

INSTANT READER PROGRAM: A TOOL TO ENHANCE READING SKILLS AMONG PRIMARY PUPILS

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Receive in

Revised in

Accepted in

ABSTRACT

Early literacy remains a critical challenge in many public schools, particularly for non-readers in resource-limited settings, where effective remedial programs are scarce. This study assessed the effectiveness of the Instant Reader Program (IRP) in enhancing the reading skills of primary pupils at a public elementary school in the Philippines. Using a quasi-experimental one-group pretest-posttest design, 28 non-reading students participated in a 20-day structured intervention targeting phonemic awareness, word recognition, and sentence reading. Data were gathered through reading assessments, observation checklists, interviews, and teacher surveys. Quantitative results demonstrated significant improvements across all reading components, while qualitative data highlighted increased learner engagement and confidence. Despite challenges such as limited attention spans, insufficient materials, and minimal parental involvement, the findings validate the IRP as an effective remedial reading program for early learners. The study provides valuable insights for enhancing reading instruction and managing literacy initiatives in resource-limited public-school settings.

Keywords: Instant Reader Program, reading skills, remedial reading, phonemic awareness, public elementary school

INTRODUCTION

Reading is a complex, multifaceted skill that begins with the accurate and automatic decoding of print and culminates

in the construction of meaning from text (National Reading Panel, 2000 in Quimsing & Cruz, 2024). While UNESCO

classifies reading as a core component of literacy, international scholarship regards reading proficiency as a discrete, teachable competence encompassing five key components: phonological awareness, phonics, fluency, vocabulary, and comprehension (Foorman et al., 2016; Nabor & Ortega-Dela Cruz, 2022). Proficiency in these areas equips learners to access information, succeed academically, and participate fully in civic and social life.

Despite decades of global investment in literacy initiatives, a reading crisis persists. The World Bank (2022) estimates that 70% of 10-year-olds in low- and middle-income countries are unable to read and comprehend a simple text—an increase from 53% prior to the COVID-19 pandemic. Evidence indicates that learners who fail to achieve fluent, meaningful reading by the end of the primary grades rarely catch up without targeted, intensive interventions (Foorman et al., 2016; Quimsing & Cruz, 2024).

The Philippines exemplifies this global challenge. Results from the 2022 Programme for International Student Assessment (PISA) indicate that only 24% of Filipino 15-year-olds achieved the minimum proficiency level (Level 2) in reading, significantly below the OECD average of 74% (OECD, 2023). National

assessments at the early grade levels similarly reveal persistent deficits in phonemic awareness, decoding, and comprehension among Grade 1 to 3 learners (Cruz & Lopez, 2022; Gatcho & Gutierrez, 2020; Mendoza & Cruz, 2024).

Several interrelated factors contribute to these outcomes. A primary concern is the presence of instructional gaps. Many early grade teachers enter the profession with limited pre-service preparation in evidence-based reading instruction and often rely on traditional syllabication drills. These approaches do not systematically develop foundational skills such as letter–sound correspondences or higher-order comprehension strategies (Gatcho & Gutierrez, 2020; Nobles & Cruz, 2020). Moreover, systemic resource constraints—including overcrowded classrooms, abbreviated remediation periods, and limited access to leveled reading materials—further impede the delivery of differentiated reading instruction (DepEd Memorandum No. 173, 2019). These challenges were significantly exacerbated by the COVID-19 pandemic, during which extended school closures and unequal access to remote learning technologies contributed to a widening of existing learning gaps. According to the Department of Education (DepEd), early grade learners experienced the most severe

learning losses in reading during this period (Ludewig et al., 2022).

In response to these challenges, the DepEd has launched several national initiatives to accelerate reading development. *Hamon: Bawat Bata Bumabasa (3B)* and *Brigada Pagbasa* are community-supported programs that integrate structured reading remediation, parental engagement, and volunteer tutoring into school improvement plans (DepEd, 2022). Additionally, the forthcoming Learning Recovery and Continuity Plan emphasizes intensive reading interventions, teacher professional development aligned with the science of reading, and the implementation of formative assessment tools targeting the five essential components of reading.

Among locally developed interventions, the Instant Reader Program (IRP) represents a promising approach. Developed in 2001 by Veronica Q. Arioder, the IRP is a phonemic-based program that delivers explicit instruction in the sound–symbol relationships of the English language, reinforced through interactive, game-like activities (Instant Reader, n.d.). While anecdotal reports suggest effectiveness in individualized and small-group contexts, empirical research on the program’s scalability and impact within large, public-school settings

remains limited. Further evaluation is needed to assess its effectiveness in addressing systemic reading challenges at scale.

Reading proficiency remains a significant challenge among primary grade pupils in public schools in the Philippines, where school reports have noted a growing number of non-readers despite the implementation of generic reading programs. In response, the Instant Reader Program (IRP) has been adopted as a remedial intervention. However, to date, no experimental study has been conducted to evaluate its effectiveness when implemented at scale in whole remedial classes within public elementary school settings.

While the IRP has shown promise in individualized and small-group instructional contexts, empirical evidence is lacking regarding its impact on reading performance in larger, classroom-based remedial programs. Additionally, potential barriers to its effective implementation in public school environments have not been systematically explored. This study aims to address these gaps by evaluating the effectiveness of the Instant Reader Program in improving literacy skills among pupils in a remedial class at a public elementary school in Bay, Laguna, Philippines, and by identifying challenges

that may affect its implementation. Specifically, this study (i) determined the mean scores of pupils' reading literacy levels before and after the implementation of the Instant Reader program; (ii) described the learning experiences of pupils during remedial reading classes utilizing the Instant Reader program; and (iii) examined the challenges encountered in implementing the Instant Reader program during remedial classes.

The significance of this study lies in its potential contribution to Sustainable

Theoretical Framework

The *bottom-up theory* emphasizes that reading begins with mastering basic skills such as phonemic awareness, sound-letter recognition, and word decoding. According to Bintang Nadea et al. (2021), early readers benefit from this approach as it builds fluency and comprehension through systematic instruction in phonics and sound blending. In this study, many learners initially scored zero on the pretest, indicating difficulty with decoding even simple words. After the intervention, however, they demonstrated significant improvements in sound blending, letter-sound matching, and word recognition.

Pardede (2008) supports the use of phonics as a core strategy of the bottom-up approach, helping learners form words by

Development Goal 4: Quality Education, which advocates for inclusive and equitable access to quality learning opportunities for all. By generating evidence on the effectiveness of a locally developed reading intervention, this field study supports efforts to enhance foundational literacy—a critical component of lifelong learning and academic achievement. Insights from the study may also inform policy and practice in addressing early-grade reading deficits in underserved public-school contexts.

associating letters with sounds. This mirrors the Instant Reader strategy used in the study, which gradually develops reading fluency through repetition and structured practice. The findings affirm that struggling readers need explicit, step-by-step instruction to build foundational reading skills, which are essential before tackling higher-level comprehension tasks.

The *cognitive or top-down model* views reading as an active process of constructing meaning by linking text to prior knowledge and experiences (Pardede, 2008). Bintang Nadea et al. (2021) note that this approach relies on readers' schemata—mental frameworks that guide interpretation, inference, and prediction. Reading, therefore, goes beyond decoding;

it involves engaging with text through comprehension strategies.

In the study, learners progressed in understanding sentences and text meaning as they accessed more meaningful materials. This growth reflects their ability to make connections, identify main ideas, and engage critically with content—hallmarks of top-down processing. Activities such as guided discussions, making predictions, and relating texts to personal experiences supported deeper

comprehension and enhanced overall reading proficiency.

Both bottom-up and top-down theories were integral to the intervention. Foundational decoding skills (bottom-up) enabled learners to read fluently, while cognitive strategies (top-down) fostered meaningful understanding. Together, these approaches created a comprehensive framework for developing reading skills among early or struggling readers.

METHODS

Research Design

This study employed a quasi-experimental one-group pretest-posttest design to assess the effectiveness of the Instant Reader Program in improving early-grade reading skills. A single group of 28 primary school pupils was tested before and after the intervention to measure changes in reading performance. The pretest established baseline literacy levels, while the posttest evaluated gains after the intervention. This design allowed for a direct comparison of student performance and a clear assessment of the program's impact (Chiang, 2015).

Research Participants

Participants were selected through purposive sampling, targeting non-readers who stood to benefit most from structured reading support. Selection was also based on availability and willingness to participate, ensuring motivation and engagement throughout the program. The intervention lasted for approximately 20 instructional days and included targeted reading instruction using the Instant Reader strategy.

Ethical Considerations

In adherence to ethical research standards, participants were fully informed about the nature and purpose of the study, and informed consent was obtained. For

minors, assent was secured alongside parental or guardian consent. The study ensured confidentiality, with personal information securely stored and accessible only to authorized personnel. Participation was strictly voluntary, and individuals could withdraw at any time without penalty. Privacy was respected by limiting data collection to what was necessary, and any sensitive information was handled with care. The researcher observed the principles of beneficence, minimizing risks and aiming to benefit the educational community through improved reading interventions. Throughout the process, transparency and accountability were maintained to uphold ethical standards and ensure participant trust.

Instrumentation

A customized reading assessment tool, validated by a Master Teacher from the Department of Education (DepEd), was used to measure literacy development across four key areas: letter sounds, syllables, words, and sentence reading. This tool provided a clear framework for tracking students' progress in decoding and comprehension. In addition to the pre- and post-assessments, observation checklists were used to monitor student engagement and reading behavior during the sessions.

Structured interviews were conducted with selected pupils to explore their experiences, challenges, and emotional responses to the program.

To further understand implementation challenges and instructional effectiveness, teacher surveys and interviews were conducted. These combined Likert-scale items and open-ended questions, addressing factors such as material availability, student responsiveness, and support from parents or guardians.

Data Analysis

Data analysis involved both quantitative and qualitative methods. Descriptive statistics, including mean and standard deviation, were used to measure progress between the pretest and posttest. To gather feedback from young learners, a Smiley Face Rating Scale (Hall et al., n.d.) was employed, allowing pupils to express their learning experience in a developmentally appropriate way. Interview settings, such as location and time, were documented to ensure transparency and contextual accuracy (Chapter 10: Analysis of Qualitative Interview Data, n.d.). These qualitative data were analyzed using thematic analysis

to identify patterns related to motivation, participation, and learning outcomes.

RESULTS AND DISCUSSION

Pupils' Reading Literacy Levels Before and After the Implementation of the Instant Reader Program

Pre-test Results

A total of 28 pupils participated in this study. Prior to the implementation of the Instant Reader Program, a pre-test (diagnostic test) was administered to assess their reading proficiency. The results were unequivocal: all 28 pupils scored zero across all assessed reading categories, indicating a complete absence of foundational literacy skills. This confirmed that the entire group could be classified as non-readers.

The lack of phonemic awareness and word recognition revealed significant gaps in early literacy development. These foundational skills are critical for decoding text, a process emphasized by the bottom-up theory of reading. According to Pardede (2008), bottom-up reading instruction begins with smaller units—such as sounds and letters—before progressing to word recognition and comprehension. The pupils' inability to identify letter sounds or read

basic words demonstrated that they had not yet developed these essential components of reading. This underscored the urgent need for a structured, phonics-based intervention like the Instant Reader Program, which aligns with the bottom-up approach by guiding learners step-by-step through sound recognition, word formation, and eventually, reading comprehension.

Post-Test Results

After completing the intervention, the post-test results revealed significant improvement in the pupils' reading abilities across all categories. Pupils demonstrated the most substantial gain in phonemic awareness, with the average score rising to 92.26, indicating a strong ability to recognize and produce letter sounds—an essential early decoding skill.

Syllable recognition also showed notable improvement, with a mean score of 75.00, suggesting that learners had developed a clearer understanding of how words are constructed from syllables. In terms of word recognition, both Filipino and English scores increased significantly,

with post-test means of 58.04 and 62.50, respectively. These results suggest that pupils were now able to identify and read commonly used words in both languages with increasing confidence and accuracy.

Although scores in sentence reading and comprehension were lower than in other areas, there was still measurable progress. The mean scores reached 33.33 in Filipino and 36.90 in English, reflecting the pupils' early development in constructing meaning from full sentences—a key goal of the top-down reading process.

Overall, the pupils' average post-test score rose to 59.67, a substantial improvement from the pre-test results, where all scores were zero. These outcomes demonstrate that the Instant Reader Program effectively addressed the pupils' foundational literacy needs, moving them from non-readers toward becoming emergent readers. The gains are further illustrated in Figures 1 and 2, which show category-specific and overall improvements in reading performance.

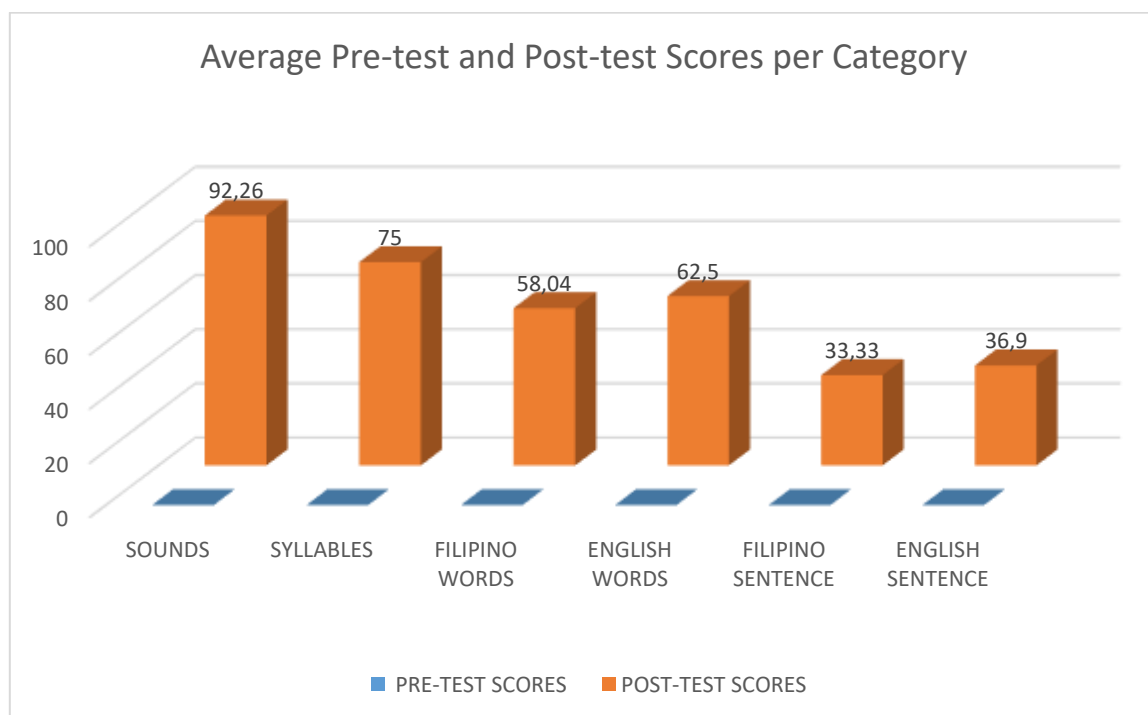


Figure 1. Pretest and Posttest comparison per Category

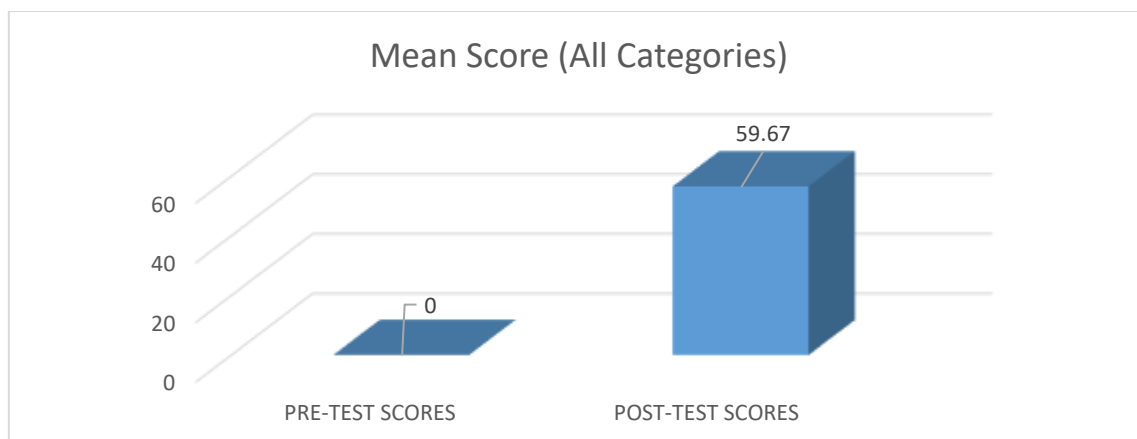


Figure 2. Pretest and Posttest comparison (Mean of all categories)

This progression—from recognizing letter sounds and syllables to reading whole words and constructing sentences—reflects the principles of the bottom-up theory of reading, which emphasizes building literacy skills from the most basic units of language toward more complex structures. Mastery of lower-level components, such as phonemic awareness and syllable recognition, forms the foundation for fluency and comprehension (Bintang Nadea et al., 2021). At the same time, the results also align with the top-down theory of reading, which underscores the importance of the reader's cognitive engagement and prior knowledge. As students gained confidence in decoding, they were better able to make sense of text by drawing on their own experiences and background knowledge. This active process of constructing meaning, as described by Pardede (2008), supports the development

of comprehension skills and helps explain the improvement observed in sentence-level understanding and overall reading performance. Together, the two theories offer a comprehensive explanation for the pupils' literacy gains, showing that both foundational decoding and cognitive processing are essential for effective reading development.

Pupils' Learning Experiences with the Instant Reader Program

The learning experiences of pupils who participated in the Instant Reader Program were examined through responses to seven guided questions, which were analyzed using thematic analysis. This method allowed the researcher to identify recurring patterns, perceptions, and behaviors that reflected how pupils engaged with and benefited from the program.

Learning Experience with the Instant Reader Program

Most pupils consistently described their learning experience as enjoyable, engaging, and highly beneficial. The use of visual aids, phonics-based activities, and storytelling captured their interest and made reading instruction more accessible. One pupil notably remarked, “Ma’am, marunong na po ako bumasa, hindi na po ako pagtatawanan ng mga classmates ko!” (“Ma’am, I already know how to read; my classmates won’t laugh at me anymore!”), indicating not only improved literacy but also increased self-esteem. This supports the Instant Reader Program’s objective of making reading instruction fun, structured, and emotionally supportive (The Instant Reader Method, n.d.).

Effectiveness of the Program in Teaching Reading

The program was viewed as highly effective. Out of 28 pupils, 24 rated it as "Sobrang Nakakatulong" ("Extremely Helpful"), with none expressing dissatisfaction. Pupils credited the program with helping them better understand letters, sounds, and words. This affirms the value of systematic phonics instruction, which, as Liben (2016) and Nabor and Ortega-Dela

Cruz (2022) emphasize, strengthens decoding and word recognition.

Usefulness of Activities and Exercises

The pupils responded positively to the activities and drills provided. Twenty-three pupils found the exercises helpful in reinforcing their reading skills, while five gave neutral responses. No negative feedback was recorded. These results suggest that the activities were well-received and contributed to skill retention. However, incorporating more diverse or differentiated tasks could further address varied learning styles and preferences (Goa Yotta, 2023; Torres & Ortega-Dela Cruz, 2024).

Importance of Instructional Materials

The instructional materials were seen as vital to the program’s success. Twenty-six pupils praised the materials, particularly those with visual and interactive features. Only three provided neutral feedback. These materials enhanced pupils’ phonemic awareness, syllable recognition, and sentence formation skills. As students gained familiarity with the materials, their reading confidence grew, underscoring the importance of quality resources in structured literacy instruction (Liben, 2016,

Mendoza & Cruz, 2024; Nabor & Ortega-Dela Cruz, 2022; Quimsing & Cruz, 2024).

Self-Perceived Reading Skills After the Program

All pupils reported noticeable improvement in their reading ability after the program. They shared that they could now read aloud, recognize letters, and comprehend simple words and sentences. This self-reported progress reflects both skill development and growing confidence. It also illustrates the influence of the top-down reading theory, wherein increased vocabulary and background knowledge support deeper comprehension and fluency (Pardede, 2008).

Teaching Effectiveness

Teacher effectiveness emerged as a significant factor. Twenty-seven pupils praised their teacher's clarity, patience, and encouragement. Only one pupil responded neutrally. The teacher's ability to create a supportive learning environment and adapt instruction to students' needs was viewed as critical to the program's success. This aligns with Kennedy's (2015) and Cruz's (2016) findings that teacher quality and instructional delivery are key drivers of student success in literacy interventions.

Time Allotted for the Program

Regarding the program's duration, 27 pupils felt that the time allocated for each session and the overall length of the program were sufficient. They appreciated the structure and pacing, which helped them stay focused and retain what they had learned. One neutral response suggests that extending the sessions or program duration might benefit some learners, particularly those who need more time to internalize concepts. This highlights the importance of balancing instructional pacing with learners' individual progress.

alphabetically ordered (Anjaniputra, 2013; Bialik, 2015). Referencing up to five authors needs to write all the names in the first citation (Author1, Author2, Author3, Author4 & Author5, 2017), and

subsequently write the first author et al. followed by year (Author1 et al., 2017). Do not use footnotes.

Table 1. Summary of Pupils' Experiences during the Instant Reader Program

Questions	Sobrang Nakakatulong (Extremely Helpful)	%	Nakakatulong (Helpful)	%	TOTAL
Paano mo ilarawan ang iyong karanasan sa pag-aaral gamit ang Instant Reader Program? (How would you describe your learning experience using the Instant Reader Program?)	28	100%	0	0%	28
Sa iyong palagay, gaano kahusay ang Instant Reader Program sa pagtuturo ng pagbabasa? (In your opinion, how effective is the Instant Reader Program in teaching reading?)	24	85.70%	4	14.30%	28
Ano ang iyong opinyon ukol sa mga gawain at pagsasanay sa loob ng Instant Reader Program? (What is your opinion about the activities and exercises in the Instant Reader Program?)	23	82.10%	5	%	28
Sa iyong palagay, gaano kahalaga ang mga pangaral at materyales na ibinibigay sa iyo sa pag-aaral? (In your view, how important are the lessons and materials provided to you in your learning?)	26	92.80%	2	7.20%	28
Paano mo inilalarawan ang iyong kasanayan sa pagbasa pagkatapos ng pagtatapos ng Instant Reader Program? (How would you describe your reading skills after completing the Instant Reader Program?)	28	100%	0	0%	28
Gaano kahusay ang iyong guro sa pagtuturo ng Instant Reader Program? (How	27	96.40%	1	3.60%	28

effective was your teacher in delivering the Instant Reader Program?)

Ano ang iyong damdamin tungkol sa oras na inilalaan para sa Instant Reader Program? (How do you feel about the time allocated for the Instant Reader Program?)

27 96.40% 1 3.60% 28

Sa iyong opinyon, gaano nakakatulong ang Instant Reader Program sa iyong pangkalahatang pag-unlad? (In your opinion, how helpful was the Instant Reader Program to your overall development?)

27 96.40% 1 3.60% 28

Paano mo ilalarawan ang kahalagahan ng Instant Reader Program sa iyong pag-aaral? (How would you describe the importance of the Instant Reader Program in your learning?)

24 85.70% 4 14.30% 28

Sa pangkalahatan, paano mo i-evaluate ang iyong buong karanasan sa Instant Reader Program? (Overall, how would you evaluate your entire experience with the Instant Reader Program?)

25 89.30% 3 10.70% 28

Note: Columns for *Hindi Tiyak* (Uncertain/Not Sure), *Hindi Nakakatulong* (Not Helpful), and *Sobrang Hindi Nakakatulong* (Extremely Not Helpful) were omitted because of no response.

Challenges in Implementing the Instant Reader Program

While the Instant Reader Program was largely effective in helping students develop foundational reading skills, several challenges emerged during its implementation. A thematic analysis of teacher observations and student feedback revealed three primary categories of difficulty: (1) Student Behavior, (2) Student

Ability, and (3) External Factors. These themes reflect specific obstacles that affected the delivery and overall effectiveness of the program within a remedial classroom setting.

Challenges Related to Student Behavior

Attention Difficulties and Lack of Focus. A recurring challenge was maintaining pupils' attention throughout the reading sessions. Younger learners, in particular, often

struggled to stay focused, frequently becoming distracted by their environment, peers, or extended periods of seated instruction. These attention lapses disrupted the flow of teaching and limited the students' ability to absorb new content. Teachers reported having to adjust instructional strategies—incorporating games, movement breaks, and shorter tasks—to maintain engagement. However, despite these efforts, attention-related issues persisted.

This finding aligns with the work of Morgan et al. (2015) and Torres and Ortega-Dela Cruz (2024), who emphasized that student engagement in literacy instruction is highly dependent on the use of interactive and varied teaching strategies. Similarly, Renandya et al. (2020) noted that sustained focus in reading activities is particularly difficult for early learners without adaptive, learner-centered methods. Mulyani et al. (2022) further support this, highlighting the need for differentiated instruction to accommodate diverse learner behaviors in early reading interventions.

Behavioral Disruptions. Some pupils exhibited disruptive behaviors, especially during multimedia-based activities. While videos and animations were included to enhance motivation and illustrate phonics concepts, these sometimes-overstimulated

students, leading to increased noise and classroom disorder. Teachers had to frequently pause or modify lessons to regain control, which affected instructional time and learning outcomes.

These behavioral disruptions underscore the balance educators must strike between engagement and structure in remedial settings. Literature by Mulyani et al. (2022), Renandya et al. (2020) and Quimsing and Cruz (2024) emphasize that while multimedia tools can be powerful motivators, they must be strategically managed to prevent overstimulation and ensure that learning remains focused.

Challenges Related to Student Ability

Difficulties Among Non-Native English Speakers. Several pupils struggled with phonemic pronunciation and decoding, particularly those from homes where English was not the primary language. Certain English sounds—especially diphthongs and consonant blends—were unfamiliar and challenging to articulate, affecting fluency development. Sagung and Yowani (2021) observed similar difficulties among non-native learners, noting that unfamiliar sound patterns, grammar rules, and vocabulary structures can hinder the acquisition of early reading skills in English.

These language-based challenges slowed students' progress and necessitated more individualized instruction and repeated exposure to foundational concepts such as letter-sound correspondence and blending.

Low Topic Retention. Another significant challenge was limited retention of previously taught concepts. Many pupils required repeated instruction in basic reading elements—such as letter recognition, phoneme blending, and syllable construction—before demonstrating mastery. This slow progress suggested weak phonological awareness and short-term memory issues, which are common among struggling readers.

Nabor and Ortega- Dela Cruz (2022), Tomas et al. (2021), Bolhan and Ismail (2024) discuss this in the context of early literacy development, stressing that children with limited exposure to reading prior to formal instruction often show difficulty retaining and applying skills unless reinforced consistently. This points to the importance of daily, repetitive practice and scaffolded instruction in remedial literacy programs.

Challenges Related to External Factors

Lack of Materials and Resources. A number of students arrived at class without basic school supplies such as pencils, notebooks,

or printed handouts. This issue was particularly pronounced among children from low-income families, many of whom lacked access to books and literacy tools at home. The absence of these materials reduced opportunities for independent practice and limited their full participation in lessons.

This mirrors findings from Idulog et al. (2023) and Quimsing and Cruz (2024), who emphasized that the availability of adequate learning resources is a critical factor in reading development. Students from under-resourced communities often face additional barriers not because of ability but due to the lack of essential tools that support literacy growth.

Limited Support at Home. One of the most pressing external challenges was the lack of academic support at home. Many parents were unavailable due to work obligations or lacked the literacy skills necessary to assist their children. As a result, students had minimal opportunities to review lessons or practice reading outside school hours, slowing their progress and weakening retention.

This challenge reflects findings by Tomas et al. (2021), who argue that home literacy environments play a central role in reading success. Without reinforcement at home,

gains made in school are harder to sustain, particularly for struggling readers.

CONCLUSIONS

This study affirms the effectiveness of the Instant Reader Program (IRP) in developing foundational reading skills among primary school pupils, especially those identified as non-readers. Over a 20-day intervention period, participants demonstrated significant improvements in phonemic awareness, syllable recognition, and word decoding in both Filipino and English. While sentence reading showed more modest progress, the overall results underscore the strength of the program's phonics-based approach. These findings support the growing body of evidence that structured and interactive reading interventions are essential in helping struggling readers, particularly in multilingual and resource-constrained educational settings.

Despite these successes, several challenges emerged during implementation. These included student attention difficulties, behavioral disruptions, varying levels of reading readiness, and external factors such as limited home support and lack of materials. Addressing these issues is crucial to sustaining progress and ensuring long-term literacy gains. Future studies should explore the retention of reading skills

beyond the intervention and assess how community and parental involvement can enhance outcomes. Additionally, more research is needed on managing classroom behaviors and attention spans, as these directly impact the effectiveness of remedial programs.

To maximize the benefits of the IRP, pupils should be encouraged to engage actively in reading activities, both in class and at home. Parents play a vital role in reinforcing reading habits outside the classroom and should be involved through simple routines and regular communication with teachers. Teachers, as central figures in the intervention, need ongoing training in phonics-based instruction, differentiated teaching strategies, and behavior management. The use of engaging tools, such as games, storytelling, and technology, can help maintain student interest and accommodate diverse learning needs.

School leaders must support literacy initiatives by allocating resources, ensuring access to materials, and monitoring progress systematically. Establishing reading-friendly spaces and involving families and communities in reading programs can

amplify the program's impact. Curriculum developers are encouraged to integrate structured reading programs like IRP into the early grade curriculum, starting in kindergarten, and to create flexible, bilingual learning materials suitable for different classroom contexts.

Future researchers are invited to build on this study by investigating the long-term effects of the IRP, comparing it with other

ACKNOWLEDGEMENT

The authors would like to extend sincerest gratitude to all participants who contributed to this study. Special thanks to Drs. Maria Ana T. Quimbo and Evelie P. Serrano for their valuable feedback on the original manuscript.

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literacy programs, and exploring how technology or blended approaches can enhance reading instruction in various educational settings. Continued research into classroom management and learner engagement will further strengthen the practical application of interventions designed to support non-readers and improve literacy rates across primary education.

AUTHOR CONTRIBUTION STATEMENT

First Author (MAMA): Literature review, conceptualization, methodology, data analysis, original manuscript preparation

Second/Corresponding Author (RAOD): review-editing and writing, journal article preparation.

Journal of Academic Research in Business and Social Sciences, 14(12).
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