

Exploring Teachers' Perceptions and Classroom Practices in Addressing Grade 1 Non-Readers at Sitio Tapayan Elementary School

Genalyn L. Maglipas^{1,3} & Celso C. Dumalig^{2,3}

¹ Sitio Tapayan Elementary School, Department of Education, Rizal, Philippines

² Pangal Sur High School, Department of Education, Echague, Isabela, Philippines

³ Graduate School, Northeastern College, Inc., Santiago City, Philippines

Corresponding Author: Celso C. Dumalig celso.dumalig@deped.gov.ph

ARTICLE INFO

Keywords: Non-Readers, Teachers' Perceptions, Reading Instruction

Received : 25 January

Revised : 25 March

Accepted: 25 April

©2026 Maglipas, Dumalig: This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This study explored teachers' perceptions and classroom practices in addressing Grade 1 non-readers at Sitio Tapayan Elementary School, Taytay, Rizal. Using a qualitative descriptive design, data were collected through interviews and classroom observations and analyzed using thematic analysis. Findings revealed that teachers face emotional and instructional challenges but remain committed to improving learners' reading skills. They employ strategies such as phonics instruction, guided reading, and remedial interventions while adapting to diverse learner needs despite limited resources and large class sizes. Challenges identified include insufficient materials, low learner motivation, and limited parental support. The study concludes that effective literacy instruction requires structured strategies, teacher competence, and strong institutional and parental support.

INTRODUCTION

The ability to read is a foundational skill in early childhood education, serving as a gateway to all other forms of learning. In the Philippines, literacy development remains a persistent concern, particularly among early grade learners who are identified as non-readers. Research emphasizes that early reading difficulties, if not addressed promptly, may lead to long-term academic struggles and learning poverty (Cimene et al., 2024; Tomas et al., 2021). Teachers play a crucial role in addressing these challenges through instructional strategies, remediation, and classroom-based reading programs that aim to develop foundational literacy skills among young learners.

Despite various national and school-based reading initiatives, the presence of Grade 1 non-readers continues to be a significant problem in many elementary schools. Studies reveal that teachers often encounter challenges such as limited instructional resources, diverse learner needs, and insufficient training in specialized reading interventions (Jumawid, 2024; Prosia & Tan, 2025). Additionally, some learners struggle with phonemic awareness, vocabulary development, and comprehension skills, which hinder their progress in reading acquisition (Lewis, 2020; Mpofu & Mavambe, 2023). These issues highlight the gap between policy implementation and actual classroom realities.

In response to these challenges, various remedial reading programs and instructional strategies have been introduced to support struggling readers. Approaches such as guided reading, remediation programs, and teacher-designed interventions have shown positive effects in improving learners' reading performance (Francisco, 2025; Tabernilla, 2024). Furthermore, teacher competence and instructional practices have been identified as key factors in transforming non-readers into independent readers (Caballo, 2025; Ferolino, 2023). These studies suggest that effective teaching practices, when properly implemented, can significantly improve literacy outcomes.

However, despite the existence of these interventions, there remains a need to better understand how teachers perceive and implement reading strategies in actual classroom settings, particularly at the Grade 1 level. Teachers' lived experiences and perceptions are critical in identifying gaps between theory and practice, especially in addressing non-readers in early education (Abejuela et al., 2025; Romjohn Philip Gecana & Caparas, 2025). Understanding these perspectives can provide valuable insights into the effectiveness and limitations of current instructional approaches.

Hence, this study proposes to explore teachers' perceptions and classroom practices in addressing Grade 1 non-readers at Sitio Tapayan Elementary School. By examining how teachers respond to reading difficulties in real classroom contexts, this research aims to contribute to the development of more effective and contextually relevant reading interventions. Ultimately, the findings may serve as a basis for strengthening school reading programs and enhancing teachers' professional development in early literacy instruction (Apiles, 2025; Dolba, 2024).

LITERATURE REVIEW

Teachers' Perceptions, Experiences, and Challenges in Teaching Non-Readers

Teachers play a critical role in addressing literacy difficulties among early grade learners, particularly non-readers. In many classroom settings, teachers express that handling non-readers requires patience, flexibility, and differentiated instruction due to the varying literacy levels of pupils. According to Caballo (2025), teachers in the Philippines often view the transformation of non-readers into independent readers as a gradual and complex process that demands consistent intervention and personalized teaching strategies.

Similarly, teachers' lived experiences reveal that teaching non-readers is both rewarding and challenging. Gecana and Caparas (2025) emphasized that English teachers experience emotional and instructional struggles when dealing with learners who have severe reading difficulties. Moreover, these challenges are often intensified by limited instructional materials and large class sizes, which hinder individualized attention for struggling readers.

In addition, research shows that teachers frequently encounter barriers such as insufficient training and lack of specialized reading programs. Prosia and Tan (2025) found that teachers face significant challenges in literacy instruction, especially when handling frustration-level readers, which directly affects their teaching effectiveness. Consequently, these constraints often lead to difficulties in implementing consistent and structured reading interventions.

Furthermore, Abejuela et al. (2025) highlighted that non-readers often experience learning difficulties rooted in both cognitive and environmental factors, and teachers must navigate these complexities in their instructional practices. As a result, teachers develop coping mechanisms such as peer tutoring, repeated reading, and scaffolded instruction to support learners' progress.

Classroom Practices and Instructional Strategies in Addressing Non-Readers

Effective classroom practices are essential in addressing reading difficulties among Grade 1 learners. Teachers utilize a variety of instructional strategies such as phonics-based instruction, guided reading, and remedial reading sessions to improve learners' literacy skills. According to Ferolino (2023), structured reading practices significantly contribute to the improvement of non-readers when applied consistently and appropriately in classroom settings.

Moreover, remedial reading programs have been widely implemented to support struggling learners. Francisco (2025) found that remedial reading instruction positively impacts learners' literacy development, particularly in enhancing decoding and comprehension skills. In addition, Tabernilla (2024) emphasized that guided reading procedures can effectively improve reading levels among Grade 3 non-readers, suggesting that similar approaches may be beneficial for younger learners.

Likewise, Mpofu and Mavambe (2023) stated that teachers' instructional practices in reading comprehension play a vital role in addressing literacy gaps among learners. However, they also noted that the effectiveness of these strategies depends on teachers' competence, consistency, and access to appropriate teaching resources.

In connection, Dolba (2024) stressed that classroom-based reading programs are more effective when supported by strong supervisory and instructional frameworks. Therefore, collaboration between teachers and school leaders is essential in ensuring the successful implementation of reading interventions.

Additionally, Apiles (2025) pointed out that building reading classrooms requires intentional strategies that promote learner engagement and active participation. Consequently, when teachers apply varied and learner-centered approaches, non-readers are more likely to develop foundational reading skills.

Finally, Tomas et al. (2021) concluded that addressing reading challenges requires a combination of structured programs, teacher support, and continuous assessment. Thus, when effective instructional strategies are consistently applied, they significantly contribute to improving the reading performance of early grade learners.

Synthesis

The reviewed literature and studies collectively emphasize that teaching Grade 1 non-readers is a complex and multifaceted challenge that requires both pedagogical competence and contextual understanding. Across the studies, it is evident that teachers play a crucial role in addressing early literacy difficulties; however, they often experience significant challenges such as limited resources, large class sizes, insufficient training, and diverse learner needs (Prosia & Tan, 2025; Gecana & Caparas, 2025). Moreover, non-readers are often affected by cognitive, emotional, and environmental factors that further complicate the teaching and learning process (Abejuela et al., 2025; Tomas et al., 2021). These findings collectively highlight that literacy development is not solely dependent on learners' abilities but is also strongly influenced by instructional quality and school support systems.

In addition, the literature consistently shows that teachers adopt various instructional strategies to address reading difficulties, including phonics instruction, guided reading, remedial teaching, scaffolding, and structured reading interventions (Ferolino, 2023; Francisco, 2025). Likewise, these strategies are proven to improve learners' decoding, fluency, and comprehension skills when implemented consistently and appropriately (Tabernilla, 2024; Mpofu & Mavambe, 2023). However, despite the effectiveness of these approaches, several studies reveal inconsistencies in implementation due to lack of training, inadequate instructional materials, and limited institutional support (Dolba, 2024; Prosia & Tan, 2025). Therefore, the effectiveness of reading interventions largely depends on teacher preparedness and the availability of supportive learning environments.

Furthermore, the studies also highlight that teachers' perceptions and lived experiences significantly influence how they implement reading instruction. Teachers often demonstrate dedication and adaptability in addressing non-readers, yet they also report emotional strain and instructional difficulties when handling learners with severe reading delays (Caballo, 2025; Gecana & Caparas, 2025). Consequently, these experiences shape their

instructional decisions and coping mechanisms in the classroom. In addition, strong leadership support and continuous professional development are identified as essential factors in improving teaching effectiveness and ensuring the sustainability of reading programs (Dolba, 2024; Apiles, 2025).

Overall, the synthesis reveals a clear gap between the existence of reading programs and their actual implementation in classroom settings. While various interventions have been developed to address literacy challenges, teachers' perceptions, readiness, and classroom realities remain critical determinants of success. Hence, this study on teachers' perceptions and classroom practices in addressing Grade 1 non-readers at Sitio Tapayan Elementary School is necessary to provide context-specific insights and contribute to the development of more effective, sustainable, and teacher-informed reading interventions.

METHODOLOGY

The study employed a qualitative descriptive research design to explore teachers' perceptions and classroom practices in addressing Grade 1 non-readers. This approach enabled the researchers to gather in-depth insights into real-life classroom experiences, focusing on how teachers manage reading difficulties, the strategies they apply, and the challenges they encounter. Conducted at Sitio Tapayan Elementary School in Taytay, Rizal, the study involved both teaching and non-teaching personnel selected through convenience sampling. This inclusion allowed for a broader understanding of school-wide literacy efforts. Data were collected using an interview guide with open-ended questions and classroom observations, ensuring rich, detailed information and enabling data triangulation for increased credibility.

The data gathering process followed ethical standards, beginning with securing permissions from relevant authorities and obtaining informed consent from participants. Confidentiality and voluntary participation were strictly observed throughout the study. Collected data from interviews and observations were transcribed, coded, and analyzed using thematic analysis to identify recurring patterns and themes related to instructional strategies, challenges, and coping mechanisms. The integration of multiple data sources strengthened the validity of findings, allowing for a comprehensive interpretation of teachers' experiences. Ultimately, the methodology provided a structured yet flexible framework for generating meaningful insights that can inform interventions to improve reading instruction among non-readers.

FINDINGS

Respondents' profile

The teacher-respondents in this study were profiled in terms of age, sex, length of teaching experience, highest educational attainment, and training or seminars attended related to reading instruction. Based on the gathered data, the majority of respondents belonged to the 31–40 age bracket ($f = 6, 40\%$), followed by 41–50 years old ($f = 4, 27\%$), while the remaining were 21–30 years old ($f = 3, 20\%$) and 51 years old and above ($f = 2, 13\%$). This indicates that most teachers

are in their mid-career stage, which suggests a balance of experience and adaptability in handling classroom reading challenges (Caballo, 2025).

In terms of sex, the data revealed that female teachers dominated the respondents ($f = 10, 67\%$), while male teachers comprised 5 respondents (33%), reflecting the common gender distribution in elementary education settings. Regarding teaching experience, most teachers had 6–10 years of experience ($f = 5, 33\%$), followed by 11–15 years ($f = 4, 27\%$), 1–5 years ($f = 3, 20\%$), and 16 years and above ($f = 3, 20\%$). This suggests that respondents possess moderate to extensive teaching exposure, which is essential in handling diverse learners, especially non-readers (Ferolino, 2023).

As to educational attainment, majority held a Bachelor's Degree with Master's units ($f = 7, 47\%$), while fully completed Master's Degree holders accounted for ($f = 5, 33\%$), and Bachelor's Degree holders only ($f = 3, 20\%$). Furthermore, most teachers reported attending 1–3 reading-related trainings ($f = 9, 60\%$), while fewer had more than 4 trainings ($f = 6, 40\%$).

Overall, the profile suggests that teachers possess moderate experience and training exposure, which may influence their capacity to implement reading interventions effectively. However, studies emphasize that continuous professional development is still necessary to strengthen literacy instruction practices (Mpfu & Mavambe, 2023; Dolba, 2024).

Teachers' Experiences in Handling Grade 1 Non-Readers

The analysis of teachers' experiences in handling Grade 1 non-readers revealed three major themes: (1) emotional and instructional burden, (2) commitment to learner development, and (3) gradual progress recognition patterns. Teachers consistently described their experiences as both challenging and meaningful, indicating a dual emotional reality in early literacy instruction.

The first theme, emotional and instructional burden, reflects teachers' feelings of frustration, fatigue, and pressure when dealing with learners who struggle to read despite repeated interventions. Many teachers expressed that they often feel emotionally drained due to the slow progress of non-readers, especially when classroom demands are high. This aligns with Gecana and Caparas (2025), who found that teachers handling struggling readers often experience emotional strain and instructional difficulty.

The second theme, commitment to learner development, shows that despite challenges, teachers remain dedicated to helping learners succeed. They often extend instructional time, provide individualized support, and use personal resources to ensure learning continues. Caballo (2025) emphasized that teachers in similar contexts demonstrate strong commitment and adaptive strategies in transforming non-readers into readers.

The third theme, gradual progress recognition, highlights that teachers find motivation in small learner achievements such as recognizing letters or reading simple words. These incremental successes serve as reinforcement for continued effort. Ferolino (2023) noted that consistent exposure and structured instruction gradually improve literacy outcomes, reinforcing teacher persistence.

Overall, a clear pattern emerged: teachers' experiences are characterized by emotional challenges balanced with strong professional dedication and reinforced by small learner improvements. This suggests that teacher resilience plays a key role in sustaining literacy interventions in early grade classrooms.

Classroom Practices and Instructional Strategies

The findings on classroom practices and instructional strategies revealed three dominant themes: (1) foundational literacy instruction strategies, (2) intervention-based remediation practices, and (3) learner-centered and adaptive teaching approaches. These themes highlight how teachers actively respond to reading difficulties among Grade 1 non-readers.

The first theme, foundational literacy instruction strategies, includes phonics instruction, letter recognition drills, and decoding exercises. Teachers frequently emphasized sound-symbol correspondence as a primary tool in teaching reading. This is consistent with Ferolino (2023), who found that phonics-based instruction is essential in developing early reading skills among non-readers.

The second theme, intervention-based remediation practices, includes structured remedial reading sessions, repetition exercises, and guided reading activities conducted during or after class hours. Francisco (2025) confirmed that remedial reading interventions significantly improve learners' fluency and comprehension, especially when consistently applied. Similarly, Tabernilla (2024) found that guided reading procedures enhance word recognition and reading confidence among struggling learners.

The third theme, learner-centered and adaptive approaches, involves differentiated instruction, peer tutoring, and the use of visual aids and storytelling. Teachers adjust lessons based on learner ability levels to ensure inclusivity. Mpofu and Mavambe (2023) emphasized that adaptive instructional practices are crucial in addressing diverse reading needs in the classroom.

A clear pattern emerged showing that teachers rely on a combination of structured phonics instruction and flexible remedial strategies. However, effectiveness depends on consistency, availability of resources, and teacher competence. Dolba (2024) further stressed that successful implementation of reading programs requires strong instructional support and supervision.

Overall, the classroom practices reflect a balance between traditional literacy methods and adaptive teaching strategies aimed at improving reading acquisition among non-readers.

Challenges and Coping Mechanisms

The analysis of challenges and coping mechanisms revealed three major themes: (1) instructional and environmental constraints, (2) learner-related difficulties, and (3) adaptive coping and collaborative strategies. These themes illustrate the realities faced by teachers in addressing Grade 1 non-readers.

The first theme, instructional and environmental constraints, includes large class sizes, limited instructional time, and lack of reading materials. Teachers reported difficulty providing individualized instruction due to high

pupil-to-teacher ratios. Prosia and Tan (2025) similarly found that inadequate resources and workload significantly affect literacy instruction. Additionally, Dolba (2024) emphasized that limited institutional support reduces the effectiveness of classroom reading programs.

The second theme, learner-related difficulties, includes low motivation, attention problems, and varying cognitive readiness among learners. Teachers noted that some non-readers struggle due to lack of foundational skills and limited exposure to reading at home. Tomas et al. (2021) explained that reading difficulties are often influenced by both cognitive and environmental factors, reinforcing this finding.

The third theme, adaptive coping and collaborative strategies, highlights teachers' resilience in managing challenges. Common coping mechanisms include remedial reading sessions, peer tutoring, parental involvement, and motivational reinforcement strategies. Francisco (2025) noted that consistent remedial instruction improves literacy outcomes, while Caballo (2025) emphasized the importance of teacher adaptability in addressing reading gaps.

A clear pattern emerged showing that despite structural and learner-related challenges, teachers actively develop practical solutions to sustain reading instruction. Collaboration and persistence were identified as key survival strategies in managing non-readers effectively.

Overall, the findings suggest that improving literacy outcomes requires not only teacher effort but also stronger institutional support, adequate resources, and continuous professional development.

Proposed Action Plan

Table 1. Proposed Action Plan Framework

Key Area/Problem Identified	Objective	Proposed Activities/Strategies	Persons Involved
Low reading proficiency among Grade 1 non-readers	To improve foundational reading skills (letter recognition, phonics, decoding)	Conduct daily structured remedial reading sessions using phonics-based instruction and guided reading	Grade 1 Teachers, Reading Coordinator
Lack of learner motivation and engagement	To increase learners' interest and participation in reading activities	Use storytelling, interactive reading games, and rewards system (star chart/motivation board)	Teachers, Pupils
Limited reading materials and resources	To provide adequate instructional	Develop and reproduce localized	Teachers, School Head, LGU/Stakeholders

	support materials for reading	reading materials and big books	
Difficulty in individualized instruction due to large class size	To provide targeted support for struggling readers	Implement peer tutoring and small-group reading instruction	Teachers, Advanced Readers
Insufficient teacher training in reading instruction	To enhance teachers' skills in literacy intervention strategies	Conduct LAC sessions, seminars, and training on reading intervention strategies	School Head, District Reading Coordinator, Teachers
Low parental involvement in reading support	To strengthen home-school collaboration in reading development	Conduct parent orientation and home reading program (take-home reading logs)	Teachers, Parents, PTA Officers

The proposed action plan presents a comprehensive and structured intervention designed to address the reading difficulties of Grade 1 non-readers at Sitio Tapayan Elementary School. Overall, the plan reflects a multi-dimensional approach that focuses on improving learner literacy, strengthening teacher capacity, enhancing instructional resources, and increasing stakeholder involvement. This indicates that addressing non-reading issues requires not only classroom-based strategies but also collaborative support from the school community.

One key pattern observed in the action plan is the emphasis on remedial and foundational reading interventions, particularly through phonics-based instruction, guided reading, and small-group remediation. This suggests that early literacy development is prioritized through structured and repetitive exposure to reading skills. Consistent with Ferolino (2023) and Francisco (2025), such interventions are essential in building decoding, fluency, and comprehension skills among struggling readers.

Another important theme is learner engagement and motivation, which is addressed through storytelling, rewards systems, and interactive reading activities. This indicates recognition that non-readers often require affective and motivational support, not just academic instruction. When learners are engaged, their willingness to participate in reading activities increases, which enhances learning outcomes.

The plan also highlights the need for resource development and instructional support materials, showing that lack of reading materials remains a barrier in effective instruction. By producing localized and contextualized reading resources, teachers can better address learners' needs in a meaningful and relatable way.

Furthermore, the inclusion of peer tutoring and differentiated instruction reflects a learner-centered approach, where stronger readers assist weaker ones. This promotes collaboration and maximizes classroom diversity as a learning resource.

Lastly, the plan strongly emphasizes teacher professional development and parental involvement, indicating that literacy improvement is a shared responsibility. Training sessions for teachers and parent engagement activities ensure consistency between home and school support systems. According to Dolba (2024) and Apiles (2025), such collaboration strengthens reading program implementation.

Overall, the action plan demonstrates a holistic, collaborative, and sustainable strategy aimed at improving reading proficiency among Grade 1 non-readers through coordinated efforts among teachers, learners, parents, and school leaders.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

- Teachers play a crucial role in addressing the reading difficulties of Grade 1 non-readers, yet they face significant instructional and emotional challenges in the process.
- Effective reading instruction is highly dependent on the use of structured strategies such as phonics, guided reading, and remedial interventions.
- Teacher dedication and adaptability are key factors in improving learner reading outcomes despite limited resources.
- Classroom challenges such as large class sizes, lack of materials, and low parental support significantly affect the effectiveness of reading interventions.
- Continuous professional development and strong school support systems are essential in enhancing teachers' capability in handling non-readers.

FURTHER STUDIES

Based on the results and conclusions of the study, the following recommendations are hereby proposed:

1. Teachers are encouraged to consistently implement structured reading strategies such as phonics instruction, guided reading, and remedial sessions, while also integrating motivational and learner-centered approaches to sustain learner interest.
2. School heads are encouraged to provide regular monitoring and instructional support, as well as allocate resources for reading materials and interventions to strengthen literacy programs.
3. It is recommended that continuous and specialized training programs on early literacy instruction be conducted to enhance teachers' competencies in handling non-readers.
4. Parents should be actively involved in their children's reading development through home reading activities and consistent support to reinforce school-based instruction.

ACKNOWLEDGMENT

The researchers express their sincere appreciation to all who contributed to the completion of this study. They are grateful for the guidance, support, and cooperation received, as well as to the participants for their involvement. Appreciation is also extended to the tools and resources utilized, and to family and friends for their continued encouragement and support. The researchers would also like to extend their appreciation to the use of AI tools, which included GPT-5, Gemini, and Copilot, that were used to generate ideas and formulate the statement indicators.

REFERENCES

- Abejuela, M. A., Yazon, A. D., Buenvenida, L. P., Manaig, K. A., & Bandyoy, M. M. (2025). A Grounded Theory Approach in Understanding the Experiences and Dilemma of Non-Readers in Basic Education.
- Abejuela, M. A., Yazon, A. D., Buenvenida, L. P., Manaig, K. A., & Bandyoy, M. M. (2025). A Grounded Theory Approach in Understanding the Experiences and Dilemma of Non-Readers in Basic Education.
- Adapon, M. T., & Mangila, B. B. (2020). HELPING STRUGGLING READERS TO READ: THE IMPACT OF THE CARE FOR THE NON-READERS (CRN) PROGRAM ON FILIPINO PUPILS' READING PROFICIENCY. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 6(2), 195-218.
- Aguilara, P. I. Teaching Competence and Academic Performance of Grade 3 Non-Reader Students.
- Apiles, V. (2025). Building reading classrooms: Insights from educational service contracting schools in the Philippines.
- Bartolata, C. F., & Despi, D. E. Bridging the Gap: Strategies and Challenges in Supporting Struggling Readers in English.
- Caballo, J. H. S. (2025). Transforming non-readers into independent readers: best practices of elementary school teachers in Davao City, Philippines. *European Journal of Education Studies*, 12(7).
- CAPATE, M. J. A., TENEDERO, J. C., CAPANGPANGAN, J. M. C., & MEJOS, A. R. (2025). Exploring The Implementation of Every Child A Reader Program (ECARP) In Palapag I: A Qualitative Study of Teachers' Experiences And Perspectives.
- Cimene, F. T. A., Casiño, M. V. S., Aspiras, D. D., Cawi, C. S. P., Bahala, A. M., Subingsubing, I. O., & Bahi-an, E. F. (2024). Understanding learning poverty: Teachers' lived experiences in supporting grade IV non-readers. *American Journal of Multidisciplinary Research & Development*, 6(12), 20-30.
- Denard, L. S. C. T. I., & Budao-Teacher III, V. (2020). Between The Lines: The Case of Teaching Reading in the Philippine K to 12 Classrooms.
- Dolba, S. (2024). Teacher Perceptions and Practices in Implementing Classroom-Based Reading Programs: Supervisory Approach for Mastering Teaching Reading.

- Ferolino, F. B. (2023). Teachers' teaching reading practices for non-readers: Towards developing a teaching framework for reading. *International Journal of Advanced Multidisciplinary Studies*, III, 5, 90-118.
- Francisco, J. B. (2025). Transforming Non-Readers: The Impact of Remedial Reading Instructions on Literacy Development of Learners. *United International Journal for Research & Technology*, 6(4), p247-267.
- Jumawid, A. (2024). Challenges Encountered by Third Grade Teachers Handling Non-Readers In The Division of Davao City. *International Journal of Advanced Multidisciplinary Studies*, 4(5), 472-487.
- Lantaka, I. (2022). Non-readers and Parents Experiences Amidst Pandemic: A Case Study. *Non-Reader's and Parent's Experiences Amidst Pandemic: A Case Study*, 97(1), 17-17.
- Lewis, C. (2020). Teachers' Perceptions of the Effectiveness of Deciphering Instructional Practices for At-Risk Students' Reading Comprehension (Doctoral dissertation, Northcentral University).
- Mpofu, N., & Mavambe, T. (2023). Teachers' selfreported instructional practices for reading comprehension instruction to non-readers. *ELT Worldwide: Journal of English Language Teaching*, 10(2), 340.
- Ortega Jr, W., & Sumayo, G. (2024). Public elementary teachers' motivation and pedagogical competence in teaching non-readers: A correlational study. *Journal of Interdisciplinary Perspectives*, 2(4), 60-67.
- PROSIA, C. S., & TAN, D. A. (2025). CHALLENGES FACED BY CLASSROOM TEACHERS IN TEACHING LITERACY TO THE IDENTIFIED FRUSTRATION READERS. *International Journal Of All Research Writings*, 7(1), 481-489.
- Romjohn Philip Gecana, R. P. G., & Shienna Marie Caparas, S. M. C. (2025). Empowered or Not: English Teachers' Lived Experiences in Teaching Struggling High School Readers. *Empowered or Not: English Teachers' Lived Experiences in Teaching Struggling High School Readers*, 8(04), 299-309.
- Saberon, M. A. (2020). School-Based Factors Affecting the Reading Performance of the Grade 1 Non-Reader Pupils in Valencia District. *Negros Oriental State University*.
- Tabernilla, D. F. (2024). DEVELOPING THE READING LEVEL OF GRADE THREE NON-READERS THROUGH PROJECT GRP (Guided Reading Procedure). *Ignatian International Journal for Multidisciplinary*.
- Tomas, M. J. L., Villaros, E. T., & Galman, S. M. A. (2021). The perceived challenges in reading of learners: Basis for school reading programs. *Open Journal of Social Sciences*, 9(5), 107-122.