**Development and Evaluation of the Effectiveness of**

**Mary’s TutoRead Among Kindergarten Pupils**

**in Lungib Elementary School of Victoria District,**

**Division of Northern Samar, Philippines**

**ABSTRACT**

Early childhood education (ECE) introduces children to key concepts and foundational skills, enhancing their language, numerical, and problem-solving abilities. These early learning experiences prepare children for the academic challenges ahead. This study focused on the development and assessment of Mary’s TutoRead, a contextualised reading intervention designed for kindergarten pupils in Lungib Elementary School, Victoria District, Division of Northern Samar, Philippines. Specifically, it sought to develop Mary’s TutoRead instructional material based on the ADDIE model and evaluate the developed material in terms of content, format, presentation and organisation, and accuracy and up-to-dateness of information. The study was conducted at the Lungib Elementary School, Victoria District, Northern Samar, Philippines. It involved 18 kindergarten pupils as participants, and kindergarten teacher coordinator, a district reading coordinator, and expert assessors as evaluators. Two primary instruments guided this research: the Evaluation Rating Sheet (ERS) and the Department of Education’s Class Observation Tool. Frequency Analysis was applied to assess and summarise the evaluations of Mary's TutorRead, and the qualitative data were analysed using the thematic analysis model of Braun and Clarke. The study employed a developmental-evaluative research design, which combined the structured development of a reading intervention with a systematic evaluation of its effectiveness and quality. These findings informed the design and development of Mary’s TutoRead, ensuring that the material addressed identified gaps through systematically sequenced and developmentally appropriate activities. The material was developed following the ADDIE model's phases of Analysis, Design, Development, Implementation, and Evaluation. During implementation, Mary’s TutoRead guided the learners through structured, progressive literacy tasks, beginning with phonemic awareness activities and advancing toward sight word mastery and contextual reading application. Observations during classroom implementation highlighted effective classroom organisation, sustained learner engagement, strategic use of instructional materials, and differentiated supervision responsive to learners’ varied needs. Evaluation of Mary’s TutoRead demonstrated its alignment with curricular goals and developmental appropriateness. In terms of content, the material was found to be suitable for the learners’ cognitive and emotional levels, free from cultural and gender biases, and effective in promoting critical thinking and positive values. The format of the material, while generally acceptable, suggested areas for further enhancement, particularly in the quality of illustrations and layout organisation. The presentation and organisation were consistently found to be engaging, logically structured, and linguistically adapted to the pupils’ experiences. Furthermore, the material was validated as accurate, current, and relevant, with minor areas noted for further refinement. The study concluded that Mary’s TutoRead effectively addresses the literacy development needs of kindergarten pupils by providing contextually grounded, culturally responsive, and systematically designed instructional support. It affirms the significance of utilising evidence-based instructional design models like ADDIE in material development and highlights the value of integrating contextualization into early literacy interventions. The findings offer valuable implications for teachers, school leaders, curriculum developers, local government units, non-government organisations, and future researchers seeking to improve early childhood education through localised, strategic, and learner-centred innovations.

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**KEYWORDS:** *early literacy development, kindergarten reading, ADDIE model, Mary’s TutoRead, foundational literacy skills*

## INTRODUCTION

Early childhood education (ECE) is a pivotal stage in a child's life, setting the cornerstone for his/her overall development and lifelong learning. During the formative years, typically from birth to around eight years old, children undergo rapid cognitive, social, and emotional growth. This period is a critical window of opportunity as young minds are highly receptive to new information and experiences. Quality ECE programs play a fundamental role in stimulating and nurturing these young minds. The early years of a child’s education are the foundation of education, where children are prepared for post-primary education. A learning experiences acquired during early years leave a long-lasting impression on the life of a child (Osegbue, 2025; Owojori et al., 2021).

Cognitively, ECE introduces children to key concepts and foundational skills, enhancing their language, numerical, and problem-solving abilities. These early learning experiences prepare children for the academic challenges ahead. Socially and emotionally, ECE provides a structured environment for children to interact with peers and teachers, fostering skills such as sharing, cooperation, and conflict resolution. Through these interactions, children learn to manage their emotions, develop empathy, and build resilience. Given the importance of these skills, it is crucial to develop and assess reading materials that effectively enhance literacy. High-quality, engaging reading materials can significantly improve children's cognitive development and prepare them for academic success. Globally, ECE development has grown significantly over the last thirty years. ECE development has also been prioritised as one of the Sustainable Development Goals (SDGs) of the United Nations (UN). Consequently, the development of ECE programs is widely understood as an investment in the future of the country (Gunnestad et al., 2022; Tasu’ah & Martika, 2023).

Given the profound impact of quality Early Childhood Education (ECE) on language and literacy development, it becomes imperative to develop effective reading materials specifically for kindergarteners. Early exposure to language-rich environments significantly influences a child's ability to read, write, and communicate. Without these crucial experiences, children risk falling behind in literacy, which can lead to persistent academic challenges. The development of appropriate reading materials for kindergarteners is critical, as these resources can stimulate problem-solving, critical thinking, curiosity, and creativity. By engaging young learners with well-crafted content, educators can foster a love for reading and lay a strong foundation for future academic success. Moreover, such materials contribute to helping children become adaptable and innovative, equipping them with the skills needed to navigate various life challenges effectively. Therefore, prioritising the creation and assessment of reading materials for kindergarteners is a key step in ensuring the long-term success of pupils.

However, the significance of literacy in the global context is nothing short of paramount. As highlighted in a report by UNESCO, a staggering 617 million children and adolescents worldwide continue to grapple with the absence of fundamental literacy skills. This alarming statistic underscores the persistent educational disparities that plague our global community. Delving deeper into the issue, a report by UNICEF reveals that an estimated 385 million children across the globe are trapped in the throes of extreme poverty. This harrowing reality serves as a stark impediment to their educational opportunities and literacy prospects.

In like manner, among 79 participating countries and economies, the Philippines scored the lowest in reading comprehension in the 2018 Programme for International Student Assessment (PISA) (Schleicher, 2019). Likewise, the EDCOM II reports that there is a high mismatch between the language used at home and the language of instruction, emphasising the 94% of 15-year-old students who primarily speak a language other than English at home.

 Echoing this, the 4th Quarter ProMEDS report revealed that the Progress Report Card data reading among kindergarteners in the Division of Northern Samar has experienced a notable decline of 11% when comparing the data from the pandemic years to the most recent figures for the school year 2022-2023. The Victoria District, likewise, saw a downward tick in the reading skills of kindergarten of around 6% based on the District Monitoring, Evaluation, and Adjustment 2023.

Ensuring that children in Lungib Elementary School, Victoria District, have access to a high-quality early childhood education program is essential for breaking the cycle of poverty and promoting socio-economic development. Thus, “Mary's Tutoread” is designed to address these challenges and contribute to the improvement of kindergarten’s reading skills in this district.

The study is named after Mary, the first name of the researcher, as a kindergarten teacher dedicated to enhancing the learning experience of her pupils. "Tutoread" is a portmanteau of "tutor" and "read," highlighting the central focus of the research, which is to develop and assess the efficacy of a tutoring-based approach to early reading instruction among kindergarten pupils.

**METHODOLOGY**

*Locale of the Study*

 Selecting Lungib Elementary School, Victoria District, as the locale for this study is a decision rooted in a critical examination of the reading proficiency levels among kindergarten pupils within the district. This choice is driven by compelling educational concerns highlighted by district-wide assessments of Progress Report Cards in reading performance, particularly noting a troubling trend in the foundational reading skills of kindergarteners.

*Research Design*

 The research employed a developmental-evaluative research design, integrating the structured development of reading intervention with a thorough assessment of its effectiveness and quality. The developmental phase concentrated on creating and developing Mary’s TutoRead, a contextualised reading intervention designed specifically for kindergarten pupils. The ADDIE model—Analysis, Design, Development, Implementation, and Evaluation—guided this process, ensuring that the content was thoughtfully designed according to recognised literacy needs, curriculum standards, and age-appropriate practices. After the material was created, the evaluation phase examined its quality and relevance through expert validation. The evaluation considered several dimensions, including content, format, presentation and organisation, and the accuracy and up-to-dateness of information. This dual focus on development and evaluation ensured that Mary’s TutoRead was not only thoughtfully designed but also rigorously assessed, resulting in an instructional tool that is both pedagogically effective and contextually responsive to the learners' needs.

*The Variables*

 The study employed an Input-Process-Output (IPO) framework.

 **Input Variables include the instructional design framework (ADDIE model). This design system informs the structure, pedagogical features, and contextual elements of the reading app.**

 **Process Variables followed the ADDIE model: during the Analysis stage, learner needs were identified; in the Design stage, content structure were planned; during Development, the Mary’s TutoRead material was created with sequenced, developmentally appropriate literacy tasks; the Implementation phase involved pilot-testing the material in the classroom, observing learner engagement and instructional flow; and in the Evaluation stage, the material was assessed in terms of content, format, presentation and organization, and accuracy and up-to-dateness of information through expert validation and classroom observation.**

 **Output Variables include validated and contextually appropriate reading intervention, Mary’s TutoRead in which effectively addressed the identified literacy needs and supported learner engagement while also offering insights and recommendations for further enhancement and broader application.**

*Sampling Technique*

 The study employed a **complete enumeration technique to encompass all 18 kindergarten pupils. Additionally, a purposive sampling technique was employed to select teachers, the school head in Victoria District and expert assessors to ensure a high level of expertise and credibility in the assessment process.**

*Respondents*

 The study involved 18 kindergarten pupils as participants, and kindergarten teacher coordinator, a district reading coordinator, and expert assessors as evaluators.

*Instrument*

 In the scholarly assessment of educational interventions like Mary’s TutoRead, research instruments play a critical role in collecting data at each stage of the ADDIE model. Two primary instruments guided this research: the Evaluation Rating Sheet (ERS) and the Department of Education’s Class Observation Tool.

 The data collected through the ERS during the Analysis, Design, and Development phases focused on continuous feedback from experts. During the Implementation and Evaluation phases, provide a comprehensive assessment of Mary’s TutoRead’s effectiveness. The DepEd’s Classroom Observation Tool documents the fidelity of implementation, capturing observations and feedback on how the program is delivered in the classroom.

 By presenting the data at each stage of ADDIE, the research ensures a robust and evidence-based evaluation of Mary’s TutoRead. This approach not only validates the intervention’s design and delivery but also provides actionable insights for its refinement and scalability.

*Validation of the Instrument*

 The DepEd Evaluation Rating Sheet for Contextualised Resources is a standardised tool and, as such, did not undergo further validation. However, to ensure alignment with the specific context of this study, assessment tools were reviewed and validated by experts. These include the DepEd Northern Samar Division Librarian, a professor from the University of Eastern Philippines, and a school head from the Victoria District. Their expertise focused on assessing the content, relevance, and appropriateness of the instrument in relation to the local context and its application in the development of contextualised reading materials.

*Scoring and Interpretation of Data*

 The scoring and interpretation process for the DepEd Evaluation Rating Sheet for Contextualised Resources involves a structured approach to evaluate Mary's Tutoread, ensuring it meets specific criteria within each factor – Very Satisfactory (4), Satisfactory (3), Fair (2), and Poor (1).

The DepEd Classroom Observation Tool consists of 8 indicators and uses a 7-point rating scale, with 7 as the highest and 3 as the lowest score. For indicators that are not applicable during the classroom observation period, 'N/A' should be indicated.

*Data Gathering and Procedure*

 These data gathering procedures are systematic and methodical, ensuring that the research is conducted with the necessary approvals and that the resulting instructional material, Mary's Tutoread, is designed, developed, and evaluated in a rigorous and comprehensive manner.

The first step involved seeking the necessary permissions to conduct the study. Permission was obtained from the panel of examiners, the thesis adviser, and the dean of Graduate Studies at the University of Eastern Philippines. After securing internal permissions from the university, the next step was to seek a permit to conduct the study from the Regional Director and the Schools Division Superintendent of the Division of Northern Samar.

Once the overall permit was secured, the researcher needed to obtain consent from the District Head, Elementary School Head, and Kindergarten teacher in Victoria District, Northern Samar.

With the necessary permissions and consents secured, data collection followed an Input-Process-Output (IPO) framework anchored in the ADDIE instructional design model. During the Input phase, relevant data were collected to inform the development of Mary’s TutoRead. This included administering reading assessments to kindergarten pupils based on DepEd’s developmental indicators. In the Process phase, guided by the ADDIE model, the data were used in the Analysis stage to identify learning gaps and needs. During Design, learning objectives and content flow were planned. In the Development stage, the actual instructional material was created, which was then implemented in the classroom setting through pilot testing. As part of the Evaluation phase, data were gathered using classroom observation tools, teacher feedback forms, and expert validation checklists. The Output phase involved analysing these data to evaluate the effectiveness, appropriateness, and quality of the developed material. Findings were used to refine Mary’s TutoRead and provide recommendations for broader use and further development.

*Statistical Analysis of Data*

 Frequency Analysis is a statistical technique used to summarise categorical data. In the context of this study, it was applied to assess and summarise the evaluations of Mary's Tutoread based on the criteria provided by the DepEd Evaluation Rating Sheet. On the other hand, the qualitative data were analysed using the thematic analysis model of Braun and Clarke that includes six phases: familiarising yourself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and writing the report.

**RESULTS AND DISCUSSION**

Kindergarten Pupils’ Reading Assessment

Table 1 illustrates the comparative performance of 18 kindergarten pupils in their reading assessment, categorised according to the Department of Education's developmental indicators: Beginning (B), Developing (D), and Consistent (C). The results show a significant improvement in reading proficiency following the implementation of Mary’s TutoRead. Initially, the pre-test results revealed that eight (8) pupils, or 44.44%, were at the Beginning level—indicating minimal demonstration of expected literacy competencies. The majority, 10 pupils or 55.56%, were at the Developing level, reflecting partial mastery of skills and requiring moderate teacher support. Notably, no pupil demonstrated Consistent performance, which suggests that none had yet achieved the expected level of independence and competence in foundational reading skills.

Table 1: Kindergarten Pupils’ Reading Assessment

Rating Frequency Per cent

B (Beginning) 8 44.44

D (Developing) 10 55.56

C (Consistent) 0 0.00

Evaluation of Mary’s TutoRead

Content

Table 2 presents the evaluation results on the content quality of Mary’s TutoRead, assessed by expert validators. The findings reveal that all evaluated indicators received a consistent weighted mean score of 4.00, interpreted as Very Satisfactory based on the Department of Education’s evaluation standards. This indicates that the material was consistently rated at a high level of quality across all content-related criteria.

Specifically, the experts agreed that the content of Mary’s TutoRead was highly suitable for the learners' developmental level, meaning it was age-appropriate and aligned with the cognitive and emotional needs of kindergarten pupils. Additionally, the material was assessed to contribute effectively to the achievement of specific learning objectives for the kindergarten curriculum, ensuring its strong curricular alignment. Another significant aspect was the material’s ability to promote higher-order thinking skills, such as creativity, inquiry, problem-solving, and other 21st-century skills, which are crucial for holistic child development.

The material was also validated to be free from ideological, cultural, religious, racial, and gender biases, affirming its inclusivity and appropriateness for diverse learners. Furthermore, Mary’s TutoRead was noted to enhance the development of desirable values and traits, such as perseverance, respect, and empathy—important attributes in early childhood education. Validators found that the material effectively aroused the interest of the learners, a critical factor in sustaining engagement in reading activities. For topics involving safety and health concerns, adequate cautionary notes were integrated, ensuring the materials promoted learner safety and well-being.

Moreover, an important strength of Mary’s TutoRead was its contextualization: the material was highly localised, incorporating local culture and heritage themes relevant to the learners’ environment. This contextual relevance helps to make reading activities more meaningful and relatable for young pupils, thereby enhancing comprehension and retention.

The overall mean score of 4.00 (Very Satisfactory) strongly suggests that the content of Mary’s TutoRead met or exceeded quality standards across all evaluated dimensions. This outcome supports the material’s readiness for classroom use and affirms its potential effectiveness in improving early literacy among kindergarten pupils in Lungib Elementary School, Victoria District.

Table 2: Content of Mary’s TutoRead

|  |  |  |
| --- | --- | --- |
| Content | WM | Interpretation |
| Content is suitable to the learners’ level of development. | 4.00 | Very Satisfactory |
| Material contributes to the achievement of specific objectives of the learning area and grade level for which it is intended | 4.00 | Very Satisfactory |
| Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, and 21st Century Skills | 4.00 | Very Satisfactory |
| Material is free of ideological, cultural, religious, racial, and gender biases and prejudices | 4.00 | Very Satisfactory |
| Material enhances the development of desirable values and traits | 4.00 | Very Satisfactory |
| Material arouses interest of target reader | 4.00 | Very Satisfactory |
| Adequate warning / cautionary notes are provided in topics and activities where safety and health are of concern  | 4.00 | Very Satisfactory |
| Material was contextualised | 4.00 | Very Satisfactory |
| Material incorporated local cultures/heritage themes | 4.00 | Very Satisfactory |
| Overall mean  | 4.00 | Very Satisfactory |

Format

The evaluation findings on the Format of Mary’s TutoRead reading materials, as shown in Table 2, reveal a generally satisfactory level of quality as perceived by the evaluators. The overall mean rating of 3.13, interpreted as Satisfactory, indicates that while the materials meet essential expectations for educational use, there remains room for enhancement to achieve higher levels of excellence.

Disaggregating the components of the format, the areas of Prints and Design and Layout both achieved a weighted mean of 3.00, corresponding to a Satisfactory interpretation. This suggests that the clarity of text and the organisation of visual and textual elements are acceptable for young learners, yet may benefit from further refinements to optimise readability and visual appeal, especially considering the developmental needs of kindergarten pupils. Clearer fonts, consistent text alignment, and balanced page composition could strengthen the accessibility of the materials.

The Illustrations category received a slightly lower weighted mean of 2.67, still interpreted as Satisfactory but approaching the lower threshold. Illustrations play a crucial role in early reading materials by supporting comprehension and maintaining engagement. The relatively lower score suggests that enhancements in the quality, relevance, or appeal of illustrations are necessary. It may involve refining the artistic style, ensuring cultural familiarity, or better matching images with textual content to facilitate dual-coding processes in young readers.

Conversely, the Paper and Binding aspect was rated 4.00, interpreted as Very Satisfactory, highlighting the physical durability and usability of the materials. This high rating is significant because the mechanical quality of materials affects their longevity and appropriateness for frequent classroom use, especially among active kindergarteners who may handle materials less delicately (Hall & Williams, 2019).

The Size and Weight of the Supplementary Learning Resource (SLR) received a mean of 3.00, interpreted as Satisfactory. This indicates that the dimensions and heft of the materials are generally appropriate for the target learners; however, slight modifications, such as using lighter materials or optimising book dimensions for smaller hands, could further improve handling and user experience.

Overall, the satisfactory ratings across the format components affirm that Mary’s TutoRead meets basic standards for effective instructional design. Nonetheless, focusing on improving the quality and relevance of illustrations, as well as enhancing the visual presentation of prints and layouts, would elevate the overall material quality toward the "Very Satisfactory" benchmark. Such improvements are crucial to fully align the materials with best practices in early childhood literacy development and to maximise their impact on young learners’ reading motivation and engagement.

Table 3: Format of Mary’s TutoRead

|  |  |  |
| --- | --- | --- |
| Format | WM | Interpretation |
| Prints | 3.00 | Satisfactory |
| Illustrations | 2.67 | Satisfactory |
| Design and Layout | 3.00 | Satisfactory |
| Paper and Binding | 4.00 | Very Satisfactory |
| Size and Weight of SLR | 3.00 | Satisfactory |
| Overall mean | 3.13 | Satisfactory |

Presentation and Organisation

The evaluation results of Mary’s TutoRead in terms of Presentation and Organisation, as shown in Table 3, reflect an overall weighted mean of 4.00, interpreted as Very Satisfactory across all evaluated indicators. This finding indicates a high level of effectiveness in how the materials were structured, presented, and linguistically adapted to the needs of the target learners.

The consistently high ratings across indicators such as engagement and understandability of presentation, logical and smooth flow of ideas, and adaptation of vocabulary and sentence structures are critical strengths aligned with key insights from the reviewed studies. Gilbert’s study, for instance, highlighted that personalisation and familiarity with learning materials significantly increase young children's engagement with reading tasks. Similarly, the very satisfactory rating for the materials’ engagement and understandability echoes Gilbert’s (2018) finding that teacher-made books featuring personalised and relatable content heighten pupils’ interest and motivation toward literacy activities.

The study also found that the logical flow of ideas and the suitability of vocabulary and sentence length were particularly strong aspects of Mary’s TutoRead. This is consistent with the findings of Mesmer and Mason, who emphasised that early reading materials should not only simplify language structures but also scaffold reading comprehension through logical sequencing of ideas and varied sentence forms. Their research indicates that young learners benefit most when text presentation carefully balances simplicity with cognitive stimulation—an outcome clearly supported by the ratings in this evaluation.

Further strengthening this interpretation, Stankevich’s study on the role of picture books during read-aloud sessions also emphasised the critical importance of accessible vocabulary and sentence structures. According to Stankevich, materials that match the developmental comprehension levels of young readers facilitate smoother decoding processes and foster positive attitudes toward reading. The high ratings across vocabulary adaptation and sentence length in Mary’s TutoRead suggest that these important developmental considerations were successfully incorporated into the instructional design.

Moreover, the finding that sentence and paragraph structures are varied and interesting resonates with the studies by Arayata and Ocbian et al., who evaluated the effectiveness of teacher-made reading materials and big books in enhancing engagement among early learners. Their evaluations stressed that varied and engaging textual structures prevent reader fatigue and promote sustained attention, factors essential for emergent readers developing stamina in literacy tasks. The uniform very satisfactory ratings in this domain validate the effectiveness of Mary’s TutoRead in meeting these pedagogical standards.

Overall, the presentation and organisation of Mary’s TutoRead reflect a thoughtful integration of best practices drawn from research on early literacy development and teacher-made materials. By ensuring that the materials are engaging, logically organised, and linguistically appropriate for young learners, the program successfully addresses critical factors influencing reading acquisition. The high level of satisfaction indicated by the evaluators suggests that Mary’s TutoRead not only meets but, in many aspects, exceeds the expectations established by recent scholarly work on literacy interventions.

Table 4: Presentation & Organisation of

Mary’s TutoRead

|  |  |  |
| --- | --- | --- |
| Presentation & Organization | WM | Interpretation |
| Presentation is engaging, interesting, and understandable  | 4.00 | Very Satisfactory |
| There is logical and smooth flow of ideas | 4.00 | Very Satisfactory |
| Vocabulary level is adapted to target reader's experience | 4.00 | Very Satisfactory |
| Length of sentences is suited to the comprehension level of the target reader | 4.00 | Very Satisfactory |
| Sentences and paragraph structures are varied and interesting to the target reader | 4.00 | Very Satisfactory |
| Overall mean | 4.00 | Very Satisfactory |

Accuracy and Up-to-dateness of Information

In Table 4, the evaluation results of Mary’s TutoRead regarding Accuracy and Up-to-datedness of Information yield an overall weighted mean of 3.56, interpreted as Very Satisfactory. This indicates that the reading materials generally present accurate, current, and contextually appropriate information, an essential criterion for ensuring the instructional credibility and pedagogical value of early literacy interventions.

Breaking down the components, it is notable that Conceptual Errors obtained a mean of 3.00, interpreted as Satisfactory. This suggests that while the major concepts within the instructional materials are mostly accurate, some areas may require minor refinements to further strengthen conceptual precision. This finding aligns with the broader observations made in Dowdall et al.’s meta-analysis, which emphasised that the integrity of content plays a critical role in shaping young learners’ emerging literacy and comprehension skills. Ensuring that concepts presented are both accurate and developmentally appropriate is crucial for fostering foundational literacy.

Meanwhile, the variables on Factual Errors and Grammatical Errors both achieved a 3.33 mean, reaching a Very Satisfactory interpretation. This reflects careful attention to language use and factual correctness, which is particularly important in materials targeting beginning readers. According to Stankevich, materials used during early literacy instruction—especially in read-aloud and emergent reading activities—must maintain high levels of linguistic and factual accuracy to prevent the formation of misconceptions and reinforce language acquisition effectively.

Additionally, Computational Errors and Obsolete Information both scored a 4.00 weighted mean, rated as Very Satisfactory. This highlights the strength of Mary’s TutoRead in providing timely, relevant, and error-free instructional content, ensuring that learners encounter updated representations of knowledge. This finding resonates with the research of Arayata and Ocbian et al., who stressed the necessity of culturally and temporally relevant materials in enhancing engagement and comprehension among young learners in localised educational contexts.

The evaluation of Typographical and Other Minor Errors, with a mean of 3.67 (Very Satisfactory), further suggests that while some minor errors were noted (e.g., occasional unclear illustrations or missing labels), these do not significantly detract from the usability or credibility of the materials. This aligns with the observations by Gilbert, whose study on teacher-made personalised books emphasised that minimising distractions from textual or visual errors is important to sustain young readers’ focus and maximise instructional effectiveness.

Overall, the Very Satisfactory rating for the Up-to-datedness of Information dimension attests to the academic rigour, cultural sensitivity, and editorial quality maintained in the development of Mary’s TutoRead. This ensures that the intervention materials do not merely engage learners but also model accurate, appropriate, and current language use, thereby contributing positively to the literacy development of kindergarten pupils in Lungib Elementary School, Victoria District.

Table 5: Accuracy & Up-to-dateness of Information of Mary’s TutoRead

|  |  |  |
| --- | --- | --- |
| Accuracy & Up-to-dateness of Information | WM | Interpretation |
| Conceptual errors | 3.00 | Satisfactory |
| Factual errors  | 3.33 | Very Satisfactory |
| Grammatical errors  | 3.33  | Very Satisfactory |
| Computational errors  | 4.00  | Very Satisfactory |
| Obsolete information | 4.00  | Very Satisfactory |
| Typographical and other minor errors (e.g., inappropriate or unclear illustrations, missing labels, wrong captions, etc. | 3.67 | Very Satisfactory |
| Overall mean | 3.56 | Very Satisfactory |

Classroom Observation Ratings

Table 5 shows the class observation results, evaluated by three raters composed of a kindergarten teacher coordinator, district reading coordinator and the school head, provide compelling evidence of the effectiveness of Mary’s Tutoread in enhancing instructional delivery and learner engagement. The overall ratings demonstrate a consistently high level of teaching performance, with multiple indicators receiving Outstanding and Very Satisfactory interpretations, thereby affirming the impact of the contextualised and systematically designed intervention.

The indicator "Applied knowledge of content within and across curriculum teaching areas" obtained a perfect rating of 7.00 (Outstanding). This result highlights that the use of Mary’s Tutoread enabled the teacher to demonstrate deep mastery and integration of literacy competencies, ensuring that lessons not only targeted reading skills but also supported broader cognitive development aligned with the Kindergarten Curriculum Guide. The materials allowed seamless bridging of basic literacy with foundational knowledge across content areas.

Similarly, "Ensured the positive use of ICT to facilitate the teaching and learning process" also received a 7.00 (Outstanding) rating. The integration of multimedia components embedded in Mary’s Tutoread—such as TV-based activities, digital flashcards, and interactive videos—maximised the meaningful use of ICT in the classroom. This aligned well with current educational mandates promoting technology-enhanced learning, ensuring that pupils experienced enriched, multimodal exposures that supported diverse learning styles.

In terms of pedagogy, indicators such as "Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills" and "Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement," both rated at 6.75 (Very Satisfactory), reflect the versatility of Mary’s Tutoread. The material’s design incorporated differentiated activities such as storytelling, read-alouds, picture-based prompts, and structured drills, allowing teachers to adapt strategies responsive to the learners' needs. Furthermore, the material encouraged dynamic teacher-learner interactions through guided questioning, affirmations, and clear non-verbal cues (e.g., gestures, visual prompts), enhancing pupil engagement and participation.

The indicator "Maintained supportive learning environments that nurture and inspire learners", with a 6.50 (Very Satisfactory) rating, signifies how Mary’s Tutoread helped foster an inclusive and motivating atmosphere. The culturally relevant and personalised nature of the reading materials resonated with learners' lived experiences, making lessons more relatable and encouraging pupils to actively cooperate and collaborate during reading sessions.

Another significant finding is the Outstanding rating of 7.00 under the indicator "Applied a range of successful strategies that maintain learning environments that motivate learners to work productively." Mary’s Tutoread’s structured yet flexible lesson flow provided ample opportunities for learners to take ownership of their learning, with built-in formative assessments and feedback mechanisms supporting self-monitoring and reflection even at a young age.

Moreover, the indicator "Designed, adapted, and implemented teaching strategies that are responsive to learners with disabilities, giftedness, and talents", rated 6.75 (Very Satisfactory), highlights the adaptability of Mary’s Tutoread. The material incorporated scaffolded activities and visual aids designed to accommodate various learning needs, thereby ensuring accessibility and engagement for all learners, including those with emerging special needs or advanced capabilities.

Finally, the indicator "Planned and delivered teaching strategies responsive to learners in difficult circumstances" achieved an Outstanding rating of 7.00, further emphasising the contextual relevance of Mary’s Tutoread. Its design considered socio-economic realities such as limited resources, displacement, and linguistic diversity by providing low-tech, high-impact strategies that could be easily deployed in resource-challenged environments.

In sum, the class observation ratings robustly attest to the strength of Mary’s Tutoread as a contextually grounded, systematically developed intervention aligned with both instructional and learner-centred goals. The outstanding and very satisfactory ratings across the eight key indicators demonstrate that Mary’s Tutoread not only supported content delivery but also elevated the quality of classroom interaction, learner engagement, differentiation, and responsiveness to diverse educational contexts. As such, it serves as a model for designing future early literacy interventions aimed at achieving high-impact, equity-driven educational outcomes.

TABLE 6. Level of teaching

performance based on multiple indicators

|  |  |  |
| --- | --- | --- |
| Indicators | WM | Interpretation |
| 1. Applied knowledge of content within and across curriculum teaching areas. | 7 | Outstanding |
| 2. Ensured the positive use of ICT to facilitate the teaching and learning process. | 7 | Outstanding |
| 3. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. | 6.75 | Very satisfactory |
| 4. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement. | 6.75 | Very satisfactory |
| 5. Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning. | 6.5 | Very satisfactory |
| 6. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning. | 7 | Outstanding |
| 7. Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents. | 6.75 | Very satisfactory |
| 8. Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances\*, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices. | 7 | Outstanding |

Observation Notes during the Class Observation using Mary’s Tutoread

The observation notes summarised in Table 7 present a comprehensive view of the teaching and learning dynamics during the class implementation of Mary’s TutoRead. Thematic analysis of the data reveals several critical areas of strength that align with established best practices in literacy instruction and pedagogical effectiveness.

Under the theme of Classroom Organisation and Preparation, it was observed that the teacher ensured that everything was organised and in order before the lesson began. This strong organisational foundation is consistent with findings from literacy intervention studies (e.g., Stankevich), which emphasise that structured learning environments contribute significantly to maximising instructional time and minimising learner distractions, thereby fostering optimal conditions for early reading development.

In terms of Learner Motivation and Engagement, the observations noted high levels of learner responsiveness and participation. The ability to motivate and sustain student engagement is vital in early literacy contexts, as highlighted in Gilbert's research on personalised learning materials, where student enthusiasm was linked to greater reading participation. The evaluators' affirmation that "enthusiasm is the key to successful teaching" further underscores the teacher’s capacity to create a dynamic and emotionally supportive classroom atmosphere conducive to active learning.

The theme of Effective Presentation and Discussion reflects that the teacher’s instructional delivery was strategic and structured, enabling pupils to respond and participate actively. However, it was also noted that some students required attention redirection, highlighting the natural variability in classroom engagement and the ongoing need for adaptive management strategies. This observation aligns with Mesmer and Mason’s findings, where interactive and paced discussions are crucial in maintaining engagement among early readers while addressing moments of off-task behaviour.

Use of Varied and Relevant Instructional Materials was another notable strength. The teacher's incorporation of pictures, TV, flashcards, and other materials aligns with the recommendations of Ocbian et al., who emphasised that multimodal and culturally relevant resources enhance comprehension and activate prior knowledge among emergent readers. The strategic use of varied materials not only supported content delivery but also reinforced the context-specific relevance of Mary’s TutoRead.

In the area of Provision and Supervision of Learning Activities, the teacher provided activity sheets and actively supervised and assisted learners during their tasks. This hands-on supervision ensures that formative assessment happens seamlessly during learning activities—a practice that Bernal also noted as crucial in strengthening the reading competencies of young learners. Supervision during activities allows for immediate feedback and scaffolding, critical elements in building foundational literacy skills.

The teacher’s Mastery of the Lesson was evident throughout the observation. Demonstrating strong content knowledge and pedagogical expertise is crucial, especially in early literacy instruction, where clear modelling and explanation directly influence pupil comprehension (Dowdall et al.). Mastery of the lesson content also promotes teacher confidence and facilitates a more fluid, engaging learning experience for pupils.

Finally, the evaluators' Overall Performance Feedback—described as "Congratulations for a job well done"—validates the teacher’s successful integration of Mary’s TutoRead into classroom instruction. The positive performance feedback indicates that the intervention was not only well-delivered but also well-received, fulfilling key aspects of effective literacy teaching such as engagement, strategic instruction, and developmental appropriateness.

In summary, the class observation notes reflect a highly effective implementation of Mary’s TutoRead, showcasing strengths in classroom management, learner engagement, instructional delivery, and material utilisation. These findings affirm that the reading intervention was not only well-structured through the ADDIE model but also contextually and pedagogically responsive to the needs of the kindergarten pupils, as recommended in recent literature on teacher-made literacy interventions.

Table 7: Observation notes during the Class Observation using Mary’s Tutoread

|  |  |
| --- | --- |
| Theme | Supporting Observations |
| Classroom Organization and Preparation | - Everything is organized and in order before the teacher started her lesson. |
| Learner Motivation and Engagement | - Were able to motivate learners. |
|  | - Learners were responsive and participative. |
|  | - There was maximum participation. |
|  | - Enthusiasm is the key to a successful teaching, you’ve got it! Congratulations! |
| Effective Presentation and Discussion | - Presentation and discussion were done strategically so that pupils were able to respond and participate actively, but still there is a need to call attention to those who are not listening. |
| Use of Varied and Relevant Instructional Materials | - Instructional materials like pictures, TV, flashcards, and others were used during the teaching-learning process. |
|  | - The teacher uses varied instructional materials to activate prior knowledge of the learners. |
| Provision and Supervision of Learning Activities | - The teacher provides activity sheets for the learners. |
|  | - Teacher supervises during the activity of the learners. |
|  | - The teacher supervises and assists learners during class activities. |
| Mastery of the Lesson | - Teacher displays mastery of the lesson. |
| Overall Performance Feedback | - Congratulations for a job well done. |

**CONCLUSION**

 In response to the learning needs of the kindergarten pupils, Mary’s TutoRead was developed using the ADDIE model, ensuring a structured and iterative process from analysis to evaluation. The implementation phase demonstrated that pupils steadily developed core literacy skills through sequenced and contextualised learning experiences. Observations confirmed that the material promoted active participation, sustained engagement, and improved classroom interaction. Furthermore, the material was evaluated as very satisfactory in terms of content, presentation, and up-to-dateness of information, and satisfactory in format, affirming that it aligned well with cognitive expectations and pedagogical standards for early learners. The findings validate that Mary’s TutoRead is not only instructionally sound but also relevant and accessible to young readers.

**RECOMMENDATION**

 To the development of Mary’s TutoRead using the ADDIE model, future designers and teacher-researchers are encouraged to build on this model by strengthening the collaborative design process, especially in the Development and Implementation stages. While the program successfully guided learners from phonemic awareness to contextualised reading, the evaluation pointed to areas for improvement in material format, particularly the visual design and illustration quality. Enhancements in these areas are crucial to increasing the material's accessibility and engagement for emergent readers. Curriculum planners and local education units should support iterative material refinement through field-testing, expert validation, and learner feedback to ensure responsiveness and sustained relevance in diverse classroom contexts.

In evaluating Mary’s TutoRead, the findings highlight the need for a more rigorous feedback and revision cycle, particularly in refining the material’s format and continuously updating content based on evolving curriculum standards. The very satisfactory ratings in content, presentation, and up-to-dateness affirm the instructional strength of the material; however, its satisfactory rating in format suggests the need for clearer visual-text integration and more age-appropriate illustrations. It is recommended that future implementations include a feedback mechanism involving teachers, reading supervisors, and early grade experts to ensure alignment with learner needs. Additionally, local government units, non-government organisations, and future researchers are encouraged to support the expansion, localisation, and scale-up of Mary’s TutoRead, contributing to more inclusive and impactful early literacy interventions grounded in research and local realities.

**Ethical Approval:**

As per international standards or university standards written ethical approval has been collected and preserved by the author(s).

**Consent**

As per international standards or university standards, Participants’ written consent has been collected and preserved by the author(s).

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