

# Enhancing Reading Proficiency through Ireap: An Intervention Program's Acceptability and Effectiveness

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## Abstract

Reading proficiency is a vital determinant of academic success that requires targeted interventions to address literacy gaps among elementary learners. This study assesses the effectiveness and acceptability of the Intensified Reading through Active Participation (IReAP) intervention program in improving reading proficiency. Utilizing a descriptive-evaluative research design, the study explores the extent of program implementation and its influence on key reading skills. Data were gathered from district supervisors, school heads, master teachers, classroom teachers, and learners, with statistical analyses including mean, standard deviation, t-test, and one-way Analysis of Variance (ANOVA) in interpreting findings. Results reveal that the IReAP program was highly implemented, indicating strong teacher commitment and active learner participation. Stakeholder perceptions, comprising those of school administrators and educators, showed no statistically significant differences, denoting a collective agreement on the program's effectiveness. Notably, learners demonstrated substantial gains in reading proficiency, with significant improvements in phonemic awareness, word recognition, and reading accuracy. Among these, phonemic awareness displayed the most substantial progress, which validates the efficacy of the program in developing fundamental literacy skills. The findings assert that IReAP is a highly effective reading intervention, indicative of the essential role of parental and community involvement in literacy development. Given its success, the study recommends program replication across other schools, with an emphasis on integrating interactive, evidence-based reading strategies to sustain long-term literacy advancement.

Keywords: reading proficiency, reading intervention, IReAP program, phonemic awareness, word recognition, reading accuracy, literacy development.

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## I. INTRODUCTION

### Background of the Study

The ability to read proficiently is a fundamental prerequisite for academic success and lifelong learning. Nonetheless, despite the Department of Education's (DepEd) long-standing commitment to eradicating illiteracy through the *Every Child a Reader Program (ECARP)*, the issue of addressing non-readers and struggling readers persists. As a response, schools have been given the authority to carry out localized reading

interventions that support national efforts to foster literacy development. This initiative is particularly crucial in advancing the objectives of Sustainable Development Goal (SDG) 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (United Nations, 2023). Ensuring that learners acquire essential literacy skills at an early stage is basic in achieving this global mandate.

Notwithstanding the explosion of reading programs, improving reading proficiency stays a critical challenge for educators. Effective reading instruction compels structured, evidence-based

interventions tailored to the specific needs of non-readers and struggling readers (Merto, 2019). Furthermore, research highlights the importance of fostering student engagement in reading activities, as active participation in structured interventions significantly enhances literacy outcomes (Alenizi, 2019). Schools play a pivotal role in sustaining these initiatives, and their continued pursuit of effective reading programs contributes substantially to national literacy development (Ladines, 2022).

However, national reading assessments undertaken among first to fourth graders suggest a decline in oral reading fluency and accuracy, raising concerns about the long-term implications of low literacy rates (Spector, 2021). Alarming, studies disclose that 75% of children who fail to overcome reading difficulties by Grade 3 struggle to achieve academic success in later years (Betkowski, 2020).

The presence of at-risk readers has been identified as a major contributing factor to low academic achievement (Chi, 2023). Addressing these literacy gaps requires the systematic implementation and evaluation of reading interventions that can effectively support struggling learners (Adapon & Mangila, 2020).

Recent statistics underscore the urgency of implementing targeted interventions, as merely 37% of fourth-grade learners have achieved the desired proficiency level in reading (Parker, 2020). Despite these concerning figures, there remains a gap in research on the adoption and effectiveness of localized reading programs such as Intensified Reading through Active Participation (IReAP), particularly in the East Isulan District, where Bonita Elementary School has yet to assess a structured intervention for addressing literacy deficiencies among its students.

Elementary Schools', reading proficiency levels are assessed using the Philippine Informal Reading Inventory (Phil-IRI) and the recent Comprehensive Rapid Literacy Assessment (CRLA). As of 2023, 27% of students require a literacy refresher, while 17% of learners in Grades 4 and 5 are classified as struggling readers (PHIL-IRI, 2023; District Data, 2023). These findings highlight the need for a structured intervention to support non-readers and struggling readers in bridging their literacy gaps.

To address these concerns, the school adopted *IReAP*. This is a reading intervention program intended to equip teachers with structured instructional strategies aimed at improving students' reading proficiency. The program supplements regular classroom instruction by providing targeted interventions tailored to learners' specific needs. Evaluating the effectiveness of *IReAP* is therefore necessary to determine its impact on improving and sustaining literacy skills.

This study was undertaken to assess the effectiveness and acceptability of *IReAP* in enhancing the reading performance of non-readers and struggling readers at Bonita Elementary School. By systematically evaluating the outcomes of this localized reading intervention, the study seeks to provide empirical evidence on its effectiveness while contributing to the broader discourse on literacy development. Moreover, the research aligns with SDG 4's vision of ensuring inclusive and equitable quality education, as it stresses the importance of literacy as a foundation for lifelong learning. By bridging the literacy gap among early-grade learners, this study aims to support efforts toward achieving national and global education targets.

### **Theoretical Framework of the Study**

David Kolb's experiential learning theory emphasized the value of active, hands-on participation in the learning process. Students who actively participated in class activities had the opportunity to solve problems, reflect on their experiences, and apply theoretical knowledge in practical settings. This encouraged conceptual retention and deeper learning (Kolb, 2014).

In cognizance of this, the Theory of Action (Stanovich, 1988) offered a coherent, well-organized collection of principles to direct the educational system's planned activities in order to produce the anticipated outcomes. It was a coherent set of statements that explained how change would result in better practices. Learning to read was a complex and intricate process that required numerous essential steps. The incorporation of the Theory of Action's principles into the reading process by establishing a methodical and structured approach assisted students' literacy development, encouraged collaboration, and consistently

enhanced instructional practices to improve reading abilities.

Moreover, the Theory of Action supported the phonological approach, explaining that the primary reason for reading difficulties lay at the phonological level. The development of phonological awareness was essential in the numerous aspects of reading development since it was defined as the ability to work with sounds in spoken language. It also prepared the reader for word reading, blending, and decoding, and strengthened spelling, fluency, vocabulary, and comprehension—skills which laid a solid foundation for general reading success (Lipson & Wixson, 2014).

Phonemic awareness was a sub-skill of phonological awareness. It was the ability to identify, say, and manipulate the smallest sounds in words (phonemes). Young children who were still developing their language skills occasionally struggled with sound sequencing. Hearing the sounds and patterns that made up words was crucial for children's reading development. Children had to be aware of how sounds were represented by letters. Learners without a strong phonemic awareness foundation did not know what the letters stood for. Studies revealed that, in contrast to their classmates, pupils who struggled to read or who were at risk of struggling to read exhibited a lack of phonemic awareness.

The pillars of teaching reading provided a comprehensive foundation for teaching reading and were often integrated into effective reading programs. These included phonemic awareness, phonics, vocabulary, fluency, and comprehension. A Theory of Action was applied when these sets of pillars, which were the logical chain of principles, were connected, leading to improved practices and desired outcomes. Every element was essential to the development of strong reading abilities, and teachers who comprehended and applied these pillars to their teaching increased the likelihood that their pupils would acquire proficient reading skills. However, it was also important to “connect the right dots” to achieve better results. Phonemic awareness was one of the basic reading skills learners had to master first, as it was the primary pillar in teaching reading (Wesed, 2014).

Meanwhile, to ensure the quality of reading intervention, the researcher utilized the program

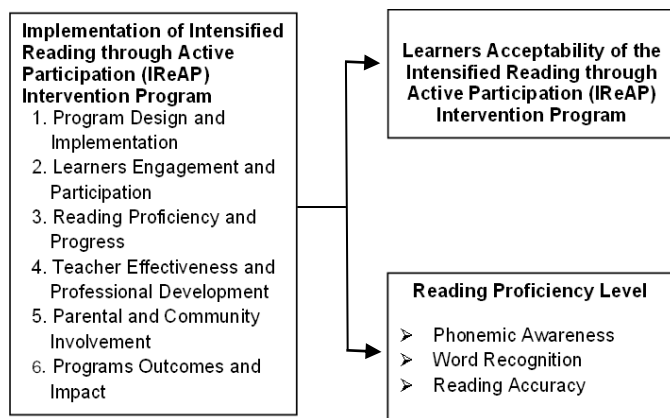
geared toward and established by the Reading Excellence Act (1998), which laid down the six potential criteria for evaluating reading-based initiatives and interventions. The criteria aligned with such frameworks: (a) Program Design and Implementation, which was a framework that emphasized the importance of a structured program with clear objectives, scientifically based instructional methods, and effective use of resources; (b) Student Engagement and Participation, or the engagement metrics and participation rates that were critical in evaluating how well the program attracted and maintained student interest; and (c) Reading Proficiency and Progress, which was a framework like Reading First that focused on measurable student outcomes, using assessments to track reading proficiency and progress over time.

Further, (d) Teacher Effectiveness and Professional Development was considered, where evaluation criteria included the effectiveness of teachers, the quality of instruction, and the availability of ongoing professional development opportunities; (e) Parental and Community Involvement, which discussed that effective programs often involved parents and the community, recognizing the role of external support in student success; and lastly, (f) Program Outcomes and Impact, where the overall program impact was assessed through student achievement, long-term literacy rates, and other indicators of success.

These criteria were vital in the administration of this study. They served as the backbone or anchorage of the study in terms of the concepts on which the intervention program relied.

The conceptual framework presented in Figure 1 implementation of the Intensified Reading and Active Participation (IReAP) intervention program, together with the learners' acceptability of the IReAP intervention program, served as the independent variable. Meanwhile, the learners' reading proficiency level in terms of phonemic awareness, word recognition, and reading accuracy was considered the dependent variable.

**Figure 1**  
**Conceptual Framework**



### Research Questions

This research specifically answered the following questions:

1. What is the extent of IReAP implementation in terms of:
  - 1.1. program design and implementation;
  - 1.2. learners' engagement and participation;
  - 1.3. reading proficiency and progress;
  - 1.4. teacher effectiveness and professional development;
  - 1.5. parental and community involvement; and
  - 1.6. programs outcomes and impact?
2. What is the level of acceptability of the learners on the IReAP as a reading intervention?
3. What is the status of learners' reading proficiency before and after the IReAP implementation in terms of:
  - 3.1. phonemic awareness;
  - 3.2. word recognition; and
  - 3.3. reading accuracy ?
4. Is there a significant difference between the status of learners' reading proficiency level before and after the IReAP implementation?
5. Is there a significant difference in the IReAP Implementation as perceived by the District Supervisor, School Head, Master Teachers and Teachers?

### Review of Related Literature

Political and educational mandates have significantly influenced the implementation of reading programs aimed at improving student

literacy outcomes, with policies prioritizing evidence-based instruction and benchmark assessments as tools for evaluating reading achievement (Estremera, 2024). Reading interventions, particularly those emphasizing early literacy skills such as phonemic awareness, vocabulary acquisition, and print knowledge, are considered foundational for long-term reading success (Snow, Burns, & Griffin, 2020). These interventions are most effective when they incorporate explicit instruction, individualized support, and continuous assessment tailored to meet the diverse needs of learners, thereby enhancing fluency, comprehension, and decoding skills (Banditvilai, 2020). Furthermore, strategies like the use of context clues have been found to promote reading comprehension and vocabulary development by enabling students to infer word meanings and deepen their understanding of texts. Collectively, these findings underscore the importance of well-structured, research-informed reading interventions in fostering literacy growth, particularly among struggling readers.

Reading remains a cornerstone of educational success, influencing learners' ability to comprehend, analyze, and engage with content across all subjects. Recent studies emphasize the urgent need for responsive and evidence-based reading interventions, particularly for early grade learners struggling with decoding, fluency, and comprehension. According to Mejala (2024), reading therapy exercises such as phonological awareness, word recognition, and comprehension strategies are vital for developing foundational literacy among struggling readers. These findings align with Gulay and Pontillas (2024), who highlight the importance of reading engagement in motivating learners and fostering deeper comprehension. Moreover, Dinoro et al. (2023) observed that many Grade 1 learners experience difficulties blending phonemes and recognizing sight words, revealing gaps in foundational instruction and a need for targeted phonics-based interventions. Collectively, these recent findings underscore the importance of structured, engaging, and individualized reading programs that cater to learners' developmental needs and promote sustained reading growth.

## II. METHODOLOGY

### Research Design

A descriptive-evaluative research design was used to evaluate the effectiveness of Intensified Reading through Active Participation (IReAP) intervention program, acceptability and reading proficiency level of elementary school learners. Descriptive method was important because it described the characteristics of the population or the phenomena that are studied. It gives emphasis more on what of the research subject rather than the why of the research subject (Baht, 2020).

Also, evaluative research design assessed Intensified Reading through Active Participation (IReAP) as a reading intervention program by the District Supervisor, Master Teachers and teachers. According to Arifin et al. (2022), evaluation research is a research that has an aim to provide information and assessment for the power or strength of a program, seen from its effectiveness, cost, device and quality. For instance, in this study was the implementation of the Intensified Reading through Active Participation (IReAP).

### Scope and Limitations of the Study

This study focused on the implementation of the Intensified Reading through Active Participation (IReAP) intervention program and grades 1-6 reading proficiency level in Bonita Elementary School. The implementation of the IReAP intervention program focused on program design and implementation, learners' engagement and participation, reading proficiency and progress, teacher effectiveness and professional development, parental and community involvement, and programs outcomes and impact. The proficiency level of grades 1 to 6 focused on the post-test scores gained at the end of school year 2024-2025. This study looked into the acceptability of the learners on the IReAP as a reading intervention.

The researcher was directed to the district supervisor, school head, master teachers, teacher-implementer and grades 1 to 3 non-grade ready learners or in the proficiency level of full refresher, moderate refresher and light refresher based on CRLA result, while the Grades 4 to 6 determined as non-reader based on Phil-IRI result. Grade 4 to 6 non-readers are those learners who have not achieved the level of reading skills expected for their respective grade level. Their reading

capabilities are instead aligned with what was expected of grade 1, 2 and 3 learners.

Additionally, it was limited in the development and assessment of learners' reading skills in the Filipino language. Based on the K-12 curriculum, it is important for children to first master the primary language or Language 1 (L1), before advancing to the acquisition of a second language (L2) (DepEd, 2013). Mastery of L1 provided a crucial foundation for cognitive development, literacy skills, and academic success. A strong grasp of the first language helps learners develop essential skills in reading, which aid in learning a second language. Gathering of data was conducted during the school year 2024-2025.

### Operational definition

*Acceptability* refers to the acceptance, adequacy and satisfaction of learners, teachers and school head on the implementation and assessment of

Intensified Reading through Active Participation (IReAP) intervention program and its effect on the reading performance of non- and struggling learners.

*Active participation* refers to the engagement of students in learning activities that require them to be actively involved, contribute, and interact with the material being presented.

*Comprehensive Rapid Literacy Assessment (CRLA)* refers to a standardized diagnostic tool designed to efficiently assess and classify the reading proficiency levels of students in Grades 1 to 3, enabling educators to identify literacy strengths and challenges and implement targeted instructional interventions to support early reading development.

*Every Child A Reader Program (ECARP)* refers to a national initiative by the Philippine Department of Education (DepEd) designed to ensure that all Filipino children develop grade level reading proficiency through structured interventions and instructional support.

*Intensified learning* it is a teaching strategy that aims to improve learners' performance by enhancing the extent, gravity, and intricacy of learning experiences.

*Intervention program* refers to a targeted and structured approach designed to provide additional support, instruction, or resources to help students

overcome academic challenges, improve specific skills, or address learning difficulties.

*Full Refresher* refers to a classification used to identify learners who require direct instruction and significant support in reading.

*Grade ready* refers to learners in Grades 1 to 6, who demonstrate reading ability aligned with his grade level standard.

*Graders* refer to the learners or classes from grades 4 to 6 enrolled at Bonita Elementary School.

*Light refresher* refers to learners in Grades 1 to 6, who need to practice reading texts with his grade level to improve word recognition and accuracy.

*Moderate refresher* refers to learners in Grades 1 to 6, who need to practice reading texts with his grade level but to be given religious intervention on phonics patterns.

*Non-readers* refers to learners in Grades 4 to 6, who have not achieved the level of reading skills expected for their respective grade level which their reading capabilities are instead aligned with what is expected of grade 1, 2 and 3 learners.

*Parental and community involvement* refers to the effectivity of the programs often involve parents and the community, recognizing the role of external support in student success.

*Philippine Informal Reading Inventory (Phil-IRI)* refers to a standardized assessment tool used to evaluate the reading abilities of learners in Grades 4 to 6, specifically in oral reading, silent reading, and comprehension, aiding educators in designing appropriate reading instruction and intervention strategies.

*Phonemic Awareness* it is the ability to hear and manipulate the sounds in spoken words, and the understanding that spoken words and syllables are made up of sequences of speech sounds among the struggling readers of Grades 1 to 6 after the implementation of the Intensified Reading through Active Participation (IReAP) intervention program.

*Program design and implementation* refers to the importance of a structured program with clear objectives, scientifically based instructional methods, and effective use of resources.

*Program outcomes and impact* refers to the overall program impact assessed through student achievement, long-term literacy rates, and other indicators of success

*Reading Accuracy* refers to how many words non-grade ready learners can reads correctly after the

implementation of the Intensified Reading through Active Participation (IReAP) intervention program.

*Reading proficiency* refers to the difference of the level of reading skills of non-readers in phonemic awareness, word recognition and reading accuracy as indicated in the CRLA result before and after the intervention program.

*Reading proficiency and progress* refers to the measurable learners' outcomes, using assessments to track reading proficiency and progress over time.

*Reading skills* refers to a set of skills that develop the learners understanding and knowledge of print concepts in each category of phonological awareness, phonics and word recognition, word composition (spelling), accuracy and fluency.

*Student engagement and participation* refers to how well the program attracts and maintains student interest.

*Teacher effectiveness and professional development* refers to the effectiveness of teachers, the quality of instruction, and the availability of ongoing professional development opportunities.

*Intensified Reading through Active Participation (IReAP)* refers to a reading program intervention at Bonita Elementary School anchored to the National Reading Program that is implemented to help non-readers become skilled in reading and advance to the instructional or independent level.

*Word recognition* refers to the fluency of speech, which is the basis of spoken language comprehension, and the development of automatic word recognition among the struggling readers after the implementation of the Intensified Reading through Active Participation (IReAP) intervention program.

### **Local of the Study**

This study was conducted at Bonita Elementary School, East Isulan District located in Sampao, Isulan, Sultan Kudarat. Based on its offered curriculum, Bonita Elementary School is a full elementary school with thirteen teachers accepting enrollees from kindergarten to grade six. The school is classified as a small school according to its population size.

Topographically, the school is located in areas with terrain and landscapes that are easily accessible by all modes of transportation. The land is primarily agricultural, with the majority of the

population being Ilonggos who work as farmers. The researcher chooses the setting of the study because she found out that like many public schools in the Philippines, Bonita Elementary School is facing challenges in the reading proficiency of the learners. Specifically, in the reading performance of its learners, based on the existing CRLA and Phil-IRI results.

### **Respondents of the study**

The respondents of this study were District Supervisor, School Head, Master Teacher, teacher-implementers and grades 1 to 6 learners. The District Supervisor, school heads, master teachers and teacher-implementer were all regular employees according to the plantilla items. The researcher considered a population of one (1) district supervisor of Isulan District, one (1) school head, one (1) master teacher and ten (10) teacher implementers from Bonita Elementary School who served as evaluators of the IReAP implementation.

At the same time, twenty-five (25) learners from grades 1 to 3, who were identified as full, moderate, and light refreshers based on the conducted CRLA assessments and five (5) learners from grade 4 to 6, determined as non-reader based on Phil-IRI result. Grade 4 to 6 non-readers are learners who have not acquired the necessary reading skills appropriate for their current grade level. Instead, their reading abilities are comparable to those expected of learners in grade 1, 2 and 3. This means that despite being at a higher grade level, these learners exhibit reading proficiency similar to that of younger learners in the early stages.

The learners took the CRLA before and after the Intensified Reading through Active Participation (IReAP) intervention program to validate the effectiveness of the program. This assessment is critical in identifying learners' reading proficiency levels and guiding targeted intervention strategies. According to DepEd Order No. 21, s. 2019, literacy assessments play a vital role in improving reading skills among early graders.

### **Sampling Technique**

The researcher utilized the complete enumeration or census sampling to all of the respondents due to their limited number. This

technique was applied to the District Supervisor, Master Teacher and teachers as well as the learners.

One of the main advantages of complete enumeration is its accuracy. Since data was collected from every member of the population, there is no sampling error, and the results are guaranteed to be representative of the entire population (Lavrakas, 2008). This makes total enumeration an ideal method for situations where a high level of accuracy is required. Additionally, total enumeration can provide a wealth of detailed information about a population, making it useful for research and planning purposes.

### **Data Gathering Instruments**

The study employed three sets of data-gathering instruments to comprehensively assess the implementation and effectiveness of the IReAP intervention program. The primary tool was a survey questionnaire designed to collect data on the program's execution. Two distinct versions of the questionnaire were developed: one for program evaluators and another for teacher-implementers. These questionnaires were administered in three phases; that is, beginning, mid-phase, and last phase, where teachers, serving as implementers, were evaluated based on their execution of the program. To ensure a thorough assessment, district supervisors, school heads, and master teachers were requested to evaluate the teacher-implementers. Additionally, teacher-implementers conducted self-assessments through the survey to monitor the progression of their instructional practices and learning experiences while implementing the program. The survey tool was developed in alignment with the Reading Excellence Act (1998) and comprised six key indicators: program design and implementation, learner engagement and participation, reading proficiency and progress, teacher effectiveness and professional development, parental and community involvement, and overall program outcomes and impact. A 5-point Likert scale was utilized, where 5 corresponded to Strongly Agree, 4 to Agree, 3 to Moderately Agree, 2 to Disagree, and 1 to Strongly Disagree. This questionnaire was administered to administrators, master teachers, and teacher-implementers.

A second survey questionnaire was employed to evaluate learners' acceptability of the IReAP intervention program, following the

framework established by Horner et al. (2005). Comprising eight items, this questionnaire was designed to gauge learners' perceptions, satisfaction, and engagement with the program. Furthermore, it sought to gather insights for potential refinements and adjustments to better align with learners' reading needs and preferences. To determine the level of acceptability of the program among learners, a 5-point Likert scale was utilized, where 5 represented "All the Time," 4 "Always," 3 "Sometimes," 2 "Seldom," and 1 "Never."

The third instrument, the Comprehensive Rapid Literacy Assessment (CRLA), served as the primary tool for assessing learners' reading proficiency, focusing on phonemic awareness, word recognition, and reading accuracy. This standardized, non-formal, one-on-one assessment was designed to determine students' reading levels through structured tasks. The CRLA assessments varied by grade level to ensure appropriate evaluation. For Grade 1 learners, teachers administered Task 1, which involved reading aloud letters and producing their corresponding sounds. Learners who correctly read 0-6 words proceeded to Task 2 (rhymes task box), where those who scored 0-14 were identified as full refreshers, while those who scored 15-20 were categorized as moderate refreshers. If learners correctly read 7-10 letters in Task 1, they advanced directly to the letter task box, where scores of 7-16 classified them as light refreshers, while scores of 15-20 identified them as grade-ready. Similarly, for Grade 2 learners, the teacher administered a sentence-reading task. Learners who correctly read 0-6 words proceeded to Task 2 (word task box), where those scoring 0-14 were classified as full refreshers, and those scoring 15-20 were identified as moderate refreshers. If learners successfully read 7-10 words in Task 1, they advanced directly to the sentence task box, where scores of 7-16 categorized them as light refreshers, and scores of 17-20 designated them as grade-ready. The same process was applied to Grade 3 learners, where those who read 0-6 words in Task 1 proceeded to Task 2, with scores of 0-14 indicating full refreshers and scores of 15-20 indicating moderate refreshers. Learners who read 7-10 words in Task 1 advanced to the sentence task box, where scores of 7-16 classified them as light refreshers, while scores of 17-20 identified them as grade-ready.

### **Validity and Reliability Tests**

To guarantee that the instrument accurately measured the targeted data, a validity test was conducted. Six evaluators, recognized experts in test design and educational administration, assessed the research tools to verify their appropriateness. The Item Content Validity Index (I-CVI) and the Scale Content Validity Index (S-CVI) were computed to determine the content validity of the instrument, adhering to the acceptable CVI threshold of 0.83, as recommended by Yosuff (2019).

Also, a reliability test was conducted based on the results of a pilot study. Specifically, Cronbach's alpha ( $\alpha$ ) was used to assess the internal consistency of the survey instruments. The reliability coefficient for the implementation of the IReAP intervention program was found to be 0.9208, indicating an extremely high level of reliability. Meanwhile, the reliability coefficient for learners' acceptability of the IReAP intervention program was 0.77, denoting a high level of reliability. These values were interpreted using the Cronbach's alpha scale established by George and Mallery (2003), proving the strength of the research instruments.

### **Data Gathering Procedure**

After determining that the research tool was valid and reliable, approval of the Graduate School to conduct the study was secured. Subsequently, upon securing the request from the Graduate School, a letter request was forwarded to the Schools Division Superintendent for the approval. With the consent of the Schools Division Superintendent, a similar letter was drafted and sent to the School Principal of the target school for recommendation. After getting the approval of the public school head to conduct the study under her jurisdiction, the data gathering was automatically followed (Karugasik, 2016).

The first mode of the data gathering was the conduct of CRLA to the selected struggling readers before the implementation of the reading intervention program. During the conduct of the CRL, the reading profile (Light Refresher, Moderate Refresher, and Full Refresher) of the learners were identified.

Secondly, the implementation of the IReAP intervention program for one (1) month session during enhancement activities. This intervention program was developed to eradicate struggling readers through active engagement and participation. It involved different strategies weekly and different lessons and activities for 30 days. Such as, for week 1 Game-Based Strategy that involves activities like; ladder game, pass the ball, cabbage game and roll and read. For week 2, Individual and Group Strategy that involves; puzzle, scrabble words, words, phrases and sentences strips, and pick me. For week 3, Outdoor Activity strategy that involves; find and read me, trip to Bonita, station game, rhyming memory. Additionally, for week 4 the Happy Reading Strategy that involves; singing, chanting, oral reading and fuller chart reading. For week 5, Happy Arts Day Strategy that involves; color and read me, find my color, color paper cup matching and heads up. Lastly, for week 6, Readers Day Strategy that involves activities such as; storytelling, choral reading, silent reading and paired reading. The arrangement of the lessons was adapted from the Marungko Approach. Furthermore, there was daily reading homework that was assisted by the learners' parents and weekly assessment to track the reading progress of the learners. These different strategies and activities were what set apart the IReAP intervention program from other interventions.

In addition, for the implementation of the IReAP intervention program it includes three (3) phases: beginning phase, mid-phase and last phase. In this 3 phases the district supervisor, school head and master teachers evaluated the teacher implementer of the said program, and the teacher implementer conducted self-assessment on every phase to ensure quality delivery of the intervention by using survey questionnaires. Retrieval of the research instrument in every phase was done as soon as the respondents finally answered all items of the survey questionnaire (DepEd, 2023).

The distribution of the survey questionnaires on the implementation of the IReAP intervention program commenced. The researcher personally distributed the data gathering tool to the district supervisor, school head, master teacher and teacher implementers. The researcher ensured that the enumerators have proper orientation and that they were familiar with the objectives and details of the

study. Lastly, after all the survey questionnaires were retrieved data encoding, organization and presentation followed.

### Statistical Treatment

The researcher utilized the descriptive research method employing the mean and standard deviation to analyze the numerical data collected from the survey and to determine the extent of implementation of the IReAP Intervention Program.

On the other hand, mean and standard deviation was used to analyze the level of acceptability of the learners on the IReAP as a reading intervention.

On the status of learners' reading proficiency level before and after the IReAP implementation the mean along with standard deviation was used.

Additionally, to determine the significance on the mean scores before and after the conduct of the reading intervention program, paired t-test was used since sample size was small and unknown population standard deviations.

Lastly, one-way Analysis of Variance was used to find out the significant difference of IReAP implementation among types of respondents.

### III. RESULTS AND DISCUSSION

This section presents and analyzes data on the implementation and effectiveness of the IReAP intervention program, covering areas such as program design, learner engagement, reading proficiency progress, teacher development, stakeholder involvement, and overall program outcomes and learner acceptability.

Table 1  
IReAP Implementation

Dimensions	Mean Rating	SD	Qualitative Description
1. Program design and implementation	4.78	0.34	Very High
2. Learners engagement and participation	4.58	0.39	Very High
3. Reading proficiency and progress	4.67	0.42	Very High
4. Teacher effectiveness and professional development	4.74	0.34	Very High
5. Parental and community involvement	4.86	0.30	Very High
6. Programs outcomes and impact	4.65	0.37	Very High
Overall Mean	4.71	0.36	Very High

As shown in the table above, the overall mean of 4.71 ( $SD=0.36$ ) indicates that the Intensified Reading through Active Participation (IReAP) is implemented at a very high extent. When taken singly, program design and implementation

( $M=4.78$ ,  $SD=0.34$ ), learners engagement and participation ( $M=4.58$ ,  $SD=0.39$ ), reading proficiency and progress ( $M=4.67$ ,  $SD=0.42$ ), teacher effectiveness and professional development ( $M=4.74$ ,  $SD=0.34$ ), parental and community involvement ( $M=4.86$ ,  $SD=0.30$ ) and programs outcomes and impact ( $M=4.65$ ,  $SD=0.37$ ) are rated very high. The results indicate that the school's reading program intervention, aligned with the National Reading Program, is highly effective in helping non-readers develop reading skills and progress to the instructional or independent level. The implication simply states that IReAP implementation is effective in highlighting the reading problems of the school by helping in the development of reading performance among the non-readers.

The present findings are consistent with those of Lonigan et al. (2018), whose study emphasized that reading interventions serve as strategic programs to support struggling readers in improving their reading abilities demonstrating similar outcomes despite using different data and study contexts. The very high rating in parental and community involvement may be attributed to the strong culture of community cooperation and shared responsibility in Philippine education. As highlighted by Bernardo (2017), the implementation of the *Brigada Eskwela* program fosters a sense of collective accountability among parents, community members, and stakeholders in supporting learners' academic progress, including reading development. Similarly, the Department of Education (DepEd, 2020) emphasizes the importance of family and community partnership in promoting literacy through programs such as the *Every Child a Reader* initiative. These national efforts contribute to heightened parental engagement and active community support, aligning with the observed data pattern in this study and reinforcing the idea that a supportive environment outside the classroom can significantly enhance reading outcomes. Conversely, phonics instruction is an evidence-based method essential for reading instruction, emphasizing the connection between sounds and letters (Ehri et al., 2001). According to the National Reading Panel (2015), systematic and explicit phonics instruction significantly improves children's reading abilities, particularly in decoding unfamiliar words, spelling,

and overall reading fluency, making it a fundamental component of early literacy programs.

Table 2  
Level of Acceptability of Learners on the IReAP

Indicators	Mean Rating	SD	Qualitative Description
1. I enjoy the reading activities. ( <i>Nagustuhan ko ang mga gawain sa pagbabasa.</i> )	4.67	0.48	Very High
2. I understand the reading materials well. ( <i>Naiintindihan ko nang mabuti ang mga gamit sa pagbabasa.</i> )	4.77	0.43	Very High
3. The program helps in improving my reading skills. ( <i>Ang programa ay nakatutulong upang magkaroon ng kumpiyansa sa aking pagbabasa.</i> )	4.73	0.52	Very High
4. I actively participated during the reading session. ( <i>Aktibo akong sumasali sa mga sesyon ng pagbabasa.</i> )	4.70	0.53	Very High
5. I feel easy in following the instructions and in using the materials. ( <i>Madaling sundan ang mga panuto at gamitin ang mga materyales.</i> )	4.67	0.55	Very High
6. I am interested in reading the topics. ( <i>Interesado ako sa mga paksa ng pagbabasa.</i> )	4.77	0.43	Very High
7. The program helps me feel more confident in my reading. ( <i>Ang programa ay nakakatulong sa pagpapabuti ng aking kakayahang sa pagbabasa.</i> )	4.80	0.48	Very High
8. Overall, I am satisfied with the IReAP Intervention program. ( <i>Sa kabuuan, nagustuhan ko ang IReAP Intervention program.</i> )	4.90	0.31	Very High
Mean	4.75	0.47	Very High

As indicated in the table above, the overall result on the acceptability of the IReAP manifested a very high rating ( $M=4.75$ ,  $SD=0.47$ ). The consistent ratings for all indicators substantiate the overall results. This means that IReAP leads to the improvement of the learners' reading performance wherein most of them are satisfied with the intervention given to them, give a feeling of confidence and provide them enthusiasm to respond to different reading lessons.

Discussing them separately, the learners are satisfied with the IReAP Intervention program ( $M=4.90$ ,  $SD=0.31$ ) and the program helps me feel more confident in my reading ( $M=4.80$ ,  $SD=0.48$ ) obtained the higher score and described as very high. These findings denote that among the acceptability, the satisfaction of the learners and confidence in helping through the reading program were given emphasis.

On the other hand, the learners enjoy the reading activities ( $M=4.67$ ,  $SD=0.48$ ) and learners feel easy in following the instructions and in using the materials during the reading sessions ( $M=4.67$ ,  $SD=0.55$ ) are rated very high but obtain lower

scores. This means that the learners accepted the reading intervention given to them through the IReAP by building a sense of satisfaction and confidence.

The result implies that learners find the reading program highly acceptable and engage with it enthusiastically allowing them to enjoy and improve their reading performance in phonological awareness, word recognition and fluency.

These findings imply that the learners not only accepted the IReAP intervention but also actively engaged with it, resulting in improved skills in phonological awareness, word recognition, and reading fluency. The strong sense of satisfaction and confidence may be rooted in learner-centered approaches adopted by the school, such as differentiated instruction, use of familiar and culturally relevant reading materials, and a supportive classroom atmosphere that promotes positive reinforcement and peer collaboration. These practices align with the findings of del Rosario (2019), who emphasized that the success and acceptability of reading programs are often enhanced when learners perceive the activities as enjoyable, relevant, and responsive to their learning needs. To guarantee the efficacy of the proposed reading program, its high level of acceptability among learners underscores the enhancement of foundational reading skills such as phonemic awareness, phonics, and word recognition, which had previously been areas of difficulty. This is consistent with the findings of Kim and Quinn (2018), who emphasized that the success of early reading interventions is closely linked to learner engagement and perceived relevance of the program. When students view the intervention as enjoyable, supportive, and aligned with their needs, the likelihood of improved reading outcomes significantly increases. Moreover, it aided in delivering the curriculum, as well as implementing suitable tactics and interventions for student learning (Adapon & Mangila, 2020). According to Foorman et al. (2016), evidence-based reading instruction that includes systematic assessment and targeted interventions is essential for improving literacy outcomes, particularly among struggling readers. This structured and responsive approach not only enhances reading proficiency but also contributes to learners' acceptance of the intervention, as students are more likely to engage

with and value programs that address their specific needs and show visible progress.

Table 3  
Status of Learners' Reading Proficiency before and after the IReAP Implementation

Dimensions	Before		After	
	Mean	SD	Mean	SD
Phonemic Awareness	17.13	2.01	19.27	0.91
Word Recognition	15.73	1.82	18.67	1.18
Reading Accuracy	14.73	1.72	17.90	1.37
Overall	15.87	4.80	18.61	3.04

Legend:

Stage 1	Stage 2
0 - 14 (Full Refresher)	7 - 16 (Light Refresher)
15 - 20 (Moderate Refresher)	17 - 20 (Grade Ready)

As revealed in the data above, the status of reading proficiency before the IReAP implementation is moderate refresher ( $M=15.87$ ,  $SD=4.80$ ) and grade ready after the implementation ( $M=18.61$ ,  $SD=3.04$ ) denotes a slight difference of 3. This means that learners in the stage 1 of reading proficiency before the implementation needs moderate to full intervention through the IReAP reading program. Some of the learners have classification that used to identify and require them for direct instruction and significant support in reading.

Additionally, moderate refresher in phonemic awareness ( $M=17.13$ ,  $SD=2.01$ ) and word recognition ( $M=15.73$ ,  $SD=1.82$ ), while full refresher in reading accuracy ( $M=14.73$ ,  $SD=1.72$ ).

Seemingly, the reading proficiency of learners after the IReAP implementation shows a grade ready level in phonemic awareness ( $M=19.27$ ,  $SD=0.91$ ), word recognition ( $M=18.67$ ,  $SD=1.18$ ) and reading accuracy ( $M=17.90$ ,  $SD=1.37$ ). This means that the reading proficiency of learners marks an increase after the reading program implementation. The learners demonstrate reading ability aligned with his grade level standard.

The statistical analysis ( $p=0.0$ ) would confirm that the difference in reading proficiency before and after the IReAP implementation is statistically significant ( $p < 0.05$ ), further supporting the effectiveness of the program in developing phonemic awareness, word recognition, and reading accuracy. These results imply that the IReAP program is effective in improving reading skills, as the learners' proficiency aligns with their grade-level standards after the intervention. By engaging learners in reading activities that

incorporate phonics patterns from prior learning, encouraging them to write challenging terms, and practicing with familiar phonics patterns, the program actively supports learners in overcoming reading challenges.

The early intervention, phonics-based education, reading comprehension techniques, multi-tiered networks of support, and technology integration all play a major role in the success of reading treatments (Cheung & Slavin, 2013). Future studies should thus look at the long-term impacts of these interventions as well as their applicability in different educational settings. In the end, reading interventions are essential for supporting literacy and helping struggling readers. The evidence-based tactics covered in this review should be used by educators and legislators to create and carry out effective reading programs (Akyol et al., 2018). According to Shanahan et al. (2015), comprehensive reading interventions that incorporate explicit instruction, individualized support, and continuous assessment significantly improve literacy outcomes, particularly for students at risk of reading difficulties.

Table 4

Results of the t-test Analysis between the Learners' Reading Proficiency before and after IReAP Implementation

Reading Proficiency	Mean	SD	df	t-stat	p-value
After	55.83	3.04	29	18.03	0.0000
Before	47.60	4.80			

The results of the t-test analysis (*please see Table 4*) disclose a statistically significant improvement in learners' overall reading proficiency after the implementation of the IReAP intervention program. The reading proficiency score increased from 47.60 (SD = 4.80) before the program to 55.83 (SD = 3.04) after its implementation. A paired-samples t-test revealed a significant difference,  $t(29) = 18.03$ ,  $p < .001$ , suggesting that the IReAP intervention had a substantial and positive effect on enhancing learners' reading proficiency. This finding supports the conclusion that the improvement in reading proficiency scores was not attributable to random variation, but rather to the effectiveness of the IReAP intervention program. Therefore, it can be concluded that the program had a significant and statistically meaningful impact on enhancing learners' overall reading proficiency.

The study of Fernandez (2015) cited that the Philippine fundamental schooling system had long included a reading program to support learners' reading proficiency. Reading programs were implemented in elementary and high schools nationwide to assist struggling readers. To provide appropriate solutions, school administrators encouraged teachers to evaluate their students' comprehension levels (Ladines, 2022). The reading program served as an effective tool for delivering instructional intervention to learners with reading difficulties. Additionally, Domingo (2019) emphasized that structured reading interventions help bridge literacy gaps by providing targeted support and fostering students' reading development through systematic instruction.

Table 5

Results of the one-way Analysis of Variance on the IReAP Implementation as Perceived by District Supervisor, SchoolHead, Master Teachers and Teachers

		Sum of Squares	df	Mean Square	F	Sig.
Program design and implementation	Between Groups	.141	3	.047	1.089	.366
	Within Groups	1.553	36	.043		
	Total	1.694	39			
Learners engagement and participation	Between Groups	.088	3	.029	.558	.646
	Within Groups	1.882	36	.052		
	Total	1.969	39			
Reading proficiency and progress	Between Groups	.157	3	.052	.761	.523
	Within Groups	2.474	36	.069		
	Total	2.631	39			
Teacher effectiveness and professional development	Between Groups	.293	3	.098	2.024	.128
	Within Groups	1.736	36	.048		
	Total	2.028	39			
Parental and community involvement	Between Groups	.047	3	.016	.250	.861
	Within Groups	2.237	36	.062		
	Total	2.284	39			
Programs outcomes and impact	Between Groups	.241	3	.080	2.057	.123
	Within Groups	1.405	36	.039		
	Total	1.646	39			
Overall IReAP Implementation	Between Groups	.069	3	.023	.955	.425
	Within Groups	.861	36	.024		
	Total	.930	39			

Note:  $p < .05$ , significant

The data indicates that the overall IReAP implementation manifest no significant difference as rated by the three four groups of respondents ( $F = .955$ ,  $p = .425$ ) (*please see Table 5*). Moreover, when categorize, program design and implementation ( $F = 1.089$ ,  $p = .366$ ), learners engagement and participation ( $F = .558$ ,  $p = .646$ ), reading proficiency and progress ( $F = .761$ ,  $p = .523$ ), teacher effectiveness and professional development

( $F=2.024$ ,  $p=.128$ ), parental and community involvement ( $F=.250$ ,  $p=.861$ ) and programs outcomes and impact ( $F=2.057$ ,  $p=.123$ ) possess no significant difference.

The result indicates that the evaluation of the respondents on the implementation of IReAP is the same. This implies that both district supervisor, school heads, master teachers and teachers have the same assessment of the reading program that is effective in helping the struggling learners become effective readers.

The schools are urged to develop a school-based reading program that includes an inventory of the children's reading ability, a diagnosis of those who need further reading instruction, and appropriate measures to improve reading comprehension. It is designed to make elementary learners with strategic reading and writing skills independent young readers and writers (Bañez & Urayan, 2019). According to Castro and Valdez (2020), school-based reading programs should be tailored to address students' specific learning needs, ensuring that interventions are responsive and effective. Likewise, Mendoza (2021) highlighted that implementing structured reading programs with continuous assessment fosters reading fluency and comprehension, ultimately contributing to students' overall literacy development.

#### IV. CONCLUSIONS

The Intensified Reading through Active Participation (IReAP) program was effectively implemented, demonstrating a substantial impact across multiple areas, including program design and implementation, learners' engagement and participation, reading proficiency and progress, teacher effectiveness and professional development, parental and community involvement, and overall program outcomes. The highest-rated dimension was parental and community involvement, which emphasizes the significant role that collaboration between teachers, families, and the broader community plays in creating a supportive literacy environment. This finding highlights the effectiveness of collective efforts in ensuring a conducive and thriving space for literacy development, underscoring the importance of active participation from all stakeholders in fostering reading improvement.

The findings further indicate that the IReAP intervention program was well-received by students. This reflects its success in enhancing engagement and improving reading skills. The most highly rated aspect revealed a significant level of learner satisfaction. This reinforces the program's positive impact on their reading journey and overall literacy development.

Moreover, the implementation of the IReAP program led to notable improvements in students' reading abilities. This showcases its effectiveness in fostering critical literacy skills. The substantial progress in phonemic awareness highlighted the program's success in developing learners' ability to identify and manipulate sounds. This is an essential component of reading proficiency.

Additionally, the IReAP program surely enhanced learners' phonemic awareness, word recognition, and reading accuracy. Among these, reading accuracy demonstrated the most notable advancement. This emphasizes the program's strong influence on learners' ability to identify and articulate words accurately.

Finally, the assessment of the IReAP implementation was consistently acknowledged by district supervisors, school leaders, master teachers, and educators. This reflects a shared understanding of its effectiveness. The absence of statistically significant differences across stakeholder perceptions suggests a strong consensus on the program's impact and overall success in improving reading instruction.

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