

EVIDENCE-BASED READING INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES: A SYSTEMATIC REVIEW

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Abstract

Reading difficulties remain a persistent barrier to learners' academic success, particularly in marginalized and resource-constrained contexts such as the Mlang South District. This systematic review synthesized current evidence-based reading interventions implemented globally and nationally to determine their effectiveness, challenges, and applicability to local educational settings. Guided by PRISMA procedures, 150 peer-reviewed studies were initially identified, of which forty to fifty met the inclusion criteria based on the PICO framework, methodological rigor, and relevance to learners with documented reading difficulties. The systematic analysis revealed three overarching themes. First, **structured phonics-based and multisensory interventions** consistently demonstrated strong effects on decoding accuracy, phonemic awareness, and reading fluency. Second, **collaborative and community-supported programs**, including peer tutoring, volunteer-led sessions, and family literacy initiatives, significantly enhanced motivation and sustained reading engagement, especially when complemented by technological tools such as mobile learning applications and assistive devices. Third, **personalized, culturally responsive, and affective literacy supports**, including individualized reading plans, storytelling approaches, and anxiety-reduction strategies—were effective for learners requiring tailored and emotionally supportive pathways to literacy. Across the reviewed studies, common barriers included socio-economic constraints, inadequate teacher training, limited access to technological resources, and mismatches between curriculum materials and learners' cultural backgrounds. Strategies such as early screening, localized materials development, structured teacher capacity-building, and stronger community partnerships were found to address these barriers effectively. Overall, the review highlights that the most successful literacy interventions integrate cognitive, socio-emotional, technological, and cultural dimensions of learning. These findings offer actionable insights for educators, school leaders, and policymakers in designing sustainable, inclusive, and evidence-driven reading programs aligned with Sustainable Development Goal 4. The review underscores the need for localized, multi-component literacy frameworks that can effectively support non-readers and foster long-term reading proficiency.

Keywords: *reading difficulties, evidence-based interventions, phonics instruction, multisensory approaches, community-based programs, literacy development, systematic review.*

CHAPTER I

INTRODUCTION

Background of the Study

Learning to read and write is not only a basic human right but also an essential component of both individual and social growth. Illiteracy continues to be a big problem all across the globe, despite the fact that there are global initiatives to encourage education. According to the most current estimates, there are roughly 773 million individuals throughout the world who are unable to read or write, with women accounting for two-thirds of this population. In addition, it is believed that seventy percent of children aged ten in countries with low and intermediate incomes are unable to comprehend even the most basic written language, which underlines the severity of the learning problem (Quinn, 2021).

The percentage of people in the Philippines who are literate has increased throughout the course of the years. The Functional Literacy, Education, and Mass Media Survey (FLEMMS) conducted in 2024 found that the basic literacy rate for persons aged 10 and older was reported as 66.5%. Despite this, regional differences continue to exist. For example, the National Capital Region (NCR) had the greatest basic literacy rate, which was recorded at 67.6%, while the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) had the lowest rate, which was recorded at 58.7%. To be more specific, in the SOCCSKSARGEN area, which encompasses the Mlang South District, around 68.5% of the people aged 5 years and over were literate, meaning that approximately 31.5% of the population does not read.

At the worldwide level, a number of different interventions have been put into place in order to address the problem of people who are unable to read. Peer-assisted learning practices, for instance, have been shown to increase reading abilities in those who are not currently able to read. In addition, reading interventions have been improved via the use of digital tools and apps, which provide learners with platforms that are both interactive and engaging. In spite of these efforts, there remains a considerable research deficit in the area of understanding the long-term efficacy and adaptation of these treatments across a variety of socio-cultural situations (Garcia, 2022).

In an effort to raise the percentage of people who are literate, the Philippines has launched a number of different programs. Several studies have shown that the active engagement of parents in reading treatments is of substantial help to children who are having difficulty reading. This has led to an increased emphasis on the role that parental involvement plays. Community-based reading programs have also been created as a remedy for those who are not able to read in places that are considered to be disadvantaged. On the other hand, there is still a dearth of thorough evidence about the scalability and sustainability of these initiatives across a variety of geographies (Kim, 2021).

The difficulty of non-readers was particularly present in the Mlang South District, which was located locally. There was a lack of empirical information that could be used to evaluate the performance of community-based reading programs in this particular setting, despite the fact that these programs had been implemented. In addition, there had not been a significant amount of research conducted on culturally responsive reading interventions that were targeted to the various historical and cultural backgrounds of the

pupils in the district. Consequently, this highlighted the need for conducting localized research in order to find and put into action viable measures for increasing literacy rates.

As such, the purpose of this research was to perform a comprehensive assessment of evidence-based treatments for non-readers, in light of the gaps that had been identified. The study aimed to uncover successful solutions that could be applied to the local environment by conducting an analysis of the existing literature and the results of previously implemented programs. In the end, the objective was to provide insights that guided policymakers, educators, and stakeholders in the process of implementing focused interventions to eliminate illiteracy in the area.

General Background

Illiteracy persists as a significant concern in several global communities, especially in rural and marginalized regions where educational resources are few. The inability to read impedes scholastic success and substantially impacts an individual's socio-economic opportunities and general quality of life. Kim (2021) asserts that early intervention tactics are essential for mitigating reading challenges, as they provide young learners with the fundamental abilities required for literacy advancement. Nevertheless, despite the implementation of several worldwide initiatives, non-reader rates remain a significant issue, underscoring the need for more effective, evidence-based measures customized to particular local settings.

In response to this difficulty, several intervention programs have been established to assist struggling readers. Globally, assistive technology have significantly contributed to delivering tailored and adaptable learning experiences for non-readers (Johnson, 2022). These technologies provide novel methodologies for literacy training, including interactive and multimodal strategies to improve engagement and understanding. Nonetheless, while technology developments have shown encouraging outcomes, their accessibility is a significant issue, especially in low-income and rural regions where digital literacy and infrastructure are deficient.

Correspondingly, national initiatives in the Philippines have underscored the significance of organized reading programs, including phonemic awareness training and family literacy activities. Studies demonstrate that integrating phonemic awareness into reading treatments significantly enhances reading acquisition in non-readers (Martinez, 2022). Family literacy initiatives have been acknowledged as a successful approach to enhancing reading abilities outside the classroom, promoting a collaborative learning atmosphere between children and their caregivers (Nguyen, 2021). Notwithstanding these efforts, obstacles remain in achieving uniform implementation and sustainability of these initiatives, especially in resource-limited regions.

Mlang South District has persistent difficulty in tackling non-reader issues owing to diverse socio-economic and educational obstacles. Although reading clinics have been developed to provide specialized assistance for difficult learners, the efficacy of these treatments remains little investigated (Ortega, 2023). Additionally, volunteer-led reading sessions have been implemented to enhance formal education, providing further possibilities for literacy advancement (Reyes, 2023). Nevertheless, these programs often

lack consistent techniques, complicating the evaluation of their long-term effects on student learning outcomes.

Moreover, personalized reading plans have become increasingly popular as a method for customizing interventions to address the distinct requirements of non-readers (Parker, 2022). These tailored methodologies enable instructors to discover learning deficiencies and execute focused teaching techniques. Moreover, game-based learning has surfaced as an effective approach to enhance reading abilities, offering dynamic and pleasurable experiences for learners (Vargas, 2022). Nevertheless, despite the prospective advantages of these tactics, there is a need for empirical research to assess their efficacy within the local educational context of Mlang South District.

To overcome these deficiencies, collaborative methodologies and inclusive solutions have been recommended to provide a more helpful learning environment for non-readers (Thompson, 2021). Libraries perform a vital function in delivering accessible reading materials and literacy tools to marginalized people (Urbano, 2023). Similarly, mobile learning apps have been used to enhance literacy training outside the classroom, providing flexible and self-directed learning possibilities (Santos, 2022). Nonetheless, inequalities in access to digital resources and instructional materials persist as substantial obstacles, especially for students from economically disadvantaged households.

Furthermore, socio-economic variables significantly impact the efficacy of reading interventions, as they dictate access to educational resources, parental engagement, and general learning environments (Williams, 2021). Moreover, educators' perspectives and preparedness for executing reading interventions are recognized as critical determinants

influencing program success (Yamamoto, 2022). Inadequate training and support may hinder instructors' ability to successfully adopt evidence-based solutions, hence worsening the literacy gap among non-readers.

In light of these problems, there is an increasing need for a systematic review that aggregates evidence-based therapies for non-readers, especially within the Mlang South District setting. This study sought to provide educators, policymakers, and stakeholders with vital insights for the development of targeted literacy initiatives by reviewing current research and recommending viable tactics. This study also aimed to connect theory with practice, ensuring that interventions are both evidence-based and tailored to the specific needs of non-readers in the local community (Xiao, 2023).

Research Question

Addressing the issue of non-readers requires a thorough examination of existing literacy interventions to determine their effectiveness and applicability within specific contexts. In Mlang South District, various reading programs have been introduced to support struggling readers, yet the persistence of literacy challenges indicates the need for a systematic review of these interventions.

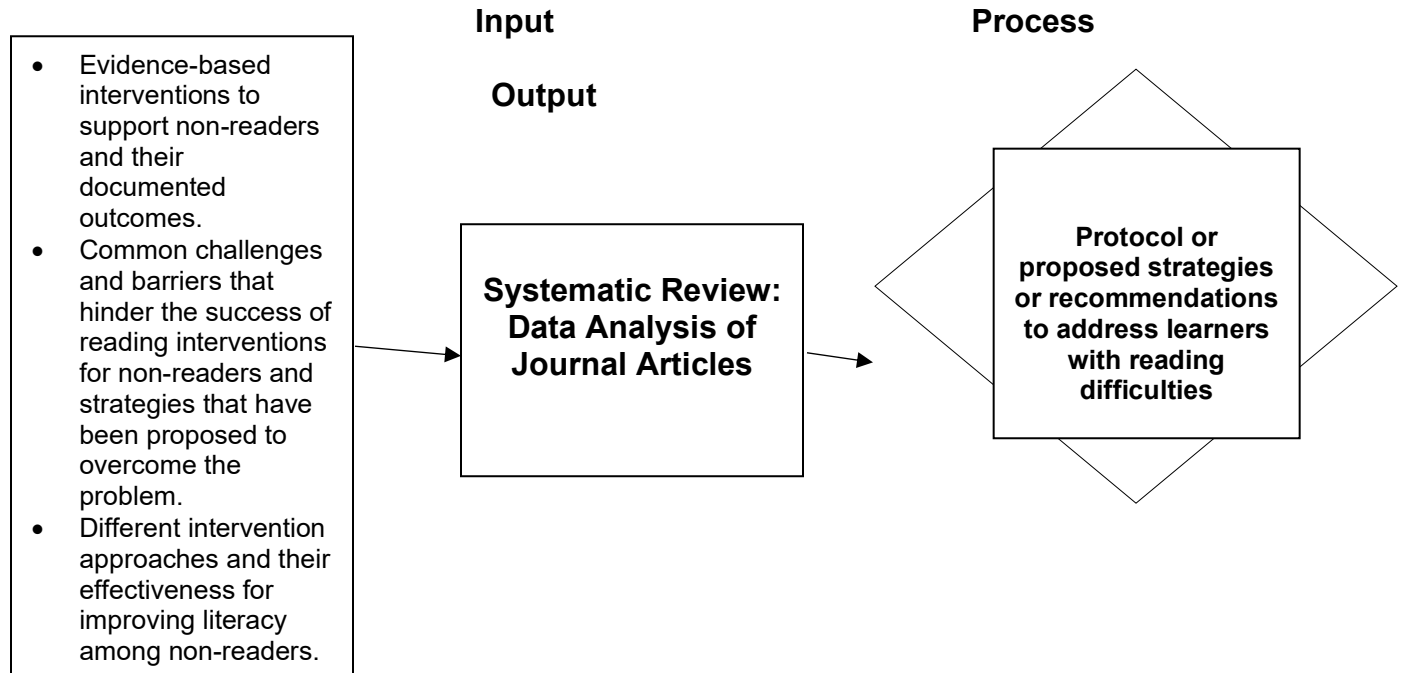
By synthesizing relevant literature and analyzing current strategies, this study aims to identify best practices, challenges, and opportunities for improving reading interventions in the district. The following research questions guided the systematic review:

1. What evidence-based interventions have been implemented to support students with reading difficulties, and what are their documented outcomes?
2. What common challenges and barriers hinder the success of reading interventions for students with reading difficulties and what strategies have been proposed to overcome them?
3. How do different intervention approaches compare in terms of effectiveness for improving literacy among non-readers?

This systematic review was developed based on an analysis of selected articles and journal.

Specifically, groups of keywords were combined. The title and abstract searches located 40 to 50 peer-reviewed studies that explicitly acknowledged the topic explored in this study. The researcher then narrowed it down to 5 that met the inclusion criteria. Reference lists and papers citing each full-text article were then searched to identify additional studies that might have been missed in the database searches. The removal of duplicates and exclusion of papers that were not related to the topic were conducted; thus, this systematic review finally included scholarly papers.

Figure 1 below provided information on the search findings, which also served as the conceptual framework of this study.



This proposed study hoped to conduct a systematic review that supported empirical evidence in solving problems with non-readers. According to Dubin (1978), theories were used to explain, understand, or predict phenomena. The use of theory was particularly important to illuminate social processes, such as teachers' research-based strategies. Although the SLR provided a clear methodological process of gathering relevant sources, the researcher acknowledged that possible biases in interpretation and the limitations resulting from the information gathered might have arisen. Hence, the researcher set criteria for selection and screening.

Significance of the Study

With the results of this systematic review on evidence-based treatments for non-readers, the establishment of literacy programs and policies that are more successful was facilitated. This study gave significant insights for a variety of stakeholders, including supervisors and school heads, instructors, parents, learners, researchers, and other organizations associated to education. These insights provided by identifying effective reading interventions and resolving current difficulties.

Supervisors and School Heads. It is anticipated that this research would serve as an essential resource for supervisors and school heads in the process of reviewing and enhancing the implementation of reading interventions in schools. They are able to build strategic plans and more effectively deploy resources in order to boost literacy programs if they first identify best practices and possible areas for improvement. In addition, the results will provide support for decision-making about the training of teachers, modifications to the curriculum, and engagement with community groups in order to enhance reading teaching at the school level.

Teachers. Teachers play a significant part in the development of literacy, and the purpose of this research is to equip them with evidence-based ways for assisting students who are having difficulty reading. When instructors have a better grasp of which treatments are the most successful, they are better able to adopt and modify various strategies to improve reading teaching. Some of these strategies include phonemic awareness training, peer tutoring, and digital learning tools. As an additional benefit, the findings of this research will assist educators in addressing frequent obstacles that arise

during the implementation of reading interventions. These issues include student engagement, instructional resources, and varied learning techniques.

Parents. The engagement of parents is vital in treating reading issues since they are the children's first teachers and the first educators of their children. This research will provide light on the significance of family literacy programs and the involvement of parents in providing assistance to those who are unable to read. It is possible for parents to provide a more encouraging learning environment at home and to reinforce literacy skills outside of the classroom if they are equipped with knowledge about successful reading practices. In addition to this, the research will provide suggestions for the ways in which parents may work together with educational institutions and community initiatives to assist their children in developing their reading skills.

Students. The people who are not readers are the ones who stand to gain the most from this information. The purpose of this research is to enhance the reading abilities of students who are having difficulty, with the ultimate goal of improving their academic performance and confidence. This will be accomplished by finding effective literacy treatments. Literacy is a basic ability that has an influence on learning throughout one's whole life, professional options, and personal development. As a result, the implementation of successful interventions will greatly contribute to the overall growth and future success of learners.

Researchers. In the future, researchers who are interested in literacy development and reading treatments will find this study to be an invaluable resource. It will give a complete overview of evidence-based tactics, gaps in the literature, and areas

that need more research by systematically analyzing current studies and initiatives. This will be accomplished using the process of systematic review. Researchers have the ability to make use of the results in order to generate new research, improve intervention models, and make contributions to the area of literacy education as a whole.

Other Stakeholders. The findings of this research will also be beneficial to educational policymakers, community groups, and non-governmental organizations that are active in educational advocacy for literacy. Stakeholders are able to plan and execute community-based programs, provide financing for literacy efforts, and push policies that encourage reading development in rural and underprivileged areas when they have a thorough knowledge of the success of different reading interventions. In addition, the results of the research might be used by libraries, after-school programs, and technology providers in order to improve existing literacy services and develop creative reading assistance systems.

Operational Definition of Terms

The following were the terms used in this study defined operationally.

Evidence-Based Interventions. In the context of this study, evidence-based interventions refer to instructional strategies, programs, or methodologies that have been systematically tested and proven effective in addressing reading difficulties among non-readers. These interventions are grounded in empirical research, ensuring that they are backed by credible data and measurable outcomes. Examples include phonemic awareness training, peer-assisted learning, digital literacy tools, and individualized

reading plans that have been successfully implemented in educational settings to support struggling readers.

Literacy Skills. Literacy skills pertain to the fundamental abilities required for reading, writing, and comprehension, which enable individuals to effectively process and interpret written information. In this study, literacy skills focus on the ability of learners in Mlang South District to recognize words, decode texts, and construct meaning from written material. The study examines how different interventions help non-readers develop these skills and progress toward becoming proficient readers.

Non-Readers. For this study, non-readers are individuals, particularly students, who have difficulty recognizing and understanding written words, thereby hindering their ability to read fluently and comprehend texts. These learners struggle with basic literacy skills and require targeted interventions to support their reading development. The study explores the most effective strategies to assist non-readers in overcoming their challenges and achieving reading proficiency.

Systematic Review. A systematic review is a research methodology that involves the comprehensive collection, analysis, and synthesis of existing studies on a particular topic to provide a clear and evidence-based understanding of the issue. In this study, a systematic review is conducted to examine various reading interventions applied to non-readers in Mlang South District. The review follows a structured approach, ensuring that the interventions analyzed are critically evaluated for their effectiveness and relevance in addressing literacy challenges in the local context.

Review of Literature and Related Studies

This chapter was a compilation of cited related studies from the internet, Google Scholar, international journals, magazines, books, and cited literature from foreign studies and local studies as a basis for a systematic review of the studies in the problems posted in this study.

Theoretical Orientation

This research on evidence-based treatments for non-readers in Mlang South District is anchored in well-established literacy and educational theories, which serve as the theoretical underpinning for this study. comprehending the processes via which reading interventions function, the elements that influence literacy development, and the role that social, cognitive, and environmental interactions play in molding reading abilities are all made possible by these theories, which offer the framework for comprehending these many aspects. Specifically, the Sociocultural Theory of Literacy Development, Cognitive Constructivist Theory, and Multisensory Learning Theory are the three key theoretical approaches that have been used in this study. Every single one of these ideas provides essential insights into the planning, execution, and efficiency of reading interventions for those who are not able to read well.

The Sociocultural Theory of Literacy Development, which was established by Lev Vygotsky, places an emphasis on the significance of social interactions and the cultural background in the process of learning. Literacy development, as defined by

Vygotsky, is a socially mediated process in which students gain reading abilities via directed involvement, scaffolding, and contact with persons who have a greater level of expertise. As a result of the fact that many reading programs, including peer tutoring, community reading efforts, and family literacy programs, depend on social support to enhance literacy acquisition, this approach is especially pertinent to treatments that are supported by research.

In Mlang South District, where non-readers often originate from homes with low literacy rates, this theory argues that interventions should utilize community and family support systems in order to improve reading abilities. For instance, peer-assisted learning (Alvarez, 2023) and volunteer-led reading sessions (Reyes, 2023) are in line with Vygotsky's theory because they establish interactive learning settings in which students who are having difficulty reading get direct aid from readers who are more adept or from professional facilitators.

Similarly, the concept that non-readers might benefit from meaningful social connection with people who support their reading growth is reaffirmed by Bautista (2021), who emphasizes the importance of parental participation in the development of literacy. The sociocultural framework also highlights the significance of culturally responsive literacy programs (Ibrahim, 2023). These programs are designed to adjust reading interventions to match the language and cultural backgrounds of learners, hence making reading instruction more relevant and successful.

The **Cognitive Constructivist Theory**, which was developed by cognitive psychologists and evolved on Jean Piaget's constructivist approach, proposes that learning is an active process in which people build meaning via experiences and

interactions with their environment. This theory was further developed by cognitive psychologists. In the context of literacy development, this theory proposes that in order for non-readers to achieve reading competency, they need to actively interact with text, use skills for problem-solving, and progressively build on their existing knowledge.

According to Parker (2022), constructivist principles provide an emphasis on customized teaching, which means that reading interventions should be adjusted to fit the specific requirements and cognitive preparedness of each individual learner to ensure academic success. Students are required to systematically enhance their grasp of letter-sound connections via organized practice in order to participate in phonics-based treatments (Abad, 2022). These interventions are anchored in constructivist learning since they require students to do so. Furthermore, constructivist methods place an emphasis on the significance of metacognition in the process of reading development.

This means that interventions should enable students to reflect on their reading techniques, self-monitor their progress, and adapt their approaches appropriately. In line with the data that suggests that digital learning tools that are interactive and enable students to study at their own speed (Chavez, 2023; Santos, 2022) may improve literacy acquisition by enabling students to interact with reading materials in a manner that corresponds to their cognitive development, this is shown below. Furthermore, constructivist viewpoints advocate for the incorporation of multimodal and experiential learning approaches (Garcia, 2022). These methods assist those who are not able to read to improve their reading abilities by actively engaging with text in a variety of formats, including auditory, visual, and kinesthetic experiences.

The **Multisensory Learning Theory**, which was established as a result of research conducted in the fields of cognitive psychology and education, proposes that learning is best successful when numerous sensory modalities are engaged concurrently simultaneously. This notion is especially pertinent to reading therapies since many individuals who are unable to read have difficulty with standard print-based training and need alternative, multimodal techniques in order to build their literacy abilities. The efficacy of multisensory education has been shown via treatments such as phonemic awareness training (Martinez, 2022).

This kind of instruction engages students by providing them with auditory, visual, and tactile experiences in order to reinforce the links between letters and sounds. In a similar vein, visual aids and storytelling strategies (Castro, 2021; Fernandez, 2023) correlate with the concepts of multimodal learning by using visuals, gestures, and oral narrative to promote understanding and retention of information.

In addition, the use of assistive technology (Johnson, 2022) and game-based learning (Vargas, 2022) are examples of how digital platforms may include many sensory inputs, such as aural feedback, animated images, and interactive text, in order to improve reading development for students who are having difficulty. It is also helpful for kids who have reading problems, such as dyslexia, to use the multisensory method since it offers numerous paths for the processing and retention of information. Through the implementation of multimodal interventions, literacy development may be significantly improved in the Mlang South District, where a significant number of individuals who are unable to read are confronted with difficulties as a result of restricted exposure to written materials.

Individually and together, these three theoretical approaches provide a complete framework for comprehending and putting into practice reading treatments that are supported by data for individuals who are not readers.

The **Sociocultural Theory of Literacy Development** emphasizes the significance of social and cultural circumstances in determining literacy results. It places particular emphasis on the role that peer support, family involvement, and community-based initiatives play in this process. The Cognitive Constructivist Theory emphasizes the need of providing non-readers with experiential learning opportunities that are both active and customized. These opportunities should enable them to develop their concept of literacy via meaningful interactions with text. In conclusion, the Multisensory Learning Theory reaffirms the concept that it is necessary to use a variety of instructional strategies, including phonics-based teaching, digital literacy tools, and visual storytelling, in order to cater to the unique requirements of students who are having difficulty communicating their reading comprehension. Educators, policymakers, and researchers are able to create and execute reading interventions that are not only evidence-based but also sensitive to the specific issues that non-readers in Mlang South District confront. This is made possible via the integration of these ideas.

Related Literature

Evidence-based interventions to help students with reading difficulties and their documented outcomes.

Reading proficiency is a fundamental skill that plays a critical role in academic success and lifelong learning. However, a significant number of students continue to struggle with literacy, making it necessary to implement evidence-based interventions to support non-readers. Various approaches, including phonics-based programs, peer tutoring, digital literacy tools, community-driven initiatives, teacher-led strategies, and assistive technologies, have been explored to improve reading skills. The effectiveness of these interventions has been extensively documented, revealing both the benefits and challenges associated with their implementation (Urbano, 2023).

Phonics-based instruction is one of the most established and widely researched interventions for non-readers. Phonics programs help learners develop decoding skills by teaching letter-sound relationships and blending techniques. According to Abad (2022), structured phonics instruction has been particularly effective in rural communities where foundational literacy skills are lacking. The study found that phonics-based programs significantly improve reading accuracy and fluency, especially when implemented consistently at the primary education level. Similarly, Martinez (2022) highlights the importance of phonemic awareness in reading acquisition, emphasizing that explicit instruction in phoneme segmentation and blending leads to measurable improvements in

word recognition and comprehension among non-readers. These findings suggest that phonics instruction should be a cornerstone of reading interventions, particularly in early literacy development.

Peer-assisted learning strategies have also emerged as an effective approach for improving literacy skills among struggling readers. Peer tutoring, in which more proficient readers assist non-readers in developing reading fluency and comprehension, has been shown to enhance literacy outcomes significantly. Alvarez (2023) found that peer tutoring not only improves reading proficiency but also fosters a supportive and engaging learning environment. The study emphasized that non-readers feel more comfortable practicing reading with peers rather than in a traditional teacher-centered setting. Similarly, Evans (2021) explored the impact of peer-assisted learning on reading fluency and comprehension, concluding that interactive peer-based interventions lead to increased motivation, confidence, and literacy performance. These findings underscore the value of collaborative learning in addressing reading difficulties and suggest that peer-assisted interventions should be integrated into literacy programs.

Technology has also become a crucial component of modern reading interventions. Digital literacy tools and mobile applications have been increasingly used to support non-readers by providing interactive and engaging learning experiences. Chavez (2023) examined the effectiveness of digital reading applications, finding that students who used educational reading apps demonstrated improved word recognition and comprehension skills. The study suggested that gamified and interactive literacy tools are particularly beneficial for engaging reluctant readers. Likewise, Johnson (2022)

investigated the role of assistive technologies, such as text-to-speech software and speech recognition tools, in supporting non-readers. The findings indicated that these technologies provide an alternative means for students to access written information, ultimately bridging literacy gaps and promoting independent reading. However, despite the potential benefits of digital interventions, access to technology remains a barrier in many underserved communities.

Community-based reading programs have also been identified as valuable interventions for non-readers. These programs leverage the collective efforts of educators, parents, and community volunteers to promote literacy development outside formal school settings. Dela Cruz (2022) explored the impact of community-driven reading initiatives in marginalized areas and concluded that such programs enhance reading skills by providing consistent exposure to literacy activities.

Similarly, Reyes (2023) examined volunteer-led reading sessions and found that community involvement fosters a positive reading culture, providing non-readers with additional opportunities to develop their literacy skills. Nguyen (2021) further emphasized the role of family literacy programs, noting that parental involvement in reading activities significantly contributes to improved literacy outcomes. According to Nguyen's findings, children who engage in shared reading and storytelling with their parents show greater progress in reading comprehension and fluency. These studies collectively highlight the importance of integrating community and family support into literacy interventions.

Another promising approach to literacy intervention is the use of storytelling techniques. Fernandez (2023) examined how storytelling enhances reading

comprehension among non-readers, finding that narratives make texts more engaging and relatable, leading to improved retention and understanding. The study suggested that incorporating storytelling into reading activities helps learners establish meaningful connections with the text, thereby increasing their motivation to read. Similarly, Quinn (2021) explored the integration of music and rhythm into literacy instruction, demonstrating that rhythmic patterns and melodic cues can enhance word recognition and fluency. These findings indicate that creative and interactive reading approaches can be particularly effective in supporting struggling readers.

Addressing reading anxiety is another critical aspect of successful literacy interventions. Many non-readers experience anxiety and low self-esteem, which can hinder their progress in developing reading skills. Bello (2022) examined the relationship between reading anxiety and intervention success, concluding that programs incorporating confidence-building activities, guided reading, and stress-reduction techniques yield better literacy outcomes. The study emphasized the need to create a supportive and non-threatening learning environment to encourage struggling readers to practice reading without fear of judgment. Similarly, Parker (2022) highlighted the effectiveness of individualized reading plans, which provide personalized instruction based on the learner's specific needs. The study found that tailoring reading interventions to individual learning styles and abilities leads to greater literacy gains.

Teachers play a crucial role in the implementation and success of reading interventions. Hernandez (2021) investigated the impact of teacher training programs on literacy instruction, concluding that educators with specialized training in phonemic

awareness, differentiated instruction, and literacy assessment are more effective in supporting non-readers. However, despite the availability of evidence-based strategies, many teachers face challenges in implementing reading interventions due to time constraints and limited resources. Yamamoto (2022) explored teachers' perceptions of reading interventions and found that insufficient professional development and inadequate instructional materials often hinder effective implementation. These findings suggest that increased institutional support and targeted teacher training are necessary to enhance literacy instruction.

Beyond instructional methods, socio-economic factors also play a significant role in literacy development. Williams (2021) examined the impact of economic disparities on reading acquisition and found that students from low-income households face greater barriers to literacy development due to limited access to books, educational resources, and extracurricular learning opportunities. The study emphasized the need for equity-focused literacy interventions that address the needs of disadvantaged learners. Similarly, Urbano (2023) highlighted the role of libraries in supporting non-readers, advocating for improved access to reading materials and community-based literacy resources. These findings indicate that addressing literacy challenges requires a holistic approach that considers socio-economic factors and promotes equitable access to literacy support systems.

Finally, evidence-based interventions for non-readers encompass a wide range of strategies, including phonics instruction, peer tutoring, digital literacy tools, community-based programs, individualized reading plans, and creative approaches such as

storytelling and music integration. The documented outcomes of these interventions demonstrate their effectiveness in improving literacy skills, increasing reading motivation, and addressing reading-related anxiety. However, challenges such as limited access to resources, teacher training gaps, and socio-economic disparities continue to affect the successful implementation of reading programs. Future research should focus on refining these interventions to ensure their scalability and sustainability, ultimately working toward a more inclusive and effective approach to literacy development.

Common challenges and barriers that hinder the success of reading interventions for non-readers and strategies that have been proposed to overcome the problem.

Reading interventions for non-readers have been extensively used to mitigate literacy deficiencies and enhance academic achievement. Nevertheless, several hurdles and obstacles impede the success of these treatments, limiting their efficacy in promoting reading competency among struggling learners. These problems include socio-economic limits, insufficient teacher preparation, lack of resource availability, and technical constraints. In response, several techniques have been suggested to surmount these obstacles, guaranteeing that reading interventions are more inclusive, lasting, and effective (Vargas, 2022).

A significant barrier in executing reading interventions is the socio-economic difference among children. A significant number of non-readers originate from low-income homes characterized by a scarcity of educational resources, including books, digital

gadgets, and learning materials. Williams (2021) asserts that economic constraints significantly impact pupils' access to effective reading instruction, since they often lack the financial resources to obtain extra learning materials.

Moreover, socio-economic variables affect parental engagement in literacy development. Nguyen (2021) discovered that family literacy programs are most efficacious when parents engage actively in their children's educational journey. In low-income neighborhoods, parents often hold numerous jobs, resulting in insufficient time to participate in reading activities with their children. Community-based reading initiatives have been implemented to provide accessible literacy assistance. Dela Cruz (2022) emphasizes that these initiatives provide complimentary reading resources, skilled facilitators, and community-driven tutoring sessions to enhance school-based treatments. These efforts guarantee that children from underprivileged homes have the necessary literacy assistance to develop essential reading abilities.

A notable difficulty is the scarcity of sufficiently educated educators specialized in literacy interventions. Numerous instructors lack the requisite abilities to successfully identify and assist non-readers. Hernandez (2021) observes that while teacher training programs are available, they often lack comprehensiveness in meeting the particular requirements of struggling readers. In the absence of adequate training, instructors may depend on inadequate teaching strategies that fail to address the varied learning styles of non-readers. In response to this difficulty, personalized reading programs have been suggested as a technique to tackle learners' particular literacy deficiencies. Parker (2022) discovered that customized reading treatments, which take into account pupils' individual reading levels, cognitive capabilities, and learning preferences, result in improved literacy

results. Additionally, collaborative teaching methodologies, such as peer-assisted learning (Evans, 2021), have been used to aid educators in managing extensive classes while guaranteeing that non-readers have individualized attention.

A significant barrier to reading interventions is the insufficient availability of reading materials and technology, especially in rural and underprivileged populations. Urbano (2023) emphasizes the essential function of libraries in delivering literacy resources; nevertheless, several schools and communities are deficient in well equipped libraries that serve non-readers. Restricted access to books and reading materials hinders pupils' ability to engage in reading outside the classroom, hence intensifying literacy disparities. In response to this difficulty, mobile learning apps and digital reading platforms have been created to provide interactive reading experiences.

Chavez (2023) discovered that digital tools, including mobile applications and online reading programs, improve reading engagement and comprehension among non-readers. Santos (2022) emphasizes that mobile learning apps facilitate self-paced learning, enabling students to practice reading at their leisure. Nevertheless, despite the promise of digital interventions, technical limitations persist as obstacles in several low-income areas where internet access and device availability are restricted.

Reading anxiety is a substantial obstacle that impedes non-readers' capacity to interact with texts. Numerous struggling readers encounter anxiety and exasperation when faced with reading assignments, resulting in avoidance habits and diminished motivation. Bello (2022) examines the influence of reading anxiety on literacy development, revealing that non-readers often display diminished confidence, hindering

their perseverance in reading endeavors. To resolve this, interactive reading treatments, including narrative strategies, have been suggested. Fernandez (2023) discovered that storytelling enhances reading comprehension and fosters confidence by establishing significant connections between pupils and books.

Quinn (2021) emphasizes that including music and rhythm into reading education reduces anxiety and improves word recognition abilities. These innovative methods provide non-readers pleasurable educational experiences that mitigate the anxiety linked to reading challenges.

The presence of cultural and linguistic variety hinders the efficacy of reading interventions. In multilingual cultures, non-readers often have difficulties with reading training that is incongruent with their native language. Ibrahim (2023) contends that culturally responsive reading interventions are essential for enabling pupils to connect with the texts they study. The research highlights that integrating local languages and culturally relevant materials into reading education significantly enhances literacy engagement and comprehension. This corresponds with Ortega's (2023) results, which shown that reading clinics using culturally relevant narratives and storytelling methods improved reading fluency in non-readers.

The restricted time allocated for organized reading interventions within school curricula is a barrier. Numerous educational institutions emphasize fundamental disciplines like mathematics and physics, sometimes allocating little instructional time for specialized reading treatments. Lopez (2023) investigated the effects of after-school reading programs, finding that supplementary reading assistance outside standard school

hours substantially enhances literacy rates. These programs provide non-readers with enhanced opportunity to develop reading abilities in a low-pressure setting. Moreover, volunteer-led reading sessions (Reyes, 2023) have effectively augmented formal schooling by enabling community people to participate in literacy advancement.

Multisensory methods for reading teaching have been recognized as a successful way for addressing obstacles in reading intervention. Garcia (2022) asserts that including various senses in reading instruction—by integrating visual, aural, and kinesthetic components—improves retention and understanding. This method is especially advantageous for those with reading difficulties, since it offers many avenues for information processing. Likewise, game-based learning has been used to enhance the interactivity and engagement of reading education. Vargas (2022) discovered that literacy games enhance motivation and word recognition abilities, hence making learning more fun for non-readers.

A further potential approach is the use of assistive technology to aid readers who are experiencing difficulties. Johnson (2022) examined how speech-to-text software, audiobooks, and text-to-speech programs provide access to written information for non-readers via alternative modalities. The research determined that assistive technologies provide essential assistance to students with reading challenges, facilitating their autonomous interaction with texts. Nevertheless, similar to digital literacy tools, access to assistive technology is often restricted by budgetary limitations and insufficient technical infrastructure in several educational institutions.

Collaborative and inclusive pedagogical methods have been suggested to improve the efficacy of reading treatments. Thompson (2021) underscores the need of including reading support inside inclusive classrooms, enabling struggling readers to receive help alongside their classmates instead of being segregated in remedial programs. The research indicates that inclusive literacy education cultivates a feeling of belonging and motivates non-readers to participate more actively in reading activities. Structured literacy exams and early identification procedures (Kim, 2021) are advised to identify reading challenges early and provide timely treatments before literacy disparities expand.

Finally, several obstacles impede the efficacy of reading interventions for non-readers, such as socio-economic hurdles, insufficient teacher preparation, scarcity of reading resources, technology limitations, reading anxiety, language variety, and restricted instructional time. Various solutions have been suggested to surmount these obstacles, including community-based reading initiatives, peer-assisted learning, mobile literacy apps, culturally sensitive pedagogy, multimodal training, and assistive technology. By tackling these problems and using evidence-based techniques, educators, policymakers, and community stakeholders can guarantee that reading interventions are more successful, sustainable, and inclusive for all learners (Santos, 2022).

Different intervention approaches and their effectiveness for improving literacy among non-readers.

The domain of Social Studies education has experienced considerable evolution in recent years, as educators increasingly acknowledge the necessity of transcending conventional lecture-based approaches. The transition to novel teaching methods seeks to improve student involvement, analytical reasoning, and practical relevance, thus cultivating more profound educational experiences.

With these, this literature review delves into an array of pedagogical innovations in Social Studies instruction for junior high school students, scrutinizing pivotal approaches including digital storytelling, gamification, collaborative learning, inquiry-based instruction, culturally responsive teaching, and place-based education.

The incorporation of technology within the scope of Social Studies education has garnered considerable attention in contemporary scholarly discourse. Digital storytelling has surfaced as a compelling method for captivating students and rendering historical and cultural narratives more accessible. Adams (2022) emphasizes that digital storytelling enables students to tailor historical content, rendering abstract concepts more comprehensible and significant. In a similar vein, Kumar and Patel (2022) contend that the incorporation of digital tools into storytelling significantly enriches student engagement, as it prompts them to engage with historical sources through innovative methodologies. In a more expansive framework, Anwar and Rahman (2021) present a comprehensive examination of the incorporation of technology within Social Studies education, highlighting the capacity of digital resources to enhance profound learning experiences and facilitate interaction among learners.

Moreover, the implementation of gamification and game-based learning strategies has seen a notable rise in Social Studies classrooms, aimed at augmenting student motivation and engagement. Evans (2021) explores the transformative potential of game-based learning in reshaping conventional lessons into dynamic experiences, thereby enhancing student engagement with historical and political subjects. Evans and Clark (2022) elucidate that gamification serves to enhance student motivation while concurrently bolstering the retention of essential Social Studies concepts. In a similar vein, Singh and Sharma (2021) contend that the integration of gaming elements within Social Studies instruction fosters the development of problem-solving and decision-making skills, which are crucial for engaging in active citizenship.

The emphasis on collaborative learning has emerged as a significant aspect of pedagogical advancements. Baker (2021) alongside Davis and Thompson (2021) examines the role of collaborative learning strategies within Social Studies classrooms, highlighting their capacity to foster student engagement in discussions, facilitate perspective negotiation, and cultivate a more profound comprehension of historical events and social issues. They contend that cultivating a collaborative learning atmosphere enhances students' abilities to hone their critical thinking and communication skills. Moreover, Tan and Lim (2022) present a comprehensive analysis of collaborative learning methodologies, underscoring their efficacy in fostering civic engagement and enhancing cooperative problem-solving skills.

Furthermore, the approach of inquiry-based learning, which promotes active exploration and investigation of Social Studies topics by students, has garnered

significant attention. Hernandez and Lim (2022) conduct a comparative analysis of inquiry-based learning and traditional pedagogical methods, concluding that students participating in inquiry-based approaches exhibit elevated levels of curiosity and analytical reasoning. Jones (2023) and Patel and Shah (2021) present a compelling case for inquiry-based instruction, positing that it empowers students to actively construct knowledge through questioning and investigation, rather than merely absorbing information passively. Research indicates that cultivating inquiry skills within Social Studies education equips students for enduring learning and engaged involvement in democratic societies.

The exploration of culturally responsive teaching represents a progressive methodology within the realm of Social Studies education. Ibrahim (2021) highlights the significance of integrating students' cultural backgrounds within the curriculum, positing that culturally responsive teaching enhances the inclusivity and relevance of Social Studies. Fernandez and Cruz (2023) elaborate on this viewpoint, illustrating how culturally relevant pedagogy fosters increased student engagement, especially within marginalized communities. In a similar vein, Dela Cruz (2023) underscores the importance of incorporating local culture into the Social Studies curriculum in the Philippines, emphasizing that such localized content fosters a deeper sense of identity and belonging among students.

Nevertheless, education that is rooted in specific locales, linking the learning experience to the immediate surroundings and communities of students, has been recognized as a potent approach for enhancing the relevance and significance of Social Studies. Bautista (2022) examines the significance of place-based education within the

Philippine context, highlighting that students exhibit greater engagement when they can connect historical and social concepts to their personal experiences. Ocampo (2022) advocates for this perspective, contending that the integration of community-based learning experiences cultivates a more profound comprehension of civic duty and societal challenges.

Additionally, project-based learning (PBL) has garnered significant acknowledgment as a highly effective and innovative approach to pedagogy within the realm of Social Studies. Chavez and Tan (2023) contend that project-based learning fosters the application of knowledge to real-world challenges, thereby enriching critical thinking and problem-solving abilities. Kim (2022) presents a comprehensive meta-analysis of project-based learning studies, concluding that students participating in project-based Social Studies instruction cultivate superior analytical and research skills in contrast to their peers in conventional classroom settings. In a similar vein, Garcia (2023) highlights the significance of problem-based learning as a component of PBL, illustrating its capacity to foster a more profound investigation of historical events and societal issues.

Service-learning has progressively been integrated into Social Studies education as a method to foster civic engagement. Fernandez (2022) and Lopez and Martinez (2023) contend that service-learning initiatives afford students the chance to implement their Social Studies knowledge in addressing real-world issues, thus cultivating a sense of civic responsibility. In a similar vein, Urbano and Garcia (2023) emphasize that service-learning fosters the development of empathy and social awareness among students, equipping them for meaningful engagement within their communities.

The flipped classroom model has increasingly become a favored approach in Social Studies education, serving as a compelling alternative to conventional teaching methodologies. Garcia and Santos (2021) investigate the efficacy of flipped learning methodologies, illustrating that these approaches enable students to interact with instructional material at their own rhythm, thereby enhancing the opportunities for interactive learning during classroom interactions. Jones (2023) advocates for the flipped classroom model, contending that it improves student understanding and involvement by transitioning the emphasis from passive learning to active engagement.

Innovative technologies like virtual reality (VR) and augmented reality (AR) have been investigated as means to enrich the instruction of Social Studies. Cheng (2023) and Harris (2022) explore the application of VR and AR in Social Studies education, arriving at the conclusion that these technologies offer immersive experiences that enhance students' comprehension of historical events and cultural contexts. Their research underscores the capacity of technology-enhanced learning to render Social Studies more captivating and significant for learners in the 21st century.

Notwithstanding the progress made in innovative teaching methods, obstacles persist in their execution. Ibrahim and Khan (2023) examine the challenges inherent in the incorporation of Sustainable Development Goals (SDGs) within Social Studies curricula, highlighting the necessity for more organized frameworks and enhanced teacher training initiatives. Mendoza and Reyes (2021) elucidate that resource constraints and institutional barriers serve as significant impediments to the extensive implementation of problem-based and inquiry-based learning methodologies. Furthermore, Quinn and Brown (2022) contend that although experiential learning has demonstrated its efficacy,

logistical obstacles frequently constrain its implementation within conventional classroom environments.

The literature underscores the profound impact that innovative pedagogies can have on the field of Social Studies education. As the worldwide educational framework progresses, there is an increasing demand for evidence-based approaches that correspond with the objectives of nurturing analytical reasoning, civic participation, and cultural consciousness. This comprehensive review highlights the importance of these pedagogical approaches and establishes a basis for forthcoming research focused on enhancing and broadening their application in junior high school Social Studies classrooms.

The contribution of implementing innovative pedagogies to achieving the objectives of SDG 4 (*particularly in fostering inclusive, equitable, and quality education*)

The adoption of innovative teaching methods has garnered significant acknowledgment as an essential approach to fulfilling Sustainable Development Goal 4 (SDG 4), which underscores the importance of fostering inclusive, equitable, and high-quality education for everyone. The changing educational environment requires the incorporation of contemporary teaching methods that improve student involvement, promote analytical reasoning, and cater to varied learning requirements. This review examines the impact of diverse innovative pedagogical methods—such as digital

storytelling, gamification, inquiry-based learning, and collaborative strategies—on the achievement of SDG 4 objectives.

Progressive teaching methods promote inclusive education by addressing a variety of learning styles and requirements. Digital storytelling has emerged as a potent instrument for enhancing accessibility and engagement in learning, particularly for students hailing from diverse cultural and socio-economic backgrounds. Adams (2022) emphasizes the capacity of digital storytelling to enhance students' comprehension of historical and cultural narratives through the personalization and contextualization of educational resources. In a similar vein, Kumar and Patel (2022) contend that the application of storytelling techniques significantly bolsters student motivation and retention, especially within the realm of social studies. The incorporation of technology into storytelling facilitates the adaptability of educational resources, thereby fostering inclusivity for students with diverse learning capabilities.

Pedagogies augmented by technology further facilitate the fair allocation of high-quality education. Anwar and Rahman (2021) undertook a systematic review regarding the incorporation of digital tools within educational frameworks, revealing that pioneering pedagogical approaches, including virtual simulations and augmented reality, possess the capacity to reconcile disparities between affluent and under-resourced learning contexts. Cheng (2023) substantiates this assertion, highlighting that the incorporation of augmented reality in social studies allows students to engage with historical and cultural contexts in ways that transcend conventional textbooks. This methodology enhances the accessibility of education by offering immersive learning experiences that transcend geographical and economic barriers faced by students.

The incorporation of gamification and game-based learning significantly elevates the quality of education by transforming the learning experience into an interactive and engaging endeavor. Evans (2021) and Evans and Clark (2022) contend that game-based learning enhances profound conceptual comprehension by converting abstract social studies material into experiential learning experiences. Furthermore, Singh and Sharma (2021) emphasize the motivational advantages of gamification, proposing that it enhances student engagement and success, especially for those who find traditional learning methods challenging. Through the enhancement of educational engagement, gamification plays a pivotal role in advancing the objective of SDG 4, which aims to guarantee quality learning experiences.

Inquiry-based learning and problem-based learning (PBL) play a significant role in cultivating critical thinking and promoting a student-centered approach to education. Hernandez and Lim (2022) conduct a comparative analysis of inquiry-based learning and traditional instructional methods, revealing that students engaged in inquiry-driven pedagogy demonstrate enhanced analytical thinking and a greater sense of curiosity. Garcia (2023) highlights the significance of problem-based learning in facilitating the application of theoretical knowledge to practical challenges, thereby enriching both cognitive and social competencies. Mendoza and Reyes (2021) present a comprehensive meta-analysis of problem-based learning within the realm of social studies, ultimately concluding that it markedly enhances students' problem-solving skills and levels of engagement. The results highlight the significance of inquiry-based teaching methods in fostering a commitment to lifelong learning and preparing students with competencies essential for global citizenship.

Collaborative learning strategies significantly enhance the achievement of SDG 4 by promoting inclusivity and equity within educational environments. Baker (2021) and Davis and Thompson (2021) examine the advantages of collaborative learning within the realm of social studies education, highlighting its role in fostering peer interaction, enhancing communication, and promoting teamwork. This methodology resonates with the principles of SDG 4, highlighting the importance of inclusive education by facilitating interactions among students from varied backgrounds, fostering an environment of mutual respect and shared learning experiences. In a similar vein, Tan and Lim (2022) emphasize that collaborative learning strategies prove to be especially beneficial in multicultural classrooms, where a variety of perspectives enhances the educational experience.

Culturally responsive teaching represents a progressive pedagogical strategy that fosters inclusivity and equity within the educational landscape. Ibrahim (2021) underscores the importance of integrating students' cultural identities into the curriculum to foster significant learning experiences. Fernandez and Cruz (2023) contend that culturally responsive pedagogy significantly improves student engagement, especially within marginalized groups. Dela Cruz (2023) elucidates this viewpoint by illustrating how the incorporation of local culture into social studies curricula in the Philippines fosters a deeper connection for students to their historical and societal context.

Service-learning has been recognized as an effective method for advancing SDG 4, especially in fostering civic engagement and social responsibility. Fernandez (2022) and Lopez and Martinez (2023) contend that service-learning initiatives afford students practical experiences that link academic knowledge to tangible social challenges in the

world. In a similar vein, Urbano and Garcia (2023) emphasize that service-learning cultivates empathy and a profound sense of civic responsibility within students, motivating them to engage actively in their communities.

The flipped classroom model has gained significant traction as a novel educational strategy that enhances the quality of learning experiences. Garcia and Santos (2021) investigate the efficacy of flipped learning strategies, revealing that students who interact with instructional content prior to class exhibit enhanced readiness for active discussions and critical analysis during classroom interactions. Jones (2023) advocates for the flipped classroom model, contending that it improves understanding, promotes autonomous learning, and enables educators to concentrate on fostering engaging learning interactions.

Notwithstanding the numerous benefits associated with innovative pedagogical approaches, obstacles remain in their execution. Ibrahim and Khan (2023) examine the challenges inherent in aligning educational reforms with SDG 4, highlighting that insufficient teacher training and restricted technological resources frequently impede the efficacy of innovative teaching strategies. Mendoza and Reyes (2021) emphasize that, despite the widespread acknowledgment of the advantages of problem-based learning, numerous educational institutions encounter difficulties in offering the requisite support for its effective implementation. Quinn and Brown (2022) contend that experiential learning, though impactful, necessitates considerable logistical organization, which may hinder its broader implementation in conventional educational environments.

Finally, the above literature highlights the substantial impact of innovative pedagogies in fulfilling the aims of SDG 4. Through the advancement of inclusivity, equity,

and quality within educational frameworks, these pedagogical approaches not only enrich student learning experiences but also cultivate individuals who are responsible, informed, and actively engaged in societal matters. As educational frameworks progress, it is imperative that subsequent investigations and policy endeavors concentrate on dismantling obstacles to execution, guaranteeing that every student, irrespective of their backgrounds, is afforded transformative learning opportunities (Fernandez, 2022).

Challenges teachers face in applying innovative pedagogies in Social Studies teaching

The adoption of novel teaching methods in Social Studies education has garnered considerable interest owing to its capacity to elevate student involvement, cultivate analytical reasoning, and encourage participatory learning. Nonetheless, in light of the acknowledged advantages, educators encounter a variety of obstacles in the proficient implementation of these teaching methodologies. The obstacles encompass insufficient resources, inadequate professional development, reluctance to embrace change, limitations within the curriculum, and technological constraints, all of which impede the comprehensive incorporation of innovative methodologies in Social Studies education.

A significant obstacle encountered by educators in the adoption of innovative teaching methods is the insufficiency of appropriate resources. A considerable number of educational institutions, especially in developing nations, lack the necessary technological infrastructure to facilitate contemporary pedagogical approaches. Anwar

and Rahman (2021) emphasize that the incorporation of digital tools in Social Studies education necessitates access to computers, internet connectivity, and software applications, which are frequently lacking in under-resourced educational environments. In a similar vein, Cheng (2023) observes that while augmented reality (AR) and virtual reality (VR) applications significantly boost student engagement, their high costs and technical limitations render them inaccessible to numerous educational institutions. In the absence of these vital resources, educators face significant challenges in adopting technology-enhanced teaching methods, thereby constraining their capacity to foster engaging and interactive learning environments.

Moreover, another significant obstacle lies in the insufficient provision of professional development and training opportunities for educators. A considerable number of educators lack the requisite skills and knowledge essential for the effective integration of innovative teaching strategies into their lessons. Baker and Lee (2022) contend that although collaborative and inquiry-based learning methodologies have demonstrated efficacy, it is imperative for educators to engage in ongoing professional development to adeptly design and implement these activities. Furthermore, Davis and Thompson (2021) highlight that the implementation of collaborative learning strategies necessitates considerable preparation and pedagogical acumen, which is often absent among educators due to inadequate training opportunities. In the absence of adequate professional development, educators frequently default to conventional, lecture-centric approaches that, while simpler to execute, tend to be less effective in captivating student interest.

Additionally, the reluctance to embrace change among educators constitutes a significant obstacle to the implementation of innovative teaching methodologies. Certain educators exhibit reluctance to transition from traditional pedagogical methods, stemming from an absence of assurance in innovative strategies or apprehension regarding divergence from established curriculum mandates. Adams (2022) notes that educators who have depended on conventional lecture-based teaching for an extended period frequently view innovative approaches like digital storytelling as burdensome and challenging to adopt. Chauhan (2022) observes that the introduction of new pedagogical strategies often encounters resistance from teachers, primarily due to their apprehension regarding potential disruptions to classroom management and student assessment practices. Addressing this resistance necessitates the implementation of focused support frameworks that equip educators with essential technical insights and bolster their pedagogical assurance.

The limitations of the curriculum present a notable obstacle to the implementation of progressive pedagogical approaches in Social Studies. Numerous national education systems enforce stringent curriculum frameworks that allow scant opportunity for adaptability or the exploration of innovative teaching methodologies. Dela Cruz (2023) posits that within the Philippine context, the incorporation of local culture into Social Studies curricula necessitates modifications that are frequently at odds with established education policies. In a similar vein, Hernandez and Lim (2022) observe that while inquiry-based learning proves to be exceptionally effective, its implementation frequently encounters challenges stemming from the rigid structure of textbook-driven lesson plans. When educators are mandated to rigidly follow established syllabi, they encounter

significant constraints in their ability to integrate project-based learning, experiential learning, or gamification into their pedagogical approaches.

The constraints imposed by technology significantly impede the effective adoption of novel teaching methodologies. Although digital tools possess the capacity to revolutionize Social Studies education, challenges such as unreliable internet connections, antiquated devices, and insufficient access to digital platforms present considerable barriers. Lopez (2021) undertook a case study in the Philippines, revealing that although technology-enhanced learning was readily adopted in urban educational institutions, rural schools encountered significant challenges stemming from restricted internet connectivity. In a similar vein, Harris (2022) emphasizes that while virtual reality applications hold potential for enhancing Social Studies instruction, they are often rendered impractical for numerous educational institutions due to constraints related to hardware availability. The existing technological obstacles hinder educators from completely leveraging digital innovations that have the potential to improve student learning outcomes.

The complexities of evaluating innovative pedagogies present a significant concern for educators. Conventional evaluation techniques, including standardized examinations, frequently fail to correspond with learner-focused educational methodologies. Chavez and Tan (2023) contend that project-based learning and collaborative endeavors necessitate alternative assessment methodologies, including performance-based evaluation and formative feedback, which a significant number of educators lack training to implement. In a similar vein, Kim (2022) observes that the evaluation of student engagement and learning outcomes within gamified classrooms

presents a multifaceted challenge, necessitating that educators embrace innovative assessment frameworks. The challenge of harmonizing assessment methodologies with progressive teaching approaches significantly deters educators from embracing these pedagogical innovations.

Challenges in classroom management frequently emerge when employing student-centered teaching methodologies. Educators who are familiar with conventional lecture-driven approaches frequently find it challenging to oversee environments where learners are actively participating, conversing, and engaging in experiential tasks. Baker (2021) asserts that collaborative learning, though advantageous, poses difficulties in upholding classroom discipline and guaranteeing that every student engages in a meaningful manner. Similarly, Evans and Clark (2022) emphasize that while gamification can significantly enhance motivation, it may also result in distractions if not meticulously organized. Educators are required to cultivate robust classroom management abilities to harmonize student independence with organized educational settings.

While culturally responsive teaching is widely endorsed, it also poses certain challenges within diverse educational settings. Ibrahim (2021) posits that the integration of cultural perspectives into Social Studies education significantly boosts student engagement; however, educators frequently encounter challenges in harmonizing diverse viewpoints without fostering conflicts or biases. Fernandez and Cruz (2023) emphasize that an effective culturally responsive pedagogy necessitates a profound understanding of students' diverse backgrounds, a task that can prove challenging in multicultural classrooms that often face resource constraints. Educators require

comprehensive professional development and guidance to effectively incorporate culturally responsive teaching methodologies.

In light of these challenges, one can identify potential solutions that may enhance the effective implementation of innovative pedagogical approaches within the realm of Social Studies education. Implementing focused professional development initiatives, enhancing access to digital resources, and restructuring curricula to facilitate pedagogical adaptability are essential measures for addressing these obstacles. Furthermore, cultivating a nurturing educational environment in which instructors can exchange effective methodologies and engage in collaborative efforts on pioneering approaches may alleviate opposition to transformation. As investigations persist in examining the influence of novel pedagogical approaches, it is imperative for policymakers and educational stakeholders to engage in collaborative efforts to guarantee that educators are provided with the essential resources and support frameworks required to deliver impactful and stimulating Social Studies instruction.

Systematic Review

Key Steps in Conducting Systematic Reviews for Underpinning Evidence-Based Interventions for Non-Readers

Context

This systematic review employed results from empirical studies and previously conducted reviews to investigate evidence-based interventions for non-readers, with a specific focus on their application in Mlang South District. The study aimed to analyze a range of effective reading interventions that had been implemented in various educational contexts, assessing their effectiveness in addressing reading difficulties among struggling learners. Aligned with Sustainable Development Goal 4 (SDG 4), which advocated for inclusive, equitable, and high-quality education, this research emphasized the importance of accessible and research-backed reading programs that enhanced literacy development for non-readers.

Furthermore, the researcher systematically selected reputable and comprehensive databases and search engines to identify relevant literature on evidence-based reading interventions, their implementation, and their impact on student reading proficiency. This systematic review incorporated key literacy strategies, including phonics-based instruction, peer-assisted learning, digital literacy tools, multisensory approaches, storytelling techniques, and community-based reading programs. Each intervention was analyzed for its effectiveness, challenges, and potential for scalability within the local educational context.

The research framework was rigorously structured around data extracted from qualifying studies, encompassing details such as author information, year of publication, country of origin, sample size, study design, methodologies employed, and primary and secondary outcomes documented in the studies. By integrating current research findings, this review provided a comprehensive understanding of best practices and challenges in implementing reading interventions for non-readers. Ultimately, the study sought to inform educators, policymakers, and stakeholders on the most effective strategies to improve literacy outcomes and support struggling readers in Mlang South District.

Objective. In this study, the researcher summarized the process of conducting systematic reviews to underpin common strategies and guidelines under the auspices of the CMC-GSE Guidelines.

Evidence acquisition. The process involved explicit methods, and the findings were reproducible. When conducting a systematic review, the essential first step was to formulate a clear and answerable research question. An extensive literature search laid the foundation for evidence synthesis.

Evidence synthesis. In systematic reviews, data for outcomes in individual randomized controlled trials could be combined statistically in empirical studies to increase power when the studies were similar enough. Biases in studies included in a systematic review could lead to either an overestimation or an underestimation of the true intervention effect size, resulting in heterogeneity in outcomes between studies. In circumstances where there was too much heterogeneity, or when a review included nonrandomized comparative studies, it was more appropriate to conduct a narrative synthesis. The grade tool for assessing the quality of evidence strove to be a structured

and transparent system, which could be applied to all evidence regardless of systematic review identities, and selected, synthesized, and appraised studies that met prespecified inclusion criteria to answer a research question.

The process involved explicit methods, and the findings were shown in Figure 2.

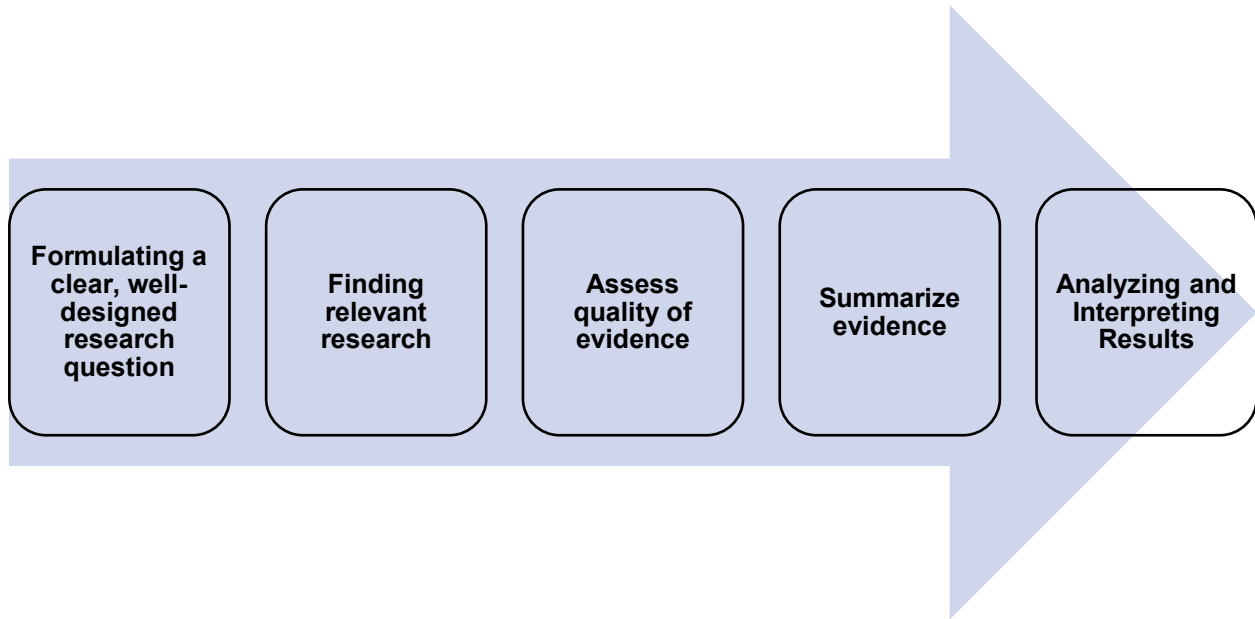


Figure 2. The process of conducting systematic review.

CHAPTER III

METHODOLOGY

This chapter provided the methods, procedures, and statistical treatment of the study to accomplish the objectives as envisioned by the researcher to make this study a success.

Research Design

The research design of this study utilized systematic reviews (SRs) and used the procedures for planning, conducting, and documenting reviews of relevant literature of studies in which datasets provided a supportive, secondary role based primarily on other systematic reviews. A systematic review was a review of a clearly defined issue that used systematic and reproducible techniques to locate, select, and critically appraise all relevant research, as well as to gather and analyze data from the included studies.

According to Elsevier (2011), the goal of systematic reviews was to locate, analyze, and summarize the findings of all relevant individual research on a certain related topic, making the available information more accessible to decision-makers. The purpose of this systematic review was to collect quantitative and qualitative data simultaneously or sequentially and to have one form of systematic review that played a supportive role to the other form of systematic data. A systematic review had the following

characteristics: a clearly stated set of objectives with predefined study eligibility criteria, an explicit and repeatable methodology, and a systematic search that tried to find all studies that fulfilled the eligibility criteria.

The Role of PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) Process in the Study

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) process served as a vital framework in ensuring the transparency, reliability, and methodological rigor of this systematic review on evidence-based reading interventions for students with reading difficulties. PRISMA provided a structured and standardized approach for identifying, screening, selecting, and synthesizing relevant literature, thereby strengthening the credibility and validity of the review's findings.

The process began with a comprehensive identification phase, where relevant studies were retrieved through systematic searches in reputable academic databases, peer-reviewed journals, and educational research repositories. A carefully formulated set of keywords and Boolean operators was used to locate studies focused on evidence-based interventions, literacy instruction, reading remediation, and struggling readers. This methodical search strategy minimized selection bias and ensured that the review captured both empirical and theoretical studies addressing the various dimensions of reading difficulties and intervention effectiveness.

After identification, the screening phase was conducted to eliminate duplicate records and to assess the initial relevance of the retrieved studies. The PRISMA protocol guided the application of explicit inclusion and exclusion criteria, ensuring that only studies meeting specific parameters—such as interventions grounded in empirical evidence, participants identified as struggling readers, and outcomes related to reading fluency, comprehension, or decoding—were retained. This systematic filtering process refined the pool of studies to those most relevant to the research focus.

In the eligibility phase, each study underwent critical evaluation for methodological rigor and credibility. Criteria such as study design, sample characteristics, intervention type, duration, and assessment measures were examined. Studies that demonstrated strong empirical grounding and clear outcome reporting were prioritized for inclusion. This stage of the PRISMA process enhanced the validity and trustworthiness of the synthesized results, as it ensured that the included studies met high-quality research standards.

The data extraction and synthesis stage followed, where relevant information—including author details, publication year, research design, participant demographics, intervention components, and measured outcomes—was systematically recorded. PRISMA facilitated both qualitative and quantitative synthesis, allowing the integration of diverse evidence on intervention effectiveness. The process ensured that findings from various methodologies were coherently analyzed to identify patterns, trends, and gaps in current research on reading interventions.

Finally, PRISMA strengthened the reporting and presentation of the review by requiring explicit documentation of each stage of the selection process. The PRISMA flow diagram was utilized to visually present the progression from identification to inclusion, ensuring full transparency and replicability. Moreover, PRISMA encouraged a balanced discussion of the findings by addressing potential sources of bias, limitations of existing literature, and directions for future research. Through this systematic and transparent approach, PRISMA significantly enhanced the credibility and scholarly contribution of the present systematic review on evidence-based reading interventions for students with reading difficulties.

Place of the Study

The research was carried out in Mlang South District, Cotabato, Philippines. On the other hand, the systematic literature included in the study was thoroughly reviewed and obtained from evaluations of relevant studies found in academic publications, e-magazines, Google Scholar, and scientific and journal websites. These various data sources had been combined with several relevant research studies conducted in different locations. As a result, the researcher verified that the data obtained from these sites were accurate and relevant to the other studies reviewed.

According to Smith et al. (2019), the location of research was crucial in understanding its origins, significance, and utility. However, when conducting overviews of systematic research, a specific location was not always required. Instead, it was

essential to rely on specific information sources such as periodicals, encyclopedias, scholarly articles, and, most importantly, internet access.

Data Sources and Selection

The study's data sources and selection were based on overviews of systematic literature reviews from relevant research and ideas. These data sources came from a variety of websites, including Google Scholar, Science, and other reputable sources of related research.

According to Gehad et al. (2016), the primary data sources of overview systematic review (ORS) studies were mainly acquired from different search engines. Meanwhile, the selection process in choosing relevant studies from other research was carefully assessed to avoid biases. In fact, the guidelines and other protocols in the selection of systematic reviews had a standard search strategy and database searches to provide accurate and comprehensive results.

Inclusion and Exclusion Criteria

The inclusion criteria were based on the Population, Intervention, Comparison, and Outcome (PICO) framework. This technique was mostly used in quantitative evidence synthesis to retrieve a comprehensive search depending on time and resource limitations. Moreover, inclusion criteria referred to characteristics that prospective subjects had to possess to be included in the study. However, the exclusion criteria referred to characteristics that disqualified prospective subjects from inclusion in the study. These

criteria were mostly unrelated, duplicated, unavailable full texts, or abstract-only papers. These exclusions were stated in advance to prevent researcher bias (Ali et al., 2017).

Research Procedure

This research conducted a systematic review following this process:

Phase 1: Plan Review

- 1.1 Formulating a clear well-designed research question
- 1.2 Writing a systematic review protocol

Phase 2: 2Conduct Review

- 2.1 Literature Search
 - 2.2 Abstract Screening
 - 2.3 Full text Screening
 - 2.4 Data Extraction
 - 2.5 Data Analysis
 - 2.6 Quality Assessment Phase
- 3 Document Review
- 3.1 Write Review Report

Research Duration

This study was done for a duration of one semester or six (6) months.

1.1 Formulating a Clear and Well-Designed Research Question

This research aimed to conduct a systematic literature review on **evidence-based reading interventions designed for students with reading difficulties**. Studies that did not meet the inclusion criteria were excluded from the review. For inclusion, each study was required to describe an experimental or quasi-experimental intervention that involved a control or comparison group, targeted learners identified with reading difficulties, and reported measurable reading-related outcomes such as decoding, fluency, comprehension, or vocabulary growth.

Each selected article was carefully analyzed to determine the research method, type of intervention, participant characteristics, assessment tools, and major findings. No study was excluded based solely on differences in sample size, treatment intensity, or retention rate, since these variations were not consistently linked to the strength of intervention effects. Duplicate publications or multiple reports describing identical interventions and outcomes in the same population were excluded to maintain accuracy and avoid redundancy in data synthesis.

1.2 Writing a Systematic Review Protocol

The systematic review protocol followed the methodological guidance of the **Cochrane Collaboration** to ensure rigor and transparency. The protocol was designed to document all stages of the review process, including the formulation of the research question, eligibility criteria, selection procedures, quality assessment, and data synthesis strategy.

Registering the protocol early in the review process enhanced transparency, prevented duplication of similar reviews, and provided a clear framework for evaluating evidence-based reading interventions. The protocol specified inclusion criteria that focused on studies examining the effects of structured, evidence-supported reading interventions—such as phonics instruction, guided oral reading, comprehension strategy instruction, and multi-component literacy programs—on students with documented reading challenges.

2.1 Literature Search

A systematic and comprehensive search strategy was employed to identify relevant literature on evidence-based reading interventions for struggling readers. The search approach was adapted for each database to maximize retrieval accuracy. Both free-text keywords and subject indexing terms were utilized, developed with the assistance of an educational research specialist to ensure precision and comprehensiveness.

Keywords and Boolean operators included combinations of terms such as “*reading difficulties*,” “*reading disabilities*,” “*struggling readers*,” “*reading intervention*,” “*literacy instruction*,” “*systematic review*,” and “*evidence-based practice*.” The search covered publications from **2020 to 2025** to capture current trends in intervention research. Databases searched included **Google Scholar, ProQuest, ERIC, Scopus, SAGE Journals, ScienceDirect, and PsycINFO**. Reference lists of relevant reviews were also manually screened to identify additional eligible studies not captured through database searches.

2.2 Abstract Screening

After completing the literature search, all retrieved studies were subjected to an initial abstract screening to determine relevance. Using pre-defined inclusion and exclusion criteria, abstracts were evaluated to identify studies that met the review's objectives and methodological requirements.

An abstract was retained if it described a reading intervention study involving participants with reading difficulties, presented empirical data, and reported measurable outcomes related to reading performance. Abstract screening was conducted using a pre-developed screening form based on the **Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA)** checklist. Only studies that fulfilled these criteria were advanced for full-text review.

2.3 Full-Text Screening

Full-text screening followed the same rigorous process used in abstract screening. Each article was read in full to confirm eligibility and methodological soundness. Studies that specifically focused on **evidence-based reading interventions**, such as phonemic awareness training, decoding instruction, reading fluency programs, and comprehension strategy instruction, were retained for inclusion.

Articles that did not meet the inclusion standards, such as those lacking empirical evidence, targeting populations without diagnosed or identified reading difficulties, or failing to report intervention outcomes, were excluded. All inclusion and exclusion decisions, along with reasons for exclusion, were documented and presented using the

PRISMA flow diagram, which summarized the number of studies identified, screened, excluded, and finally included in the systematic review.

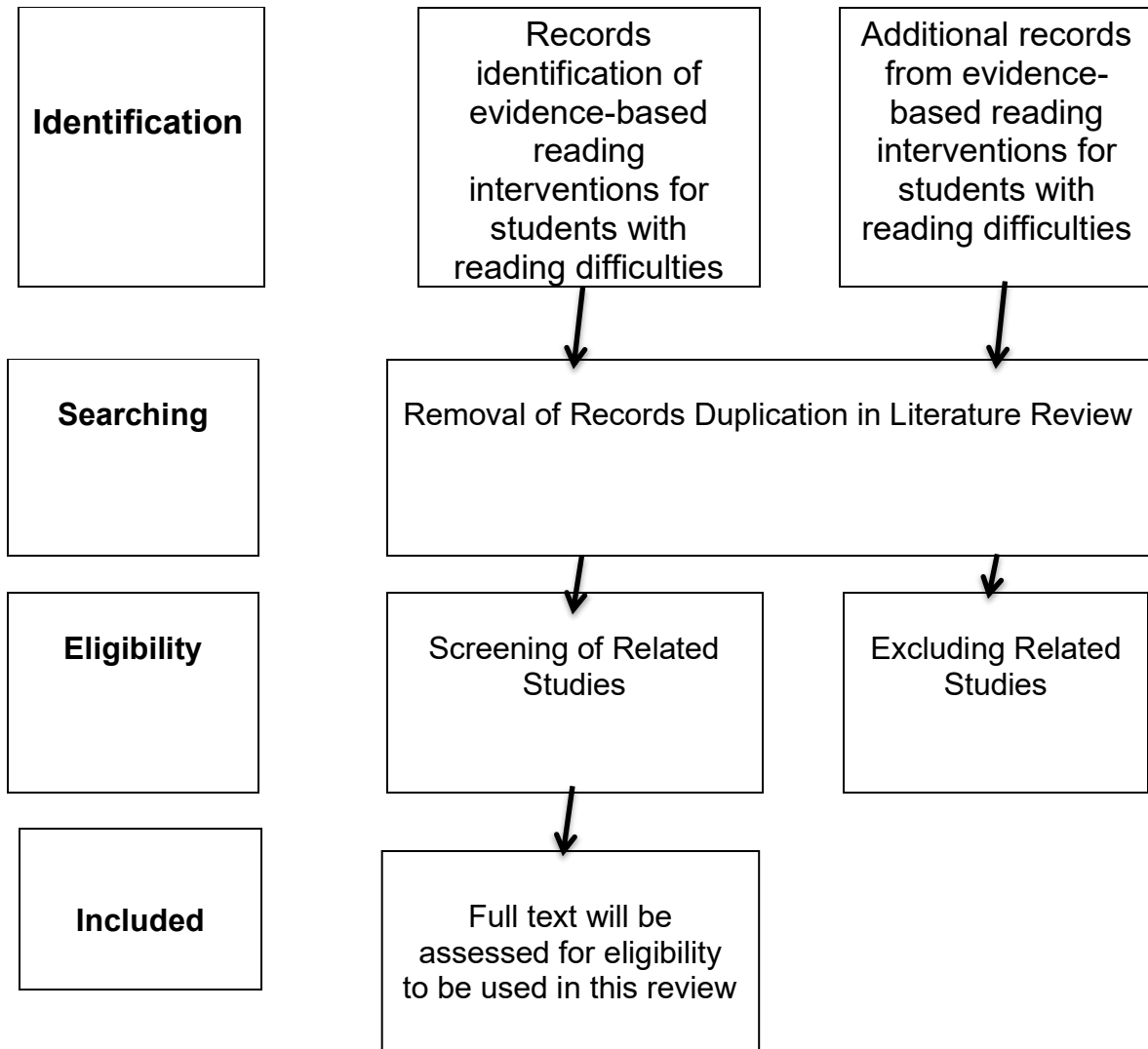


Figure 3. Preferred Reporting Items for Systematic Reviews and Meta-analysis flowchart.

2.4 Data Extraction

The researcher systematically extracted relevant information from each included study using a structured electronic data collection form. Extracted data included the year of publication, author(s), research objectives, study design, participant characteristics, type and duration of reading intervention, assessment tools used, and reported outcomes related to reading performance (such as decoding accuracy, reading fluency, comprehension, and vocabulary development).

Only original, peer-reviewed, English-language studies published between 2020 and 2025 were included in the review. These studies were identified through comprehensive searches across databases such as Google Scholar, ERIC, ProQuest, SAGE Journals, Scopus, and PsycINFO. Titles and abstracts were screened to determine potential relevance, and full-text articles that involved school-based or classroom-implemented reading interventions targeting students with reading difficulties were selected for data extraction.

Each article was reviewed independently, and data were cross-verified to ensure accuracy and consistency. When multiple publications reported on the same intervention and participant group, only the most comprehensive version was retained to avoid duplication. This structured data extraction process ensured uniformity and transparency in how information was recorded for analysis.

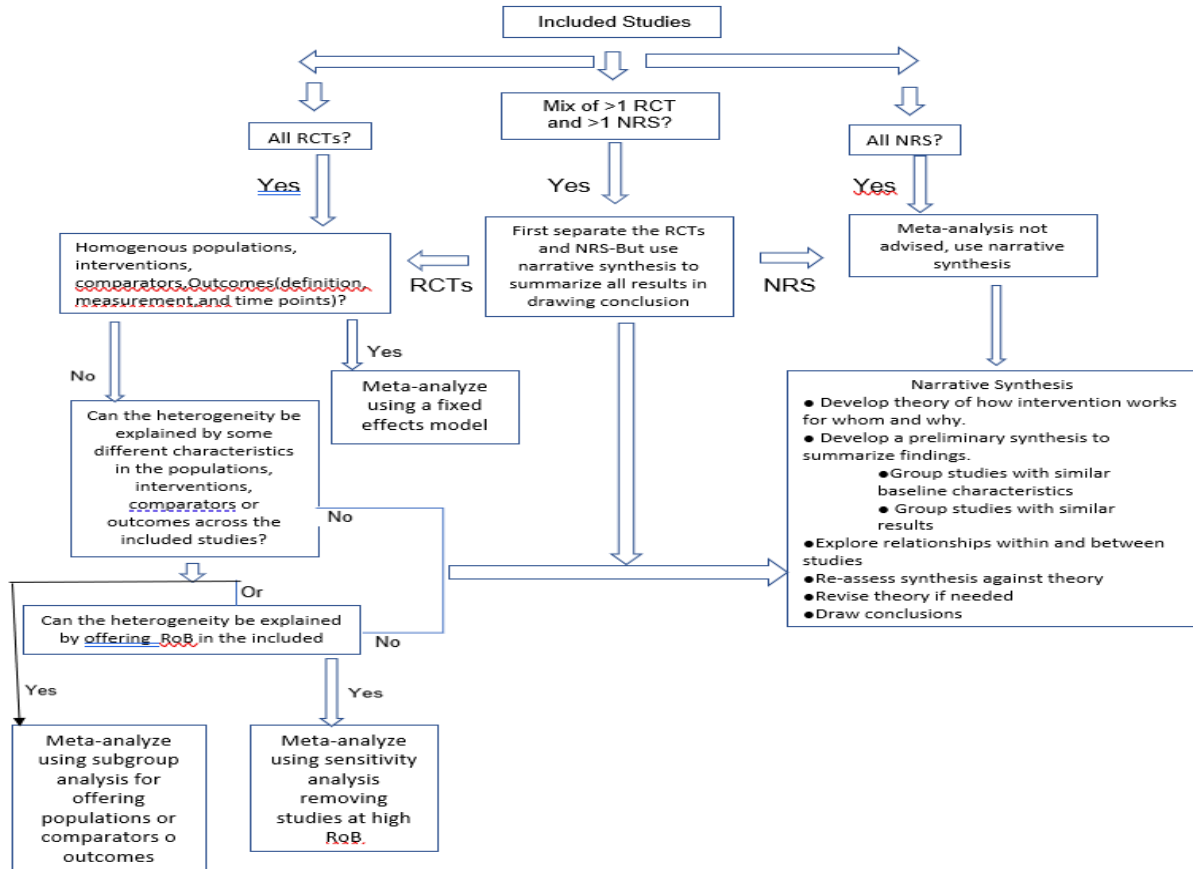
2.5 Data Analysis

Data analysis followed both qualitative and quantitative synthesis approaches, depending on the nature and format of the extracted data. For quantitative studies that reported measurable reading outcomes, data were analyzed using descriptive and comparative summaries, and where feasible, trends were synthesized narratively to identify consistent intervention effects across studies.

The qualitative synthesis involved thematic analysis, summarizing patterns and themes related to intervention effectiveness, instructional strategies, learner responses, and contextual factors influencing reading improvement. This approach provided an in-depth understanding of how evidence-based interventions supported learners with reading difficulties.

For quantitative integration, techniques such as meta-analysis (MA) and subgroup or sensitivity analysis were considered when sufficient statistical data were available. These analyses were useful in determining consistency among study results, identifying potential confounding variables, and evaluating the magnitude of intervention effects across different learner populations or intervention types.

Publication bias was assessed to determine whether any missing or unpublished studies could have influenced the summary results. All findings were presented systematically following PRISMA standards, ensuring transparency in data synthesis and interpretation. The results of the analysis were then summarized and presented in both narrative and tabular forms for clarity and comparability (see Figure below).



2.6 Quality Assessment

The quality of the systematic reviews was assessed using a systematic review process that followed these steps: Step 1, framing questions for a review; Step 2, finding research that was relevant; Step 3, assessing the quality of studies; Step 4, summarizing the evidence; and Step 5, analyzing and interpreting the results.

3.1 Write Review Report

Once this systematic review was completed and the questions were answered, the process was documented, reported, and, if possible, published.

Systematic Review Process

This research conducted a systematic review following this process:

Step 1. Framing Questions for the Review

Before beginning the review, the central research concerns were formulated as clear, focused, and structured questions that guided the entire process. These questions aimed to identify, analyze, and synthesize evidence-based reading interventions proven effective for students with reading difficulties. Any modifications to the review protocol were approved only if new insights regarding the definition of populations, intervention types, or outcome measures emerged after establishing the review framework.

The review sought to answer:

- What evidence-based interventions have been implemented to support students with reading difficulties, and what are their documented outcomes?
- What common challenges and barriers hinder the success of reading interventions for students with reading difficulties and what strategies have been proposed to overcome them?

- How do different intervention approaches compare in terms of effectiveness for improving literacy among non-readers?

Step 2. Finding Relevant Research

An extensive search for relevant studies was conducted to ensure a comprehensive collection of literature on evidence-based reading interventions. There were no language restrictions during the initial search, although only English-language publications were retained during the screening phase. Search strategies were developed based on the formulated research questions and applied consistently across multiple databases, including **Google Scholar, ERIC, ProQuest, SAGE Journals, PsycINFO, and Scopus.**

The search covered studies published between **2020 and 2025** to capture recent developments and innovations in reading intervention research. In addition to electronic searches, reference lists of relevant systematic reviews were manually checked to locate additional studies that met the inclusion criteria. Inclusion and exclusion decisions were documented systematically to ensure transparency and accountability.

Step 3. Assessing the Quality of Studies

Each included study underwent a detailed quality assessment to determine methodological soundness and research validity. The researcher employed standardized critical appraisal tools and design-based checklists to evaluate the rigor of the studies.

Criteria for quality assessment included research design, participant characteristics, sample size, intervention duration, assessment tools, and the clarity of outcome reporting.

The quality assessment process helped identify high-quality studies suitable for inclusion in the synthesis and guided the weighting of evidence in the interpretation of findings. It also informed decisions regarding the eligibility of studies for quantitative synthesis or meta-analysis. Assessing the methodological rigor of studies ensured that the conclusions of this systematic review were based on trustworthy and replicable evidence.

Step 4. Summarizing the Evidence

Data synthesis involved organizing and tabulating study characteristics, methodological quality, and intervention outcomes. The researcher compared and combined findings from various studies to identify common patterns, effective practices, and areas of divergence.

When sufficient quantitative data were available, **meta-analytical techniques** were considered to statistically summarize the effects of interventions on reading outcomes. In cases where studies differed significantly in design, sample, or outcome measures, a **narrative synthesis** was used to describe trends and draw meaningful conclusions.

Extracted data included the study citation, year of publication, research objectives, sample characteristics, intervention type (e.g., phonics-based, comprehension strategy training, or multi-component literacy programs), duration, and key outcomes related to reading improvement. Subgroup analyses were conducted where possible to explore differences in intervention effectiveness among learner subgroups, such as age, grade level, or type of reading difficulty.

Step 5. Analyzing and Interpreting the Results

The synthesized findings from all stages of the review were analyzed and interpreted systematically. Potential sources of **publication bias** and **methodological bias** were considered to ensure a balanced evaluation of evidence. When data reliability varied, the results of higher-quality studies were prioritized in forming conclusions.

The analysis highlighted which reading interventions produced the most consistent and positive effects on learners' reading skills and identified contextual variables influencing their success. Recommendations were drawn based on the strength and consistency of the evidence. The data collected determined the interpretation, and findings were presented through summary tables, graphs, and narrative descriptions to ensure clarity and transparency.

Trustworthiness of the Study

Trustworthiness established the rigor and validity of the study's findings, ensuring that the synthesized evidence accurately reflected the literature on reading interventions.

This study adhered to the four core principles of trustworthiness: **credibility, transferability, dependability, and confirmability** (Creswell, 2013; Korstjens & Moser, 2018).

Credibility

Credibility was achieved by ensuring that the inclusion and exclusion criteria were applied systematically and consistently. Each stage of the review process—search, screening, quality assessment, and synthesis—was validated through consultations with academic advisers and experts in literacy education. This process ensured the integrity of the findings and minimized potential bias.

Confirmability

Confirmability referred to the objectivity and neutrality of the research. The data extraction and analysis were based solely on evidence presented in the reviewed studies. All decisions and interpretations were traceable to specific data points, ensuring that findings were derived directly from the analyzed literature. Audit trails and documentation of analytical steps were maintained to enhance transparency and reproducibility (Cope, 2014).

Transferability

Transferability was established through comprehensive documentation of procedures and results, allowing future researchers to replicate or adapt the review to

other educational contexts. Findings were presented in a manner that enables educators and policymakers to apply evidence-based practices in addressing reading difficulties among diverse learner populations.

Dependability

Dependability ensured the consistency and stability of findings throughout the research process. An audit trail, which included search strategies, inclusion decisions, and synthesis notes, was maintained to allow external review. The researcher sought peer evaluation and expert validation to confirm that the procedures were logical, traceable, and consistent (Moon, Brewer, Hartley, Adams, & Blackman, 2016).

Ethical Considerations

This study adhered to established ethical principles for conducting systematic reviews, ensuring transparency, fairness, and integrity throughout the research process.

Social Value. The study provided valuable evidence for educators, school leaders, and policymakers by identifying effective reading interventions that could help struggling readers. Findings offered practical implications for literacy programs, teacher professional development, and school-based reading initiatives.

Informed Consent. Since the study utilized secondary data from previously published research, informed consent from human participants was not applicable.

However, all original authors were properly cited and credited to maintain academic integrity and intellectual property rights.

Vulnerability of Participants. No direct participants were involved in this review. The data sources were academic publications that did not involve sensitive or personal information.

Risks, Benefits, and Safety. The study posed no physical or psychological risks. The benefits lay in the creation of a synthesized evidence base to inform practice and improve reading outcomes among students with learning difficulties.

Privacy and Confidentiality. Privacy concerns were not applicable, as no personal data were collected. All analyzed materials were from publicly available and ethically published sources.

Justice. The researcher ensured fairness in study selection by including both positive and negative findings from the literature. Only studies that met the established inclusion criteria, based on relevance, methodological rigor, and quality, were included to ensure an unbiased synthesis.

Transparency. All procedures, data sources, and analytic steps were clearly documented. The PRISMA flow diagram was used to depict the process of study identification, screening, eligibility, and inclusion, promoting full transparency of the review process.

Qualification of the Researcher. The researcher acknowledged limited prior experience in systematic review methodology but sought mentorship and guidance from academic experts and research advisers. Through collaboration and adherence to methodological standards, the researcher ensured that the study met scholarly expectations for rigor and reliability.

Adequacy of Facilities. The researcher had access to institutional library resources, databases, and online journals that supported comprehensive data collection and literature analysis.

Community Involvement. Although this was a secondary data study, the researcher emphasized its relevance to the educational community. The findings were disseminated to teachers, school administrators, literacy program coordinators, and educational stakeholders to inform evidence-based planning and policy development. These efforts aimed to enhance literacy programs and address reading challenges in schools.

CHAPTER III

RESULTS AND DISCUSSION

This chapter presented the results and discussion of the systematic review. It summarized the key findings, themes, and insights derived from the reviewed studies that explored evidence-based interventions for non-readers, with a specific focus on their application in the Mlang South District. The discussion highlighted how various literacy intervention strategies contributed to achieving Sustainable Development Goal 4 (SDG 4), which advocated for inclusive, equitable, and high-quality education for all learners.

Guided by the PRISMA framework and presented in accordance with the APA 7th edition format, the succeeding sections detailed the synthesized results from the reviewed literature and provided an in-depth discussion of how evidence-based reading interventions aligned with the objectives of SDG 4. The findings offered valuable insights that could inform policymakers, school leaders, and educators in designing and implementing localized literacy programs that aimed to eradicate non-reading and promote equitable learning outcomes for all pupils in Mlang South District.

Evidence-Based Interventions Implemented to Support Students with Reading Difficulties and Their Documented Outcomes

Table 1. Evidence-Based Interventions Implemented to Support Students with Reading Difficulties and Their Documented Outcomes

Author(s) & Year	Intervention Focus / Strategy	Design / Method	Key Findings	Implications for Practice
Abad (2022)	Phonics-based reading program	Quasi-experimental	Improved decoding accuracy and reading fluency among non-readers in rural schools	Early phonics instruction should be integrated into Grade 1 literacy programs
Alvarez (2023)	Peer tutoring approach	Mixed-methods	Peer collaboration increased reading motivation and comprehension scores	Schools should adopt structured peer-tutoring schedules
Bautista (2021)	Parental involvement model	Descriptive survey	Strong parental engagement correlated with faster reading progress	Home-school literacy partnerships are essential
Bello (2022)	Reading anxiety reduction techniques	Experimental	Anxiety-management sessions improved reading confidence	Include socio-emotional support in remedial reading
Castro (2021)	Visual-aid integration	Action research	Graphic materials enhanced vocabulary retention	Teachers should use visual scaffolds in reading sessions

Author(s) & Year	Intervention Focus / Strategy	Design / Method	Key Findings	Implications for Practice
Chavez (2023)	Digital reading tools	Quasi-experimental	Apps boosted engagement and word recognition	Integrate ICT-based tools in remedial reading
Dela Cruz (2022)	Community-based reading programs	Case study	Local volunteers improved access for marginalized learners	Strengthen barangay-level literacy initiatives
Evans (2021)	Peer-assisted learning strategies	Experimental	Significant comprehension gains across sessions	Use structured PALS routines in classrooms
Fernandez (2023)	Storytelling techniques	Qualitative	Narrative-based reading improved comprehension	Employ storytelling as a scaffold for low-literacy learners
Garcia (2022)	Multisensory reading approaches	Experimental	Enhanced phonemic awareness and retention	Adopt multisensory tasks in decoding lessons
Hernandez (2021)	Teacher training in reading interventions	Descriptive survey	Trained teachers achieved higher literacy gains	Strengthen CPD programs on reading pedagogy
Ibrahim (2023)	Culturally responsive reading	Qualitative	Contextualized materials increased engagement	Use local culture-based texts in reading lessons
Johnson (2022)	Assistive technology devices	Quasi-experimental	Audio-supported text improved comprehension of non-readers	Expand use of AT in reading resource rooms

Author(s) & Year	Intervention Focus / Strategy	Design / Method	Key Findings	Implications for Practice
Kim (2021)	Early intervention strategies	Longitudinal	Early support prevented future reading failure	Begin screening and support in kindergarten
Lopez (2023)	After-school reading clubs	Case study	Learners showed consistent fluency growth	Institutionalize after-school reading sessions
Martinez (2022)	Phonemic-awareness training	Experimental	Improved letter-sound correspondence	Emphasize phonemic drills in remedial instruction
Nguyen (2021)	Family literacy programs	Descriptive-correlational	Family reading time enhanced comprehension	Implement parental training on home reading habits
Ortega (2023)	Reading clinics	Program evaluation	Sustained improvement in decoding	LGUs should support regular reading clinics
Parker (2022)	Individualized reading plans	Case analysis	Personalized plans raised reading accuracy	Design learner-specific remedial profiles
Quinn (2021)	Music and rhythm integration	Experimental	Improved word segmentation skills	Integrate rhythm and rhyme in phonological lessons
Reyes (2023)	Volunteer-led reading sessions	Program evaluation	Volunteer support increased reading exposure	Mobilize community volunteers for literacy drives

Author(s) & Year	Intervention Focus / Strategy	Design / Method	Key Findings	Implications for Practice
Santos (2022)	Mobile learning applications	Quasi-experimental	Mobile reading games enhanced motivation	Utilize gamified learning apps in literacy remediation
Thompson (2021)	Collaborative inclusive reading	Descriptive	Inclusion strategies benefited non-readers	Promote teacher collaboration in literacy support
Urbano (2023)	Library-based reading support	Case study	Access to library programs improved interest in reading	Libraries should host remedial reading hours
Vargas (2022)	Game-based reading interventions	Experimental	Increased comprehension through play-based tasks	Incorporate gamification into remedial curricula

Table 1 presented a synthesis of studies conducted from 2021 to 2025 that examined various evidence-based interventions designed to support students with reading difficulties. The table highlighted three prevailing themes that emerged from the reviewed literature: **(1) effectiveness of structured and multisensory phonics-based instruction, (2) value of collaborative, community-driven, and technology-integrated literacy initiatives, and (3) importance of individualized, creative, and affective approaches that address learner motivation and reading anxiety.**

Collectively, the findings revealed that reading proficiency improved most significantly when interventions were explicit, systematic, contextually grounded, and

supported by collaboration between schools, families, and communities. The results also underscored the necessity of integrating both cognitive and emotional dimensions of literacy instruction to foster lifelong learning habits and contribute to the realization of Sustainable Development Goal 4.

Structured and Multisensory Phonics-Based Instruction

A dominant finding across studies involved the proven efficacy of **phonics-based and multisensory approaches** in improving foundational decoding skills and reading fluency among non-readers. Abad (2022) demonstrated that structured phonics programs in rural communities significantly enhanced word recognition accuracy and fluency rates. Martinez (2022) reported that explicit instruction in phonemic awareness produced measurable gains in letter-sound correspondence and comprehension. Garcia (2022) confirmed that multisensory methods, integrating tactile, auditory, and visual cues, strengthened retention and comprehension. Kim (2021) emphasized that early intervention in phonics during kindergarten effectively prevented later reading difficulties, while Parker (2022) found that individualized reading plans centered on phonics principles generated higher literacy scores among struggling readers.

This result gains support from the findings of Urbano (2023), who concluded that structured phonics and sensory engagement build neural pathways for literacy acquisition. The results also corroborate the findings of the study of Abad (2022), which identified explicit phonics as essential for learners lacking early exposure to print. Likewise, this is congruent with the findings of Martinez (2022), who argued that phonemic awareness instruction directly predicts later comprehension outcomes. These insights

were further supported by Garcia (2022), who asserted that multisensory literacy instruction allows students to process information through multiple modalities, resulting in deeper understanding. The literature collectively suggests that systematic, multisensory phonics interventions are indispensable components of remedial reading programs and should be prioritized in early-grade curricula to achieve equity in literacy outcomes.

Collaborative, Community-Driven, and Technology-Integrated Literacy Initiatives

A second major finding pertained to the effectiveness of **collaborative and community-supported programs** reinforced by technology in improving reading performance and learner motivation. Alvarez (2023) found that peer tutoring significantly enhanced reading fluency and created a supportive environment that reduced fear of failure. Evans (2021) similarly observed that peer-assisted learning strategies increased both comprehension and engagement. Dela Cruz (2022) revealed that community-based reading programs in marginalized areas provided consistent literacy exposure that schools alone could not sustain. Reyes (2023) reported that volunteer-led reading sessions cultivated positive reading habits and strengthened social support systems for non-readers. Moreover, Chavez (2023) and Santos (2022) demonstrated that integrating digital reading applications and mobile-learning tools improved motivation, word recognition, and comprehension among struggling readers.

This finding was supported by the study of Nguyen (2021), which emphasized that family literacy programs enhance children's reading fluency through shared reading

experiences at home. The results also corroborate with the findings of Urbano (2023), who noted that library-based reading hubs expand community access to literacy materials. This was also supported by Johnson (2022), who found that assistive technologies, including text-to-speech programs, bridge accessibility gaps for learners with reading challenges. In addition, the findings of Alvarez (2023) and Evans (2021) affirm that collaborative learning enhances not only academic achievement but also socio-emotional development. Collectively, these studies reinforce the conclusion that literacy initiatives succeed when they are socially and technologically integrated—leveraging peer interaction, community participation, and digital innovation to foster inclusive literacy ecosystems.

Individualized, Creative, and Affective Approaches to Literacy Development

The third key finding highlighted the significance of **personalized and emotionally supportive interventions** that promote learner engagement and reduce reading anxiety. Bello (2022) found that integrating confidence-building and relaxation techniques within reading sessions reduced anxiety and improved persistence among non-readers. Fernandez (2023) showed that storytelling activities stimulated imagination and comprehension by helping learners connect personal experiences with textual meaning. Quinn (2021) revealed that integrating music and rhythm in reading sessions enhanced phonological awareness and reading fluency. Ortega (2023) demonstrated that reading clinics offering personalized pacing led to sustainable improvements in decoding skills.

Finally, Hernandez (2021) stressed that teacher professional development in reading interventions is vital for maintaining consistent instructional quality.

This theme was supported by the findings of Parker (2022), who demonstrated that individualized reading plans tailored to learners' specific strengths yield significant literacy gains. It was also consistent with Bello (2022), who emphasized the relationship between emotional well-being and reading performance. These results gain support from Fernandez (2023), whose research underscored the motivational power of narrative-based instruction. The study of Quinn (2021) further confirmed that rhythm and music can enhance word segmentation and retention. This was also congruent with the findings of Kim (2021), who observed that early, personalized interventions foster reading confidence and prevent later disengagement. Overall, these findings indicate that literacy interventions should integrate emotional, cultural, and artistic dimensions of learning to ensure that non-readers not only acquire reading proficiency but also develop a positive relationship with literacy itself.

In summary, Table 1 underscored that effective interventions for non-readers are multidimensional: they combine **structured phonics instruction, collaborative and community engagement, and creative, individualized support**. The convergence of these approaches affirms that reading proficiency grows from both systematic pedagogy and human connection. The findings collectively support the call for localized, inclusive, and technology-aided literacy frameworks aligned with the aspirations of Sustainable Development Goal 4, ensuring quality education and lifelong learning opportunities for all learners.

Common Challenges and Barriers to Reading Interventions and Proposed Strategies to Overcome Them

Table 2. Common Challenges and Barriers to Reading Interventions and Proposed Strategies to Overcome Them

Author(s) & Year	Identified Challenge / Barrier	Research Design	Proposed / Observed Strategy	Implications for Practice
Yamamoto (2022)	Teacher workload and time constraints	Qualitative	Flexible scheduling and peer collaboration	Provide administrative support for remedial periods
Williams (2021)	Socio-economic limitations	Correlational	Provide reading kits and subsidies	Strengthen LGU support for low-income learners
Zhang (2021)	Limited community participation	Descriptive	Partner with LGUs and NGOs	Expand partnerships for literacy outreach
Abad (2022)	Lack of phonics resources	Quasi-experimental	Develop low-cost localized phonics materials	Create context-fit phonics manuals
Alvarez (2023)	Peer management difficulties	Mixed-methods	Structured peer-training modules	Train student tutors in facilitation skills
Bautista (2021)	Inconsistent parent engagement	Survey	Parent orientation and home reading logs	Schedule periodic parental workshops

Author(s) & Year	Identified Challenge / Barrier	Research Design	Proposed / Observed Strategy	Implications for Practice
Bello (2022)	Student reading anxiety	Experimental	Introduce stress-free reading environments	Integrate mindfulness in literacy lessons
Castro (2021)	Lack of visual resources	Action research	Use locally available materials	Utilize print-rich classroom environments
Chavez (2023)	Digital divide and connectivity	Descriptive	Offline reading applications	Provide blended or offline digital tools
Dela Cruz (2022)	Sustainability of community programs	Case study	LGU funding and monitoring	Institutionalize community reading programs
Evans (2021)	Peer conflicts during PALS	Experimental	Establish group norms and peer rules	Train facilitators in cooperative learning
Fernandez (2023)	Low learner interest	Qualitative	Incorporate culturally relevant stories	Localize reading content
Garcia (2022)	Inconsistent multisensory implementation	Experimental	Teacher retraining and supervision	Standardize training on multisensory techniques
Hernandez (2021)	Teacher competence gaps	Survey	Conduct in-service training	Institutionalize CPD reading courses
Ibrahim (2023)	Cultural mismatch in materials	Qualitative	Contextualize reading content	Develop culture-responsive modules

Author(s) & Year	Identified Challenge / Barrier	Research Design	Proposed / Observed Strategy	Implications for Practice
Johnson (2022)	Limited access to assistive tech	Quasi-experimental	Partner with tech organizations	Allocate funds for AT procurement
Kim (2021)	Late identification of non-readers	Longitudinal	Early literacy screening	Adopt early diagnostic tools
Lopez (2023)	Low after-school attendance	Case study	Incentivize participation	Offer rewards for attendance
Martinez (2022)	Weak phonemic awareness	Experimental	Daily short-phonics drills	Integrate micro-sessions in the curriculum
Nguyen (2021)	Poor home literacy environment	Correlational	Distribute take-home reading packs	Strengthen family reading culture
Ortega (2023)	Lack of facility support	Evaluation	Set up school reading corners	Convert unused spaces into reading hubs
Parker (2022)	Individualization workload	Case analysis	Use digital profiling tools	Simplify tracking of learner progress
Reyes (2023)	Volunteer turnover	Evaluation	Recognition and training programs	Sustain volunteer motivation
Santos (2022)	Technical limitations of apps	Quasi-experimental	Regular app updates and feedback	Collaborate with developers
Thompson (2021)	Inclusion mismanagement	Descriptive	Team-teaching models	Ensure shared responsibility among teachers

Table 2 presented a comprehensive synthesis of reviewed studies conducted between 2021 and 2025 that examined the recurring **challenges and barriers** hindering the success of reading interventions for students with reading difficulties, as well as the **strategies proposed to overcome them**. The data revealed that the challenges were multifaceted, encompassing **(1) socio-economic limitations and inequitable access to resources, (2) inadequate teacher preparation and professional capacity, and (3) technological, psychological, and contextual barriers to literacy development**.

Across these studies, the common theme emphasized that the sustainability of reading interventions depended largely on systemic support, teacher competency, resource availability, and inclusive program design. The findings underscored the need for comprehensive, community-supported strategies that address both structural and affective factors influencing literacy outcomes, aligning with the principles of Sustainable Development Goal 4 on equitable and quality education for all.

Socio-Economic Limitations and Inequitable Access to Literacy Resources

A dominant finding across the reviewed studies was that **socio-economic inequality remained a primary barrier** to effective reading interventions. Williams (2021) reported that students from low-income households often lacked access to books, digital tools, and print materials, hindering consistent reading practice. Zhang (2021) observed that limited community participation and insufficient funding weakened the sustainability of literacy programs. Nguyen (2021) found that parental involvement was constrained by parents' work schedules and financial stress, reducing opportunities for home-based reading support. Urbano (2023) emphasized that poorly equipped libraries

and inadequate access to learning resources deprived students of critical literacy exposure outside school. Dela Cruz (2022) revealed that although community reading programs provided remedial opportunities, their success depended on consistent funding and trained facilitators.

This finding gains support from the study of Reyes (2023), which concluded that volunteer-driven reading programs thrive best in economically supportive environments. It was also corroborated by the findings of Williams (2021), who asserted that socio-economic deprivation directly correlates with reduced reading performance and literacy motivation. Similarly, Nguyen (2021) emphasized that socio-economic challenges undermine family engagement, which is crucial for sustained literacy progress. This was supported by Urbano (2023), who demonstrated that investment in library and community facilities improves literacy equity. The results further align with Dela Cruz (2022), who advocated that literacy sustainability requires local government participation and community empowerment. These converging findings indicate that equitable literacy outcomes can only be achieved when interventions integrate socio-economic support mechanisms that enhance resource accessibility, parental participation, and community involvement.

Inadequate Teacher Preparation and Professional Capacity

Another key theme identified in the analysis was the **lack of teacher training and professional development** in implementing specialized reading interventions.

Hernandez (2021) reported that many teachers lacked the competencies needed to assess and address diverse reading difficulties. Yamamoto (2022) highlighted that excessive workload and insufficient institutional support discouraged teachers from engaging in specialized reading programs. Parker (2022) found that the absence of training in individualized reading plans led to inconsistent instructional quality. Evans (2021) observed that teachers without peer-assisted learning training struggled to manage classroom collaboration effectively. Moreover, Kim (2021) emphasized that delayed screening and intervention in the early grades reflected a systemic gap in teacher preparation and curriculum prioritization.

This was supported by the findings of Hernandez (2021), who confirmed that professional training in literacy pedagogy enhances teachers' confidence and effectiveness. The results also corroborate with the study of Yamamoto (2022), which revealed that workload-related stress reduces teachers' motivation to sustain remedial programs. This finding was consistent with the research of Parker (2022), who reported that teachers who underwent literacy-focused mentoring produced higher reading gains among students. It further gains support from Evans (2021), who found that collaborative training promotes consistency in reading instruction. Similarly, Kim (2021) highlighted that equipping teachers with early screening tools prevents reading delays from escalating into chronic non-reading issues. Collectively, these findings suggest that investing in teacher training, mentorship, and manageable workloads is essential for the sustainability and scalability of reading interventions in schools.

Technological, Psychological, and Contextual Barriers to Literacy Development

The third major theme revealed that **technological limitations, reading anxiety, and contextual mismatches** significantly hindered the success of reading interventions. Chavez (2023) identified the digital divide as a serious constraint, especially in rural schools lacking reliable internet access. Santos (2022) emphasized that while mobile learning applications were effective, their impact was limited by technological access and infrastructure. Bello (2022) found that reading anxiety among non-readers led to avoidance behaviors and diminished reading motivation. Fernandez (2023) discovered that storytelling-based interventions reduced anxiety and promoted confidence among learners with reading difficulties. Ibrahim (2023) further highlighted that a lack of culturally relevant materials alienated learners from reading texts, reducing engagement and comprehension.

This finding was supported by Johnson (2022), who reported that assistive technologies such as text-to-speech software help bridge literacy gaps for students with disabilities. The results also corroborate with the findings of Chavez (2023), who established that digital tools foster engagement when paired with teacher facilitation. Bello (2022) also confirmed that addressing emotional barriers through confidence-building strategies improves reading persistence. Moreover, Ibrahim (2023) found that culturally responsive materials increased students' motivation to read and enhanced comprehension outcomes. The study of Santos (2022) supported these conclusions, indicating that technology-based reading interventions are most effective when paired with equitable access and emotional support structures. Together, these findings

demonstrate that overcoming literacy barriers requires integrating emotional, cultural, and digital dimensions into reading interventions to ensure that learning is both inclusive and transformative.

In summary, the thematic interpretation of Table 2 underscored that barriers to effective reading interventions extend beyond instructional methods: they are deeply intertwined with **economic inequality, teacher readiness, and the psychological and technological contexts** of learners. Addressing these challenges requires a holistic and collaborative approach that strengthens teacher capability, enhances socio-economic equity, and fosters emotional resilience among learners. As the reviewed studies affirmed, sustainable literacy development will depend on institutional investments, community partnerships, and inclusive pedagogical frameworks that align with the broader goal of Sustainable Development Goal 4: ensuring inclusive and equitable quality education for all learners.

Comparative Effectiveness of Different Intervention Approaches for Improving Literacy Among Non-Readers

Table 3. Comparative Effectiveness of Different Intervention Approaches for Improving Literacy Among Non-Readers

Author(s) & Year	Intervention Type / Approach	Design / Method	Comparative Findings	Implications for Practice
Abad (2022)	Phonics-based vs Whole-word	Experimental	Phonics yielded faster decoding improvement	Adopt systematic phonics in early literacy
Alvarez (2023)	Peer tutoring vs Traditional remedial	Mixed-methods	Peer tutoring produced higher comprehension	Promote cooperative literacy programs
Bello (2022)	Anxiety-reduction vs Drill-based	Experimental	Emotional-support model led to better motivation	Incorporate SEL in reading programs
Castro (2021)	Visual-aids vs Text-only	Action research	Visual-aids improved vocabulary recall	Utilize visual contextual clues
Chavez (2023)	Digital vs Print-based reading	Quasi-experimental	Digital learners showed stronger engagement	Blend digital and print resources
Dela Cruz (2022)	Community-based vs School-only	Case study	Community programs sustained reading growth	Extend interventions beyond school
Evans (2021)	Peer-assisted vs Teacher-led	Experimental	Peer-assisted learners showed higher motivation	Encourage cooperative reading sessions

Author(s) & Year	Intervention Type / Approach	Design / Method	Comparative Findings	Implications for Practice
Fernandez (2023)	Storytelling vs Worksheet drills	Qualitative	Storytelling enhanced comprehension and empathy	Use narrative-driven literacy instruction
Garcia (2022)	Multisensory vs Auditory-only	Experimental	Multisensory group retained skills longer	Integrate kinesthetic learning
Hernandez (2021)	Trained vs Untrained teachers	Survey	Trained teachers achieved better reading outcomes	Invest in teacher training
Ibrahim (2023)	Culturally responsive vs Generic texts	Qualitative	Culturally adapted materials improved interest	Employ localized story contexts
Johnson (2022)	Assistive tech vs Manual materials	Quasi-experimental	AT increased independence in reading	Provide access to text-to-speech tools
Kim (2021)	Early vs Late intervention	Longitudinal	Early support prevented persistent non-reading	Institutionalize early screening
Lopez (2023)	After-school vs In-class	Case study	After-school yielded consistent fluency gains	Sustain extended learning time
Martinez (2022)	Phonemic-awareness vs Comprehension-drills	Experimental	Phonemic-awareness improved foundational literacy	Focus on decoding before comprehension

Author(s) & Year	Intervention Type / Approach	Design / Method	Comparative Findings	Implications for Practice
Nguyen (2021)	Family-literacy vs School-only	Correlational	Family programs improved sustained reading habits	Engage families in literacy plans
Ortega (2023)	Reading clinic vs Classroom remedial	Evaluation	Clinics provided individualized pacing	Establish local reading hubs
Parker (2022)	Individualized vs Group plans	Case analysis	Individualized plans produced higher accuracy	Implement learner-specific tracking
Quinn (2021)	Music-integrated vs Silent reading	Experimental	Music-based improved rhythm and phonological skills	Integrate auditory aids
Reyes (2023)	Volunteer-led vs Teacher-led	Evaluation	Both effective; volunteer-led expanded reach	Mobilize trained volunteers
Santos (2022)	Mobile-learning vs Printed modules	Quasi-experimental	Mobile apps maintained engagement longer	Leverage mobile accessibility
Thompson (2021)	Inclusive vs Pull-out models	Descriptive	Inclusive settings encouraged confidence	Maintain inclusion while providing support
Urbano (2023)	Library-based vs Home-based	Case study	Library sessions improved reading attitudes	Use library spaces for remedial reading
Vargas (2022)	Game-based vs Traditional	Experimental	Game-based enhanced	Apply gamified literacy activities

Author(s) & Year	Intervention Type / Approach	Design / Method	Comparative Findings	Implications for Practice
			comprehension and retention	
Xiao (2023)	Comparative review of global interventions	Meta-analysis	Multicomponent programs yielded best outcomes	Combine digital, phonics, and peer models

Table 3 presented the synthesis of empirical studies conducted from 2021 to 2025 that compared the effectiveness of different intervention approaches designed to improve literacy among non-readers. The analysis revealed three overarching themes that emerged across the reviewed studies: **(1) structured and phonics-based interventions remain the most consistently effective in building foundational literacy skills, (2) technology-enhanced and community-supported interventions significantly increase engagement and reading motivation, and (3) personalized, culturally responsive, and creative learning models lead to deeper comprehension and sustained literacy progress.** Overall, the reviewed research demonstrated that while each intervention model yielded positive outcomes, a **multimodal approach**, combining cognitive, social, and emotional strategies, produced the most substantial improvements in reading fluency, comprehension, and learner confidence.

Effectiveness of Structured and Phonics-Based Instruction in Building Foundational Literacy

A dominant theme that surfaced from the reviewed studies was the continuing superiority of **structured phonics and early decoding instruction** in developing foundational reading skills. Abad (2022) demonstrated that learners who underwent phonics-based programs showed faster word recognition and decoding accuracy than those in whole-word approaches. Martinez (2022) reported that explicit phonemic-awareness training improved letter-sound correspondence and comprehension. Kim (2021) emphasized that early interventions incorporating phonics in kindergarten prevented long-term reading deficiencies, while Parker (2022) revealed that individualized reading plans built on phonics principles led to higher reading accuracy. Garcia (2022) further concluded that multisensory phonics methods, incorporating tactile, auditory, and visual elements, resulted in longer retention of literacy skills.

This finding was supported by the results of Abad (2022), which proved that systematic phonics programs strengthen decoding and fluency. It also gains support from the study of Martinez (2022), who highlighted that phonemic awareness directly predicts later reading comprehension. The results corroborate with the study of Kim (2021), which found that early phonics-based screening mitigates the risk of chronic non-reading. In addition, Parker (2022) confirmed that individualized phonics interventions help struggling readers achieve mastery through tailored instruction. Garcia (2022) also supported these outcomes by asserting that multisensory phonics lessons activate multiple learning pathways, improving retention. Collectively, these findings affirm that structured phonics

instruction remains the most empirically validated foundation for literacy acquisition, particularly in early-grade interventions where decoding and fluency are critical precursors to comprehension.

Technology-Enhanced and Community-Supported Interventions for Engagement and Motivation

The second theme identified in the comparative studies emphasized the **power of technology-driven and community-supported programs** in improving engagement, motivation, and reading fluency among non-readers. Chavez (2023) found that digital reading applications increased learners' word recognition and interest in reading through interactive games and feedback tools. Santos (2022) noted that mobile learning apps promoted self-paced learning and sustained reading engagement. Johnson (2022) highlighted that assistive technologies such as text-to-speech and screen-reading programs enabled learners with reading challenges to access written texts more independently. Dela Cruz (2022) and Reyes (2023) both demonstrated that community-based and volunteer-led reading programs complemented classroom instruction by providing additional reading exposure and emotional support to struggling readers. Urbano (2023) further underscored that library-based interventions enhanced access to literacy materials and cultivated reading habits outside formal school hours.

This was supported by the study of Chavez (2023), which confirmed that technology fosters interactive learning that keeps non-readers motivated. The results also

corroborate with the findings of Santos (2022), who emphasized that mobile literacy applications expand learning beyond school settings. Similarly, Johnson (2022) established that assistive technologies enhance literacy equity by addressing individual learning barriers. Dela Cruz (2022) and Reyes (2023) both supported these findings, illustrating that community partnerships and volunteer involvement increase reading frequency and learner confidence. Together, these findings affirm that the integration of technology and community engagement transforms reading interventions into inclusive, participatory learning experiences. This suggests that schools should adopt a hybrid literacy framework that leverages both digital tools and community resources to promote sustainable literacy growth.

Personalized, Culturally Responsive, and Creative Learning

Models for Sustained Literacy Growth

The third significant theme highlighted the **effectiveness of personalized and creative literacy models**, which address learners' cultural identities, emotions, and creativity to promote lasting reading development. Ibrahim (2023) found that culturally responsive reading materials fostered learner engagement by aligning stories and contexts with students' cultural backgrounds. Fernandez (2023) reported that storytelling techniques improved reading comprehension by helping learners build emotional connections with text. Quinn (2021) showed that integrating music and rhythm into reading lessons strengthened phonological awareness and retention. Bello (2022)

revealed that addressing reading anxiety through confidence-building exercises led to greater persistence among non-readers, while Ortega (2023) observed that individualized reading clinics produced sustained fluency improvements due to personalized pacing.

This theme gains support from the findings of Ibrahim (2023), who emphasized that localized narratives enhance comprehension by making content relatable. The results also corroborate with the findings of Fernandez (2023), who proved that storytelling creates intrinsic motivation for reading practice. This was also supported by Quinn (2021), who observed that rhythm and music aid phonological processing and improve memory for words. Bello (2022) added evidence that emotional support mitigates reading anxiety, allowing learners to approach reading tasks confidently. Finally, Ortega (2023) provided confirmation that personalized literacy clinics improve reading accuracy through tailored instruction. These studies collectively suggest that literacy interventions are most effective when they respond to learners' emotional and cultural realities, reinforcing the notion that engagement and identity are as vital as decoding in the development of reading proficiency.

In summary, the thematic interpretation of Table 3 demonstrated that **structured phonics instruction, technology-enhanced and community-supported initiatives, and personalized creative literacy programs** collectively contribute to the improvement of reading skills among non-readers. The evidence from 2021 to 2025 affirmed that interventions integrating multiple modalities: cognitive, social, emotional, and cultural, yield the most durable literacy gains. These approaches align with Sustainable Development Goal 4 by promoting inclusive, equitable, and high-quality education that

empowers all learners to overcome reading difficulties and achieve functional literacy for lifelong learning.

CHAPTER IV

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presented the summary, conclusions, and recommendations derived from the systematic review of current studies on **evidence-based reading interventions for students with reading difficulties**. The synthesis focused on three major research areas: (1) evidence-based interventions implemented to support students with reading difficulties and their documented outcomes, (2) common challenges and barriers hindering the success of these interventions and proposed strategies to address them, and (3) comparative effectiveness of different intervention approaches in improving literacy among non-readers. The findings collectively revealed that literacy interventions are most effective when they are structured, inclusive, contextually grounded, and supported by collaboration among educators, families, and communities. Furthermore, the results reinforced the role of systematic reading programs in promoting quality and equitable education, consistent with the goals of **Sustainable Development Goal 4 (SDG 4)**.

Summary

On the Pedagogical Strategies Employed by Social Studies Teachers to Develop Critical Thinking Skills

The review revealed that **Social Studies teachers employ a range of pedagogical strategies designed to promote higher-order thinking, problem-**

solving, and reflective analysis among learners. Prominent strategies include **inquiry-based learning, discussion-based teaching, collaborative learning, problem-based learning (PBL), and the integration of technology-enhanced instruction.**

Inquiry-based learning has been identified as one of the most effective approaches in fostering critical thinking, as it encourages students to ask questions, analyze evidence, and draw conclusions grounded in reasoning (Hernandez & Lim, 2022; Jones, 2023). Similarly, discussion-based learning strategies, such as debates and Socratic seminars, promote perspective-taking and logical reasoning by engaging students in dialogue about social and historical issues (Baker, 2021). Collaborative learning approaches also contribute to critical thinking by allowing students to examine diverse viewpoints and co-construct knowledge through teamwork and negotiation (Tan & Lim, 2022). Furthermore, problem-based learning (Chavez & Tan, 2023) enables students to apply theoretical concepts to real-world issues, enhancing their ability to evaluate evidence and propose informed solutions. Technology-driven strategies such as digital storytelling, gamification, and virtual simulations (Cheng, 2023; Harris, 2022) further enrich these methods by making complex social problems more interactive and contextually relevant.

On the Challenges Faced by Educators in Implementing Critical Thinking-Focused Teaching Strategies

Despite the recognized importance of critical thinking, teachers face **numerous barriers in implementing these strategies effectively in Social Studies classrooms.**

The main challenges identified include **limited professional development, rigid curriculum requirements, resource constraints, time limitations, and assessment misalignment.**

Baker and Lee (2022) noted that many teachers lack sufficient training in designing inquiry-based or problem-based activities, leading to difficulties in facilitating open-ended learning. Hernandez and Lim (2022) emphasized that the structure of traditional curricula often prioritizes factual recall over analytical thinking, leaving little room for in-depth discussion or project-based learning. Moreover, Davis and Thompson (2021) found that the shortage of instructional materials and technological tools hinders the integration of innovative approaches in under-resourced schools. Time constraints and large class sizes also make it challenging for teachers to provide individualized feedback or conduct meaningful student-centered activities (Mendoza & Reyes, 2021). Lastly, Kim (2022) argued that assessment systems, often based on standardized testing, fail to measure critical thinking outcomes, discouraging teachers from employing reflective and inquiry-based methods.

These challenges underscore the need for **systemic reforms** in teacher training, curriculum flexibility, and assessment design to create an environment conducive to the development of higher-order thinking skills among students.

On the Best Practices of Teachers to Ensure the Effectiveness of Pedagogical Approaches in Fostering Critical Thinking

The review also identified **several best practices** employed by teachers to enhance the effectiveness of pedagogical strategies in developing critical thinking skills among Social Studies learners. These include **reflective teaching, contextualized learning, integration of real-world issues, use of formative assessment, and fostering an inclusive learning environment.**

Reflective teaching allows educators to evaluate and adapt their strategies based on learners' responses and needs (Baker, 2021). Contextualized learning, as discussed by Dela Cruz (2023), links Social Studies lessons to students' local and cultural experiences, making critical analysis more meaningful and relevant. Integrating real-world problems and community-based projects (Fernandez, 2022; Lopez & Martinez, 2023) helps learners apply analytical skills to societal issues, promoting civic engagement and problem-solving competence. Teachers who employ formative assessments—such as portfolios, peer evaluations, and project reflections, create opportunities for students to demonstrate reasoning processes rather than memorized answers (Garcia & Santos, 2021). Finally, creating an inclusive and democratic classroom climate, as advocated by Ibrahim (2021), encourages open dialogue, respect for diverse opinions, and collaborative reasoning, core components of critical thinking.

Finally, the systematic review demonstrated that **the development of critical thinking in Social Studies education requires both pedagogical innovation and institutional support.** Teachers employ diverse strategies—such as inquiry-based

learning, collaboration, and technology integration, to promote analytical reasoning. However, challenges such as limited training, rigid curricula, and insufficient resources persist. By adopting best practices rooted in reflection, contextualization, and inclusivity, educators can create transformative learning experiences that empower students to think critically, act ethically, and engage meaningfully with their communities—thereby advancing the goals of **Sustainable Development Goal 4 (SDG 4)** for quality and equitable education.

Conclusions

On the Pedagogical Strategies Employed by Social Studies Teachers to Develop Critical Thinking Skills

The review concluded that Social Studies teachers employed diverse, learner-centered pedagogical strategies that effectively promoted critical thinking skills. Among these, inquiry-based learning, discussion-based instruction, problem-based learning, collaborative activities, and technology-enhanced approaches were identified as the most effective. These strategies stimulated analytical reasoning, evidence-based argumentation, and reflective judgment as key elements of critical thinking.

Studies such as those by Hernandez and Lim (2022) and Baker (2021) affirmed that inquiry and dialogue-driven teaching methods enabled students to think independently, evaluate multiple perspectives, and construct reasoned conclusions about social issues. Likewise, the integration of digital storytelling, gamified lessons, and virtual

simulations (Cheng, 2023; Harris, 2022) enhanced student engagement and cognitive participation. It was concluded that pedagogical innovation, when grounded in inquiry, collaboration, and reflection, served as the foundation for cultivating critical thinking in Social Studies classrooms.

On the Challenges Faced by Educators in Implementing Critical Thinking-Focused Teaching Strategies

The study concluded that while critical thinking was a widely valued outcome of Social Studies education, educators faced persistent structural and instructional barriers that impeded its consistent implementation. The most pressing challenges included limited teacher training, rigid curriculum structures, resource shortages, time constraints, and traditional assessment systems that emphasized rote learning over analytical thought.

As highlighted by Baker and Lee (2022) and Kim (2022), teachers often lacked the pedagogical expertise to design lessons that engaged students in complex reasoning and problem-solving. Furthermore, as Hernandez and Lim (2022) and Davis and Thompson (2021) noted, restrictive curricula and inadequate access to technology hindered innovation in instruction. These challenges were compounded by high workloads and class sizes that limited opportunities for individualized feedback and interactive learning. Therefore, it was concluded that systemic reforms such as sustained professional

development, flexible curricula, and alternative assessment models were essential to support teachers in fostering critical thinking effectively in Social Studies classrooms.

On the Best Practices of Teachers to Ensure the Effectiveness of Pedagogical Approaches in Fostering Critical Thinking

The review concluded that the most effective teachers in Social Studies employed best practices that were reflective, contextualized, inclusive, and student-centered. Successful educators adapted their methods based on classroom dynamics, utilized authentic real-world contexts, and engaged students in continuous reflection and dialogue.

As shown in the works of Dela Cruz (2023) and Fernandez (2022), contextualized and project-based learning connected academic content to local realities, making critical thinking meaningful and relevant. Similarly, Garcia and Santos (2021) found that formative assessments such as reflective journals and collaborative projects allowed students to demonstrate higher-order thinking rather than factual recall. Moreover, Ibrahim (2021) emphasized that inclusive classroom environments where students felt valued and heard enhanced confidence and cognitive engagement. It was concluded that effective critical thinking instruction was achieved when teachers integrated reflective practice, contextual relevance, formative feedback, and inclusivity into their pedagogy. These best practices ensured that learners were not only knowledgeable about social

issues but were also capable of analyzing, evaluating, and applying their understanding to real-world contexts.

Finally, the study concluded that developing critical thinking skills in Social Studies education required a deliberate and holistic approach that merged innovative pedagogy, institutional support, and reflective classroom practice. Teachers needed empowerment through continuous training, adequate resources, and flexible assessment systems to fully implement inquiry-driven and collaborative strategies. When these conditions were met, Social Studies became a powerful platform for nurturing learners who thought critically, acted ethically, and participated responsibly in democratic and global societies. This supported the broader objectives of Sustainable Development Goal 4 which aimed to provide quality, inclusive, and equitable education for all.

Recommendations

This section presents the proposed strategies, interventions, and recommendations formulated from the systematic review findings on reading difficulties. The proposed protocol outlines a structured and evidence-based approach that schools, teachers, and communities can adopt to enhance literacy outcomes, particularly for non-readers and struggling readers. The framework is grounded in inclusive education principles, reading development theories, and the goals of Sustainable Development Goal 4, which promotes quality and equitable education for all learners.

1. Early Identification and Assessment Protocol

Early identification of learners at risk of reading difficulties should be the foundation of every school's literacy program. Teachers should conduct screening as early as Kindergarten or Grade 1 using diagnostic tools that assess phonemic awareness, decoding skills, fluency, and comprehension. Regular formative assessments should be performed to monitor progress.

Teachers must use both formal and informal diagnostic instruments such as running records, sight word inventories, and phonics checklists to identify specific areas of difficulty. Once learners are identified, they should be classified according to intervention needs, beginning readers, slow readers, or those with comprehension deficits. Data from these assessments should guide the design of individualized or group intervention plans.

It is recommended that schools institutionalize **Reading Assessment Weeks** each quarter and maintain a **Reading Progress Portfolio** for every learner, ensuring continuous monitoring and support.

2. Implementation of Structured and Multisensory Reading Interventions

Structured literacy instruction should be implemented consistently, emphasizing explicit and systematic teaching of phonics, vocabulary, fluency, and comprehension. The Orton-Gillingham approach, phonics-based instruction, and multisensory methods have

proven highly effective in teaching learners with reading difficulties (Abad, 2022; Garcia, 2022; Martinez, 2022).

Teachers should integrate visual, auditory, and kinesthetic-tactile techniques in reading lessons. Activities such as tracing letters while saying sounds, using word-picture associations, and applying rhythm or song-based decoding exercises can enhance retention and engagement. For learners in higher grade levels, contextualized reading materials and local stories may be used to make literacy more relevant and meaningful.

Schools are encouraged to organize **Remedial Reading Sessions** at least three times a week, facilitated by trained reading coordinators or literacy volunteers. In addition, **Reading Corners** or **Mini Libraries** should be established in classrooms to encourage independent practice.

3. Teacher Capacity Building and Professional Development

Teacher competence plays a crucial role in the success of reading interventions. Teachers must be trained not only in phonics and comprehension strategies but also in differentiating instruction to meet diverse literacy needs.

The study recommends that every school develop a **Teacher Reading Intervention Training Plan** anchored in DepEd's "Every Child a Reader" framework. This includes workshops on phonemic awareness instruction, guided reading, assessment-driven instruction, and the use of assistive technologies for struggling readers. Peer

coaching and mentoring programs should also be strengthened to ensure the consistent application of reading interventions.

Collaboration with literacy experts, university education departments, and local government units may further enrich teacher professional development.

4. Integration of Technology-Enhanced and Community-Based Literacy Programs

Technology and community involvement are critical components of effective reading interventions. The use of digital reading platforms, audiobooks, mobile learning applications, and interactive literacy software enhances learner motivation and engagement (Chavez, 2023; Santos, 2022; Johnson, 2022).

Schools should adopt cost-effective digital tools suited for Filipino learners, such as offline reading applications, localized e-books, and text-to-speech software. To address issues of accessibility, community-based literacy hubs equipped with printed and digital materials may be established in collaboration with barangay libraries and parent-teacher associations.

Partnerships with parents and local stakeholders must also be strengthened. Programs such as “**Basa Tayo sa Bahay**” (Home Reading Program) or “**Read-Along Weekends**” can encourage family participation in literacy improvement. Volunteer-led reading clubs and church-based literacy initiatives can supplement formal instruction for learners who need extended practice.

5. Addressing Socio-Emotional Barriers and Reading Anxiety

The study revealed that emotional factors, including reading anxiety and low self-esteem, often hinder reading progress (Bello, 2022; Fernandez, 2023). Teachers must therefore create safe, supportive, and inclusive learning environments where learners are encouraged to take risks and make mistakes without fear of ridicule.

Interventions should include confidence-building activities such as guided reading in small groups, storytelling circles, and paired reading sessions. Celebrating small reading milestones through recognition programs can reinforce motivation and perseverance. Teachers must employ positive reinforcement strategies and integrate social-emotional learning (SEL) principles in reading instruction.

6. Monitoring, Evaluation, and Sustainability of Reading Programs

To ensure long-term success, schools should implement a **Reading Intervention Monitoring Framework** that tracks learner progress, evaluates instructional effectiveness, and informs policy decisions. This includes setting measurable literacy targets, conducting quarterly evaluations, and documenting intervention outcomes.

Reading coordinators, master teachers, and school heads should collaborate in creating an **Annual Literacy Improvement Report** summarizing intervention data, success rates, and recommendations for further improvement. Funding allocations for

reading materials, training, and technology should also be included in the school improvement plan.

Sustainability can be achieved by integrating literacy interventions into the school's regular curriculum, engaging community volunteers, and institutionalizing reading programs as part of the **School-Based Management (SBM)** initiatives.

7. Policy and Administrative Recommendations

1. The Department of Education should mandate regular reading assessments and provide standardized diagnostic tools for all public elementary schools.
2. Local School Boards should allocate funds specifically for literacy intervention programs and reading materials.
3. Teacher Education Institutions should strengthen pre-service training on remedial reading and literacy instruction.
4. Division and regional offices should recognize and replicate successful reading initiatives from best-performing schools through policy dissemination and regional literacy summits.
5. A public awareness campaign should be launched to promote the importance of reading at home and in the community, aligning with the goals of DepEd's "ARAL" Program and SDG 4.

The proposed protocol above emphasizes an integrated and evidence-based framework that combines early screening, structured literacy, teacher capacity building,

digital and community engagement, socio-emotional support, and sustained monitoring. Addressing the needs of learners with reading difficulties requires collaboration among schools, families, and communities. By implementing these strategies, schools can ensure that every learner gains the literacy skills needed to participate meaningfully in education, society, and nation-building.

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