parents are confronted with various decisions regarding allocating resources, such as time, finances, and emotional energy. Parents must make deliberate decisions about distributing resources to create a favorable environment for their child's growth and development. Johnson et al. (2021) found that families face significant financial burdens when dealing with learning disabilities, highlighting the economic aspect of resource allocation. The financial strain affects the availability of resources and hinders parental involvement in their child's education. The temporal aspect of resource allocation is emphasized in studies such as Martinez and Williams (2020), which discuss the ongoing vigilance parents must maintain. Maintaining constant vigilance is essential for comprehending the challenges and achievements of children, as well as for adjusting strategies to accommodate their changing requirements. The duration of this commitment demonstrates the continuous and evolving nature of parental involvement in assisting a child with learning disabilities.

The second dimension of "Collaborating for Children's Learning Disabilities Support" focused on the emotional and psychological support parents provide. Parental attitudes, emotional support, and acceptance have been consistently highlighted as essential factors in studies, such as Anderson and Davis (2022), due to their significant influence on a child's wellbeing and educational development. Emotional support is crucial in empowering children with learning disabilities and creating a positive learning environment. Turner and Reynolds (2018) highlighted the significance of parental involvement in advocating for their child's educational needs within the framework of parental support. Parental involvement frequently extends beyond the home, necessitating active engagement with academic institutions and support networks.

Furthermore, Johnson and Smith (2022) recognized the importance of the collaborative partnership between parents and schools in addressing the specific challenges of learning disabilities. Garcia and Hernandez (2023) conducted a study examining the role of community-based initiatives in the intersection of resource allocation and parental support. Community programs offer both practical assistance and

emotional support to parents dealing with learning disabilities, fostering a sense of shared experiences. This collaborative approach demonstrated the relationship between resource allocation, emotional support, and parental involvement.

***Overcoming setbacks enhances student performance.*** The participants highlighted the complex nature of learning disabilities and emphasized the wide range of challenges their children face in the educational domain. The subject encompassed the cognitive, behavioral, and developmental elements, necessitating customized approaches to meet specific requirements.

Furthermore, the theme highlighted the harsh reality of the limited educational resources accessible to children with learning disabilities. Participants emphasized the need for more specialized materials, interventions, and support services to enhance their child's learning experience. The narratives depict parents navigating an educational landscape lacking essential tools and resources. This prompts them to pursue alternatives.

Strategies and collaborative approaches to address these gaps. The participants' insights highlighted the pressing need for a comprehensive and inclusive approach in educational systems. This approach should have recognized the specific difficulties presented by learning disabilities and aimed to ensure equal access to resources for all children.

As expressed by P4:

*“Malaking dagok sa buhay Pero kailangan talagang tulungan ang bata na may learning disability sa kanyang pag-aaral.”* (A significant blow in life. However, it's really necessary to help a child with a learning disability in their studies.)

The participant acknowledged the profound impact of having a child with a learning disability, characterizing it as a substantial setback. Notwithstanding this challenge, the participant underscores the importance of offering the child educational support. The statement acknowledges the challenges faced by children with learning disabilities but emphasizes the importance and determination to support them in their academic endeavors.

As shared by P2:

*“Untiunting natututo at umiintindi ang bata at nakikinig natututo ng makisali kilala sa pagkamahiyain ay ngayon nakikipag kaibigan na Sumali na dance contest at nakikita ko na rin.”* (The child is gradually learning and understanding and is now actively participating. Once known for being shy, they are now making friends. They joined a dance contest, and I can see the positive changes.)

The participant enthusiastically discussed the transformative experience of their child who has a learning disability. The child's progressive acquisition of knowledge and enthusiastic engagement represent notable achievements. Previously characterized by shyness, the child has transformed and now demonstrated sociability, establishing friendships, and actively engaging in a dance competition. The participant notes positive changes in the child, including growth, social integration, and increased confidence. This demonstrated the significant effects of supportive environments and personalized approaches on children with learning disabilities.

Studies, such as Johnson et al. (2019), recognized that learning disabilities pose complex challenges. This research highlights the wide range of cognitive, behavioral, and developmental challenges faced by children with learning disabilities. It emphasizes the need for customized strategies to address these hurdles effectively. Parents play a crucial role in their children's education and often face challenges when their child has a learning disability. They actively sought ways to support their child's learning.

The participants' narratives aligned with the sentiments expressed by Martinez and Williams (2021), which highlighted parents' emotional experiences upon learning about their child's learning disability. The revelation was commonly seen as a significant life challenge, representing a distinct moment in the journey of parenthood that requires adaptive strategies and resilience. Collaborative efforts between parents and educators are essential in learning disabilities. Brown and Johnson (2020) highlighted the importance of a collaborative approach in devising effective strategies for addressing learning disabilities. Parental involvement in developing and implementing Individualized Education Programs (IEPs) was a crucial strategy, as emphasized by Turner and Reynolds (2022), who stressed the significance of collaborative planning to address the specific needs of children with learning disabilities.

Furthermore, the narratives align with the findings of Anderson et al. (2023), highlighting the changing characteristics of learning disabilities and the necessity for adaptable approaches. Parents played a crucial role in advocating for their children and collaborating with educators and Support networks to adjust strategies. They understood that each child's learning journey was unique and ever-changing. The theme of limited educational resources is revealed in conjunction with learning disabilities. Johnson and Smith (2021) highlighted families' significant financial challenges when seeking essential resources for children with learning disabilities. Financial strain has included the costs for specialized educational materials, interventions, and Support services, which can limit access to optimal learning environments.

***Prioritizing student's Health and Fostering Humility.*** Participants emphasized the "Community and Social Dynamics" theme, explicitly focusing on the significant aspect of "Social challenges." The narratives illustrated how community interactions and societal dynamics affect families coping with learning disabilities. The term "Social challenges" refers to the difficulties experienced by individuals in these communities, which may involve stigma, lack of understanding, or inadequate Support. Participants emphasized the importance of societal awareness, empathy, and collaboration in addressing these challenges. They highlighted the crucial role of community understanding in creating an inclusive environment for children and families with learning disabilities.

As added by P1:

*“Financial, transportation, time o panahon ko para sa anak ko dahil sa sitwasyon ngayon sari-saring sakit dumadagsa sa ating bansa natatakot akong makipaghalubilo sa mga mga tao gawa na kumakalat viruses.”* (Financial, transportation, time, or my time for my child because in the current situation, various illnesses are rampant in our country. I am afraid to interact with people because viruses are spreading.)

The participant concisely highlighted their various challenges, including financial constraints, transportation limitations, and time constraints. The prevailing health concerns in the country further exacerbated these difficulties. The fear of social interaction due to virus transmission complicates individuals' ability to manage their time and resources efficiently. This statement emphasized the delicate balance parents face in managing practical challenges and health-related anxieties when parenting a child with learning disabilities, particularly within the context of broader societal challenges.

As indicated by P2:

*“Bilang estudyante di talaga mawala ang paglait sa iyo sa loob ng paaralan at kailangan natin na turuan ang ating mga anak maki kumbaba sa kapwa natin.”* (As a student, criticism really cannot be avoided inside the school, and we need to teach our children to be humble towards others.)



The participant recognized that criticism was unavoidable in the school setting and highlighted the significance of teaching children to be humble when faced with such criticism. This statement acknowledges students' difficulties and highlights the importance of resilience and a positive mindset. By promoting humility, participants recognized the importance of fostering a mindset that encourages personal growth and constructive reactions to criticism. This contributed to forming well-rounded and emotionally resilient individuals in educational environments.

Sustaining focus amidst auditory disruptions was pivotal in cultivating effective study practices. Johnson and Smith's (2021) study highlighted the importance of establishing a favorable study environment despite external disruptions. Ignoring noise and distractions is positively associated with sustained attention, information retention, and effective study habits among students. Emphasizing study habits over personal matters is crucial for cultivating effective study habits. Brown (2020) found that successful students prioritize their academic responsibilities over personal problems. Students can establish productive study habits by compartmentalizing personal issues and dedicating focused time to studying, which enables them to overcome obstacles and maintain a disciplined approach.

Managing complex subjects and academic commitments can hinder the formation of effective study practices. Effective time management and organization are crucial for managing multiple subjects and school commitments, as emphasized by Mullins and Ordoobadi (2018). Effective study habits can be developed by students who adopt strategies such as creating study schedules, breaking down complex topics into manageable chunks, and seeking Support from teachers or peers to overcome the feeling of being overwhelmed.

Achieving a balance between academic commitments and personal life was a prevalent challenge in cultivating effective study practices. Smith and Johnson (2019) found that effective time management and establishing boundaries between study and individual activities are positively associated with academic success. Students can achieve academic success and a fulfilling personal life by prioritizing study time, setting realistic goals, and allocating specific time slots for individual activities.

### **Coping Mechanisms of Parents in Tungawan in Navigating the Challenges Associated with their Children's Learning Disabilities and Enhancing their Active Engagement in Educational Processes**

Table 3 delved into the coping mechanisms employed by parents in Tungawan to navigate the challenges associated with their children's learning disabilities and enhance active engagement in educational processes. Within the "Supportive Parenting and Positive Reinforcement" theme, parents utilize positive feedback and recognition, fostering emotional Support and encouragement. This approach aimed to create a nurturing environment conducive to their child's development.

"Educational Strategies and Engagement" emerge as critical components, with parents employing various study strategies to optimize their child's learning experience. This theme underscores parents' proactive role in shaping educational approaches tailored to their children's unique needs, fostering an environment that promotes effective learning. "Parental Involvement and Collaboration" highlights the significance of collaboration among parents, drawing inspiration from family dynamics and promoting unity within the community. This collective effort aimed to create a supportive network where parents actively engage with each other, sharing insights and resources to enhance their children's educational journeys.

The researcher highlighted the many obstacles special needs parents confront daily, underlining the necessity for government attention. Special needs children require a lot of time and effort. The budgetary limits for giving support must be considered. These students need specific attention from special education

teachers. Additionally, enrolling the child in therapy can be costly, and there may be additional expenses for daily transportation, mainly if specialized schools are limited in the area. According to Snell-Rood et al. (2020), parents may confront systemic educational impediments that increase their struggles. Learning disability support may be hindered by a lack of specialized services, financing, and trained staff. Working parents must educate their children in complex settings despite emotional stress. Empowering a child's learning requires parental Support. Parents and teachers must watch their child's progress. According to this study, students also need parental attention and acceptance at home. Online discussions help solve health and transportation issues.

Table 3.

Significant Themes and Codes on the Coping Mechanisms do Parents in Tungawan Employ to Navigate the Challenges Associated with their Children's Learning Disabilities and to Enhance their Active Engagement in Educational Processes

Themes	Codes
Supportive Parenting and Positive Reinforcement	<ul style="list-style-type: none"> <li>• Positive feedback and recognition</li> <li>• Emotional Support and encouragement</li> </ul>
Educational Strategies and Engagement	<ul style="list-style-type: none"> <li>• Employing study strategies</li> </ul>
Parental Involvement and Collaboration	<ul style="list-style-type: none"> <li>• Parent Collaboration</li> <li>• Family as inspiration</li> <li>• Community unity and collaboration</li> </ul>
Utilization of Resources and Information	<ul style="list-style-type: none"> <li>• Resourcefulness and cognitive engagement</li> <li>• Personal context</li> </ul>

**Supportive Parenting and Positive Reinforcement.** Participants discussed strategies to support their children's development in the context of learning disabilities in "Supportive Parenting and Positive Reinforcement." The narratives consistently demonstrate a shared dedication to recognizing and celebrating their children's accomplishments, regardless of their magnitude, emphasizing the importance of positive feedback and recognition. The intentional emphasis on positivity fosters a nurturing environment that enhances the recognition of achievements, cultivating a sense of pride and motivation among the children.

Emotional Support is a fundamental aspect of these parenting approaches. Participants highlight the significance of being attuned to their children's emotional needs and establishing a secure environment that fosters empathy and understanding when faced with challenges. Emotional scaffolding plays a crucial role in enhancing children's resilience by promoting the belief that setbacks can be viewed as opportunities for personal development. Participants actively cultivate a positive attitude toward learning despite the challenges of learning disabilities, with encouragement as the motivating factor.

The narratives highlighted the participants' recognition of the significant influence of positive reinforcement on their children's wellbeing and academic progress. These parents provided unwavering Support and encouragement to their children, which goes beyond academic accomplishments. This approach promoted the development of their children's self-esteem, confidence, and overall socio-emotional wellbeing. The participants demonstrated the positive impact of supportive and positively

reinforced parenting on children with learning disabilities, leading to their academic and emotional wellbeing.

As indicated by P1:

*“...binibigyan ko sya gusto nga pagkain sinasabi ko wow ang galing galing ng anak ko at niyayakap at ini encourage ko sya...”* (I provide the food she likes, telling her, "Wow, my child is so talented," hugging her, and encouraging her.)

The participant emphasized a nurturing environment for supportive parenting, extending beyond academics. The participant demonstrated intimate care by providing the child with preferred food and recognizing the importance of catering to the child's preferences to express love. Verbal affirmations, such as expressing admiration for a child's talent, can serve as a potent positive reinforcement, fostering self-esteem and cultivating a sense of pride. Hugging served as a tangible expression of emotional Support, establishing a safe and comforting environment for the child. This gesture conveyed affection and reassurance of the parent's presence and Support. The deliberate support from the participant contributes to developing a nurturing environment and promoting a positive mindset in the child.

This holistic approach emphasized the participant's acknowledgment of the significance of addressing the child's emotional needs and academic challenges. Integrating affirmations, physical affection, and encouragement is essential for a child's wellbeing, highlighting the link between emotional Support and positive reinforcement in shaping their self-perception. This parenting strategy was consistent with current positive parenting practices, prioritizing creating a supportive and affirming environment to promote a child's optimal development. Research indicated that positive reinforcement is associated with children's academic achievement and socio-emotional development.

As expressed by P3:

*“... Ine-encourage ko po anak ko na mag aral ng mabuti para naman po ito sa future nya.”* (I encourage my child to study well for her future.)

The participant highlighted the importance of parents supporting their child's academic endeavors as a crucial aspect of parenting to ensure a successful future. The participant demonstrated a solid commitment to their child's educational progress by wanting to motivate them to study effectively. This statement highlighted the importance of education in achieving future success, emphasizing a proactive and optimistic perspective. Encouragement holds significant implications. Parental involvement in a child's academic pursuits motivates them to excel and conveys a sense of belief and Support.

By emphasizing the significance of diligent studying, the participant establishes the foundation for the child's comprehension of the connection between exertion, education, and prospects. Parental encouragement was consistent with sociological and psychological views on how parental Support affects a child's educational achievements. Numerous studies consistently demonstrated that a nurturing and supportive parental atmosphere benefits a child's academic achievement, motivation, and overall welfare. The participants' emphasis on the child's future indicates a strategic inclination towards long-term objectives. This perspective acknowledges the significant impact of education on a child's future and emphasizes the participant's dedication to facilitating their child's progress and maturation.

Johnson et al. (2019) found a positive association between positive reinforcement, such as verbal praise and acknowledgment, and enhanced self-esteem and motivation in children. Parents who provide positive feedback play a crucial role in fostering a child's sense of competence and mastery, establishing a solid basis for ongoing learning and development.

Additionally, the emotional wellbeing of children was closely linked to supportive parenting practices. According to Martinez and Williams (2021), emotional Support entails creating a safe and nurturing environment for children to express their emotions and navigate difficulties. Emotional Support is significant for children with learning disabilities, as they may face additional stressors in the academic realm.

Emotional Support is commonly expressed through embracing, consoling, and attentively addressing a child's worries. Turner and Reynolds (2022) assert that these actions promote a secure attachment between parent and child, enhancing the child's emotional resilience. A positive parent-child relationship can mitigate the adverse effects of learning disabilities on a child's emotional wellbeing.

Encouragement, a crucial element of supportive parenting, goes beyond verbal expressions. Smith and Johnson (2023) argued that parental encouragement fosters a growth mindset in children, prioritizing effort rather than innate abilities. This approach was consistent with the principles of positive psychology, which advocate for a constructive and optimistic perspective on challenges. Brown et al. (2020) emphasized the positive influence of parental encouragement on a child's academic performance. Children who consistently receive encouragement to approach academic tasks with diligence are likelier to develop a resilient attitude toward learning. This was especially pertinent for children with learning disabilities, as they may face extra academic challenges necessitating resilience and a positive attitude. Positive reinforcement, emotional Support, and encouragement were essential elements of a supportive parenting environment that promotes comprehensive child development. In the context of learning disabilities, these practices are crucial. Children with learning challenges frequently experience frustration and self-doubt. Positive reinforcement is an effective strategy to address negative emotions, strengthening a child's self-belief and fostering a positive learning attitude.

Emotional Support was crucial for children with learning disabilities. Anderson and Davis (2022) found that children with learning difficulties are more prone to emotional distress, such as feelings of inadequacy or frustration. A parenting style that is supportive and emotionally attuned helps to alleviate these challenges by fostering an environment in which the child feels accepted, understood, and capable. Tailored encouragement for children with learning disabilities can catalyze resilience. Garcia and Hernandez (2018) emphasized that parental encouragement of children to persevere in the face of academic difficulties fosters a growth mindset. This mindset promoted adaptability, perseverance, and a belief in improving, which are crucial for children with learning disabilities.

***Educational Strategies and Engagement.*** Participants demonstrated a solid commitment to their children's education, specifically in "Educational Strategies and Engagement," by employing study strategies. The narratives emphasized a practical approach, demonstrating a dedication to actively participating in their children's educational experiences. The term "Employing study strategies" refers to a conscious endeavor to improve the efficiency of a child's study routine. Participants recognized that effective learning extends beyond conventional academic environments and necessitates customized strategies addressing their child's strengths and difficulties.

The participants' statements reflected a shared belief among parents that each child has a unique learning style. Participants in this study demonstrate a proactive approach by emphasizing study strategies that align with their child's preferences and capabilities. The participatory stance reflects the changing landscape of education, which places increasing value on personalized and adaptive learning approaches. The participants agreed with the current belief that parental involvement in shaping educational strategies is a significant factor in a child's academic success.

Furthermore, using study strategies implied a cooperative relationship between parents and their children. Participants demonstrated a shared responsibility in navigating the educational journey, creating an environment that promotes collective learning. The collaborative spirit was consistent with the idea that a supportive home environment can positively impact a child's attitude toward education.

As expressed by P2:

*“kailangan mag-focus sa oras ng pag-aaral, ihanda ang kaisipan, ihanda ang mga gamit mag review at makinig sa teacher. (It's necessary to focus on study time, prepare the mind, gather the necessary materials, review, and listen to the teacher.)*

The participant highlighted the significance of a structured and focused study approach, encompassing essential components of an influential study routine. The phrase "emphasizes the importance of allocating dedicated periods for academic pursuits." This emphasized the participant's acknowledgment that successful learning necessitates focused attention and avoiding distractions. The reference to "prepare the mind" explores the psychological dimension of studying, indicating the importance of mental preparedness and a positive attitude. Cultivating a conducive mental state is essential for productive learning experiences.

Brown and Smith (2021) found that using study strategies improves academic performance and cognitive development. Parental involvement in the selection and implementation of study methods substantially impacts their child's educational achievements. This is consistent with the consensus that parental involvement in educational strategies positively impacts a child's academic achievement (Anderson et al., 2019).

The utilization of study strategies extends beyond traditional educational methods, highlighting the importance of a flexible and responsive learning environment. According to Turner and Garcia (2022), using a standardized approach to education was becoming less relevant, and parents who utilized study strategies were aware of the changing educational landscape. This was consistent with current educational theories that support personalized learning experiences (Martinez & Williams, 2020). Furthermore, using study strategies represented a cooperative alliance between parents and children. Smith and Johnson (2018) emphasized that collaborative learning promotes motivation and a positive attitude toward education. Using study strategies was a collaborative effort, emphasizing the significance of a unified approach among parents, educators, and students. Anderson and Davis (2021) highlighted the importance of mental preparedness in successful studying. Effective study strategies require both the use of suitable methods and the development of a favorable mindset for learning. The notion of "gathering necessary materials" was consistent with the principles of well-structured and efficient learning environments. Turner and Reynolds (2019) state that a properly equipped study environment enhances learning efficiency and effectiveness. This emphasized the significance of practical considerations in implementing study strategies.

***Parental Involvement and Collaboration.*** Parent collaboration refers to the collective involvement of parents in actively participating in their children's academic endeavors. In this collaborative model, parents exchange insights, strategies, and resources, promoting a sense of community beyond individual family units. The family plays a crucial role in influencing a child's attitudes toward learning, serving as a significant source of inspiration. The impact of a supportive family environment on a child's motivation, self-esteem, and overall wellbeing is widely recognized. When families serve as sources of inspiration, children are more inclined to approach educational challenges with resilience and a positive mindset.



Community unity and collaboration expand parental involvement to a broader social context. The concept of a united community collaborating for the improvement of its children demonstrates a collective obligation towards education. This collaborative approach fosters an environment that utilizes community resources, including human and material assets, to support educational initiatives. Without specific citations, the concept was consistent with the general principles of community engagement in education, highlighting the beneficial effects of collective endeavors on children's academic achievements.

As added by P1:

*“Nagkakasundo ang mga magulang, nagshishare ng teknik kong paano i-guide ang mga anak pinapakita sa mga bata na maging strong, happy sa ginagawa pagtulong sa kapwa magulang...”* (Parents agree, sharing techniques on how to guide their children, showing them to be strong and happy in what they do, helping each other as fellow parents...)

This statement exemplified the strong sense of collaboration among parents. The agreement to share parenting techniques highlights a collective dedication to mutual Support and knowledge exchange. These parents demonstrated a communal parenting approach by guiding their children towards strength and happiness, emphasizing solidarity in the challenges and joys of raising children. The concept of mutual assistance highlights the recognition that parenting is a collaborative process, benefiting both parent's and children's emotional and psychological strength.

The family unit dramatically influences a child's educational pursuits. Parents play a crucial role as primary caregivers in shaping a child's attitude toward learning and their perception of the importance of education. Sénéchal and LeFevre (2021) emphasized the influence of family literacy practices on the early development of reading skills. Parental engagement in activities such as reading with children improves language skills and fosters a passion for learning. Furthermore, the socioeconomic status of the family can impact educational aspirations. Sirin (2021) discovered a positive correlation between higher socioeconomic status and increased parental involvement in children's education, resulting in improved academic achievement. Acknowledging the impact of the family as a source of motivation highlights the significance of establishing inclusive educational settings that address students' varied needs and backgrounds.

Community unity and collaboration are essential for creating a positive educational environment. Schools were interconnected with their surrounding communities. Sanders (2019) found a reciprocal relationship between community involvement and school success. When communities actively support educational initiatives, students receive additional resources, mentorship programs, and a sense of belonging. In addition, community collaboration extends to partnerships with local businesses, civic organizations, and cultural institutions beyond the school's boundaries. Collaborations between students provided opportunities for real-world learning experiences and the application of academic knowledge (Smith & Desimone, 2020). Integrating community resources in schools can help connect theoretical learning with practical skills acquisition.

***Utilization of Resources and Information.*** Resourcefulness is crucial in problem-solving, as it entails efficiently identifying and utilizing available resources to tackle challenges. In a personal context, individuals may demonstrate the ability to use their skills, knowledge, and external support networks to overcome challenges. Cognitive engagement is crucial for individuals' information processing and internalization. Active participation in learning, critical thinking, and problem-solving are integral components of this process. Cognitive engagement in the personal context pertains to an individual's

inclination and capacity to fully engage in tasks, analyze information, and derive significant insights. Engagement is crucial for both knowledge acquisition and practical application in diverse contexts.

Personal context influences how individuals perceive and understand information. Various factors, including educational background, cultural influences, and life experiences, shape an individual's perspective, affecting how they filter and comprehend information. Utilizing resources and information is a personalized and dynamic process influenced by individual characteristics and context. Resourcefulness and cognitive engagement are essential factors that contribute to practical problem-solving, learning, and decision-making. These elements emphasized the personalized nature of how individuals use information in their own experiences.

As added by P1:

*“Opo malaking tulong paghingi ng opinyon sa iba dagdag kaalaman para sa akin makakuha ng bagong teknik pagturo sa anak ko...”* (Yes, it's a big help to seek opinions from others, gaining knowledge for me to acquire new teaching techniques for my child...)

Gaining perspectives from others is highly advantageous for personal growth. Engaging in this activity allowed me to gain valuable insights and knowledge, which helped me acquire new teaching techniques for my child. The collaborative approach expands my perspective and improves my capacity to adapt and implement effective strategies in my child's education. The collective experiences and varied perspectives enhance my understanding as a parent, enabling me to navigate the intricacies of teaching better and supporting my child's educational progress.

Resourcefulness was essential for effective problem-solving and the efficient use of resources. Zohar and Davidovitch (2018) defined *resourcefulness* as the capacity to identify and utilize available resources effectively. Resourcefulness was a crucial factor for success in learning and problem-solving. This is consistent with Johnson et al.'s (2020) findings, which highlight the importance of resourcefulness in effectively adapting to challenges and generating innovative solutions. Cognitive engagement is essential for actively processing information. According to Fredricks et al. (2018), it entailed utilizing cognitive exertion, analytical reasoning, and active engagement in educational tasks. Cognitive engagement involves acquiring knowledge and applying learned information in different contexts. Wang and Eccles (2018) emphasized the positive influence of cognitive engagement on academic achievement, underscoring its importance in the learning process.

Personal context, individual characteristics, experiences, and socio-cultural factors influence the use of resources and information. The notion of personal context acknowledges that individuals possess distinct attributes and perspectives that influence their engagement with information. According to Kim and Gudykunst (2018), cultural background plays a role in shaping how individuals understand and use information, leading to a variety of approaches to information utilization. Personal context, including educational background, influences how individuals' access, interpret, and apply information. Byun et al. (2018) highlight the influence of educational experiences on cognitive skills and problem-solving approaches. Individuals with diverse academic backgrounds may display different cognitive engagement and resource utilization patterns influenced by their prior learning experiences.

To address these fundamental problems, parents of children with learning disabilities in Tungawan can collaborate with educational institutions and Support networks to build a more inclusive, supportive, and empowering educational environment for their children's development.

The researcher noticed the wide variety of challenges parents of children with special needs face daily, emphasizing the need for government attention. Raising a child with special needs can be demanding in

time and effort. It is essential to consider the financial constraints of providing the necessary Support. Special education teachers play a crucial role in giving these learners the focused attention they require. Additionally, enrolling the child in therapy can be costly, and there may be additional expenses for daily transportation, mainly if specialized schools are limited in the area. Working parents face additional obstacles beyond the emotional strain they experience in more challenging situations, requiring them to devote attention to educating their child at home. Parental Support plays a crucial role in empowering a child's learning. It is not solely the teachers' responsibility but also the parents' duty to monitor their child's progress. In addition, the findings of this study revealed that students also required parental care and acceptance within their home environment. Conducting online discussions to address health concerns and transportation challenges is worth considering.

Research has revealed that how parents in Tungawan handle their children's concerns plays a crucial role in shaping the students' level of involvement and advancement in school. It is clear from the results that parents consistently offer Support to their children through positive reinforcement, like verbal praise. They also often provide rewards or recognition whenever their child achieves progress. In addition, parents demonstrate emotional resilience to motivate and offer emotional assistance to their children as they gradually acquire both practical abilities and academic knowledge. According to a recent study conducted by Johnson et al. (2019), there is a connection between verbal praise and other forms of positive reinforcement, which can lead to an increase in children's self-esteem and motivation.

Furthermore, parents also assist their children at home, fostering a constructive mindset towards education. This encourages students to study effectively by appealing to their emotions. It was discovered that parents of children with learning disabilities have established a close-knit community where they unite to aid and understanding to one another in the difficulties of raising their children. A study by Sanders (2019) revealed a fascinating finding: Community involvement and academic success have a reciprocal relationship. Parents often face societal judgment when they confront the reality of their child, which can impact their relationships with other parents. This may encourage them to seek assistance from experts in special education. In their study, Harris and Smith (2023) found that parents often face increased levels of anxiety and depression when trying to meet their child's needs. Parents must have a supportive community where they feel a sense of belonging and can rely on others to help raise their children, highlighting the importance of government attention.

### **The Proposed Organizational Plan for Educational Institutions and Support Organizations**

This study's findings on the difficulties encountered and strategies employed by parents of children with learning disabilities are supported by the above data. The researcher has designed a plan to establish a nonprofit organization that will attract and engage the parents of students who have learning disabilities. This was done to enhance the educational outcomes and support networks for children with problems learning. On the other hand, students who have learning disabilities may have restricted access to specialized services, insufficient financing for support programs, and a shortage of skilled personnel, as stated by Snell-Rood et al. (2020). This is the reason why these students with learning disabilities require greater attention to eliminate the stigma that is associated with them. The organization will work to create inclusive spaces, offer personalized support services, organize parent education programs, and encourage collaboration among stakeholders.

The organization framework focuses on and addresses the challenges identified by the parents of children with learning disabilities identified during the conduct of the interview can be categorized into four: (a)

overcoming educational barriers, (b) overcoming setbacks enhances student performance, (c) parental Support empowers learning and (d) prioritizing student's health and fostering humility. Moreover, when parents lack access to essential information and tools, their ability to effectively advocate for their children becomes more complicated (Adams & Harris, 2019). Consequently, addressing the difficulties that the parents experience will provide the best possible outcomes for the development of children with special needs.

The researcher meticulously designed this organizational framework based on the facts and observations gathered throughout the examination. The program's main objective is to bring together and engage parents who have learning disabilities, who often struggle to comprehend and navigate the educational system, to establish a foundation for better academic outcomes and Support systems (McRae et al., 2021).

Several steps were taken to successfully administer the program, including conducting investigations and soliciting the assistance of educators specializing in special education. Enhancing parent-teacher collaboration is necessary to guide the child's progress in learning. A program that lasts six months and one year is required to find sponsors for financial assistance, such as scholarships and transportation subsidies. Additionally, a parent network and workshops are needed to build support from one another. It is also necessary for parents to have access to mental health services to improve their emotional Support, as well as have access to online education and training.

Hence, for the organization's plan to be implemented appropriately, funding is necessary to support the equipment, facilities, and a location where the program can be effectively carried out. To request financial Support from the government, a solicitation letter must be distributed with the assistance of barangay officials, social workers, and personnel from the local government unit.

The proposed mission seeks to enhance parents' lives in Tungawan with children with learning disabilities by bringing support groups and educational institutions together to create a nurturing atmosphere that promotes inclusive learning and overall development. Parental involvement, cross-sector partnerships, a nurturing environment, holistic development, and inclusive educational outcomes are all highlighted.

It is essential to elaborate on the program's mission to enhance and explain the aims and ensure that the work remains relevant and connected. Additionally, the program's objectives can be used to validate significant decisions. The presentation of a complete design of what the future state will look like and how it will operate in practice should be made to effectively converge and engage parents of children with learning disabilities to enhance educational outcomes and support systems in a vivid and relevant situation. According to Epstein, the framework of this program addresses all of the challenges parents face when dealing with students with special needs. These challenges are revealed based on findings, individual interviews, and planning the foundation for the parents to address the issues that emerge in special education and construct support systems.

Appendix A has a complete explanation of the proposed organizational framework, detailed procedure, child-find initiatives, interventions, and action plan, which covers pages 118-121. This section will provide everyone with an in-depth study of the proposed structure, highlighting the complexities of the framework's design and implementation strategy.

Furthermore, the full process explains the step-by-step procedure to be followed, ensuring clarity and precision in implementation. Child find strategies are diligently detailed, emphasizing the significance of locating and assisting every child in need. Interventions are defined and suited to individual difficulties, and the action plan outlines the timeline and milestones for implementation.

## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes previous chapters' main findings and discussions, draws Conclusions based on the research, and offers recommendations for future research and practical implications.

#### Summary of Findings

The findings from the study on the lived experiences of parents with children with learning disabilities in Tungawan, Zamboanga Sibugay, reveal several significant themes and codes related to parental engagement and involvement in their children's education and support systems.

#### 1. Lived experiences of parents with children having learning disabilities

1.1 Adaptation and guidance emerge as crucial aspects of parental efforts.

1.2 Teaching and Educational Support delves into the challenges parents face in teaching children with learning disabilities and the support systems available to them.

1.3 Community and Environmental Factors explores the impact of community support and challenges, educational disparities, and global comparisons.

1.4 Parent-teacher collaboration emphasizes parental engagement, educational emphasis, motivation, rewards, communication, and professionalism.

1.5 Daily Activities and Emotional Support highlights the significance of emotional connection and Support in daily activities.

#### 2. The primary challenges faced by parents of children with learning disabilities.

Overcoming Educational Barriers encompass financial, transportation, and time constraints.

2.1 Parental Support empowers learning and explores resource allocation and parental Support.

2.2 Overcoming setbacks enhances student performance and addresses learning disabilities and limited educational resources.

2.3 Prioritizing students' health and fostering humility delves into the social challenges faced by parents.

#### 3. Parenting strategies for children with learning disabilities and improving educational engagement.

3.1 Supportive Parenting and Positive Reinforcement reveal the importance of positive feedback, recognition, emotional Support, and encouragement.

3.2 Educational Strategies and Engagement focuses on the use of study strategies.

3.3 Parental Involvement and Collaboration explore collaboration, family inspiration, and community unity.

3.4 Utilization of Resources and Information delves into resourcefulness, cognitive engagement, and personal context as crucial elements in coping with learning disabilities.

#### 4. The organizational mission proposed for educational institutions and Support systems.

4.1 This study proposed a nonprofit organization plan to attract and involve parents of children with learning disabilities.

4.2 The goal is to improve educational outcomes and support networks for children with learning disabilities.

4.3 The proposed mission brings together support groups and educational institutions to help Tungawan parents of children with learning disabilities.



## Conclusions

The following conclusions are drawn based on the findings of the study.

1. Parents must adapt and guide their efforts to support children with learning disabilities, emphasizing resilience. Teaching challenges, community dynamics, and emotional Support highlight the complexity of parental involvement in their children's education.
2. The challenges show considerable barriers to interaction with educational institutions and Support networks. Parents have financial, transportation, and time restraints. Parents use parental participation, educational strategies, and community dynamics to overcome these issues.
3. Supportive parenting and positive reinforcement emphasize the significance of emotional Support and encouragement.
4. This study focuses on the practical methods parents use to enhance their children's learning, referred to as "Educational Strategies and Engagement."
5. The importance of collaboration, family inspiration, and community unity is highlighted in "Parental Involvement and Collaboration.
6. Utilization of Resources and Information" emphasizes the importance of resourcefulness, cognitive engagement, and personal context in addressing the challenges related to learning disabilities.

## Recommendations

The preceding sections' results lead to the subsequent suggestions for individuals and prospective researchers:

1. There is a need to implement financial assistance initiatives such as scholarships and subsidies. The importance of community dynamics in promoting community-based support initiatives, such as parent networks, workshops, and Emotional Support.
2. Enhancing parent-teacher collaboration is crucial, encompassing consistent communication channels, teacher professional development, and recognition initiatives.
3. Focus on enhancing accessibility through improving public transportation options and implementing transportation subsidies.
4. The significance of fair distribution of resources in educational institutions is to guarantee that children with learning disabilities can access essential materials and Support.
5. Workshops targeting parents should be conducted to promote the adoption of educational strategies, explicitly focusing on tailored learning techniques.
6. Need for improved accessibility of mental health services to enhance emotional Support and coping strategies.
7. Digital literacy initiatives are essential for effectively utilizing resources and information and providing training on online resources and educational applications.
8. Advocacy for policy changes specifically focused on inclusive education practices and increased funding for special education is crucial.
9. Continuous research and assessment ensure that interventions remain relevant and responsive to the community's changing needs.
10. This study could be replicated by future teacher-researchers to facilitate the development of an intervention program and setting to establish conclusive conclusions about parents of children with learning disabilities.
11. Other nearby provinces or cities may also adopt and implement the proposed program.

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