



DEVELOPMENT, QUALITY ASSURANCE, AND PILOT TESTING OF TEACHER-MADE READING MATERIALS TO MEASURE READING SKILLS OF ELEMENTARY PUPILS

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ABSTRACT

This study evaluates the status on the development, quality assurance and pilot testing of teacher-made reading materials to enhance reading skills of elementary pupils. The locale of the study is in Rizal Elementary School, Kananga I District, Leyte Division. The five (5) members of the quality assurance team of the district and the fifteen (15) learners were involved in the study. In assuring the quality and validity of the teacher-made reading materials, the researcher utilized the three (3) different evaluation and validation tools used by the Department of Education in the formulation of modules including parallel test. DepEd Regional Memorandum No. s2021-577, s. 2021 entitled, "Format Template and Guidelines on the Submission of Finalized Division Contextualized Learning Resources (DCLRs)". Based on the result of the study, it can be concluded that the teacher-made reading materials developed demonstrated excellent quality and high acceptability in terms of content and instructional design as evaluated by the teacher-respondents during the field-testing validation. The findings further suggest that the contextualized and learner-centered nature of the material contributed significantly to its instructional effectiveness and suitability for classroom use. The

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consistent rating of "Strongly Agree" indicates that all indicators or criteria for a valid and quality assured teacher-made reading materials were attained, valid, reliable and it is appropriate for instructional utilization in the classroom to enhance the reading skills of the learners.

Keywords: *Development, Quality Assurance, Pilot Testing, Teacher-Made Reading Materials, Reading Skills, Elementary Pupils*

Introduction

Reading is widely recognized as one of the most essential foundational skills that learners must acquire during the early years of schooling. It serves as the gateway to learning in all subject areas, enabling pupils to access knowledge, develop critical thinking skills, and participate meaningfully in academic and social contexts. Without strong reading skills, learners often experience difficulties in understanding instructional materials, which can negatively affect their overall academic performance. Thus, ensuring that elementary pupils develop adequate reading abilities is a crucial responsibility of schools and teachers.

Despite the importance of reading literacy, many elementary learners continue to struggle with reading fluency, comprehension, and vocabulary development. Various studies have documented that a significant number of pupils in primary education encounter challenges in decoding words, recognizing vocabulary, and comprehending texts appropriate for their grade level. For instance, a study conducted among Grade 6 pupils found that reading

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comprehension difficulties remain prevalent among elementary learners, affecting their ability to perform academic tasks effectively across subjects (Billao, 2024). When reading difficulties persist during the early grades, they often lead to long-term academic challenges, highlighting the urgent need for targeted instructional interventions.

One of the major factors influencing reading development is the availability and quality of instructional materials used during reading instruction. Instructional materials serve as essential tools that support teachers in delivering effective lessons and facilitate pupils' engagement with texts. According to research on instructional material development, reading materials must be carefully designed to align with learners' interests, vocabulary levels, and learning needs to maximize their effectiveness in improving reading skills (Pratiwi et al., 2024). However, in many classrooms, commercially produced materials may not always match the linguistic level, cultural context, or interests of learners, particularly in diverse learning environments.

Because of these challenges, teachers often develop teacher-made or localized reading materials tailored to the specific needs and abilities of their pupils. Teacher-made materials allow educators to contextualize learning experiences, integrate familiar themes, and adjust the difficulty level of texts to support struggling readers. Research has shown that localized or researcher-made reading materials can significantly improve learners' reading performance. For example, Galang et al. (2025) found that repeated reading using researcher-made localized materials significantly improved students' reading fluency and accuracy, indicating that contextualized reading materials can effectively support literacy development. These

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findings emphasize the potential of teacher-developed materials as practical tools for addressing reading difficulties among learners.

Similarly, studies on instructional interventions have demonstrated that carefully designed reading materials and strategies can enhance learners' reading comprehension and engagement. Baltonado and Velasco (2023) reported that subject-integrated instructional materials were effective in improving pupils' mastery of reading comprehension skills such as identifying main ideas, sequencing events, and predicting outcomes. Their findings highlight the importance of developing instructional materials that directly address learners' least mastered competencies in reading.

Another important consideration in the development of instructional materials is the process of quality assurance. Quality assurance ensures that instructional materials meet established standards of accuracy, readability, relevance, and alignment with curriculum competencies. Without proper quality review and validation, teacher-made materials may contain inconsistencies or may not adequately support the intended learning objectives. Effective quality assurance processes involve expert validation, alignment with curriculum standards, and evaluation of readability and appropriateness for learners. Ensuring the quality of teacher-developed materials is therefore essential to guarantee that they effectively support literacy instruction and contribute positively to learners' reading development.

Furthermore, pilot testing plays a crucial role in evaluating the effectiveness of newly developed instructional materials before their full implementation. Pilot testing allows researchers and educators to determine whether the materials are understandable, engaging,

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and suitable for the target learners. It also provides empirical evidence regarding the materials' effectiveness in improving reading skills. Through pilot testing, necessary revisions can be made to enhance the instructional value of the materials and ensure that they address the learners' needs effectively.

In addition, research highlights that reading development is strongly influenced by access to appropriate learning resources and supportive learning environments. Studies have shown that limited access to reading resources and inadequate instructional support can hinder learners' reading habits and literacy development (Quintano et al., 2025). This situation further underscores the need for schools and teachers to develop accessible, engaging, and contextually relevant reading materials that can support pupils' literacy growth.

Given these considerations, the development, quality assurance, and pilot testing of teacher-made reading materials become a critical undertaking in improving the reading skills of elementary pupils. By creating instructional materials that are aligned with learners' needs and validating their effectiveness through systematic evaluation, teachers can provide more meaningful reading experiences that enhance literacy learning. Moreover, such initiatives contribute to the broader goal of improving reading proficiency among elementary learners and strengthening literacy instruction in schools.

Therefore, this study seeks to develop teacher-made reading materials, ensure their quality through validation processes, and pilot test their effectiveness in enhancing the reading skills of elementary pupils. The findings of this study are expected to provide valuable insights

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into the design and implementation of effective reading materials that can support teachers in addressing reading difficulties and improving pupils' literacy outcomes.

This study evaluates the status on the development, quality assurance and pilot testing of teacher-made reading materials to enhance reading skills of elementary pupils in Rizal Elementary School, Kananga 1 District, Leyte Division. The findings of the study were basis for the proposed instructional supervision plan.

Further, it sought to answer the following sub-problems:

1. What is the extent of evaluation on the quality assurance of the developed reading materials?
2. What is the extent of result of pilot testing of the developed reading materials?
3. What are the recommendations given which will improve the developed reading materials?
4. What instructional supervisory plan in developing reading materials can be proposed based on the findings of this study?

METHODOLOGY

Design. This study employed descriptive research design to evaluate the status on the development, quality assurance and pilot testing of teacher-made reading materials to enhance reading skills of elementary pupils. This study is descriptive for it describes the status on the development of teacher-made reading materials in terms of content, instructional quality, assessment design, language, and format, while for quality assurance in terms of

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content, language, format or lay out and technical quality and pilot testing based on suitability, validity, and reliability. The locale of the study is in Rizal Elementary School, Kananga I District, Leyte Division. The five (5) members of the quality assurance team of the district and the fifteen (15) learners were involved in the study. In assuring the quality and validity of the teacher-made reading materials, the researcher utilized the three (3) different evaluation and validation tools used by the Department of Education in the formulation of modules including parallel test. DepEd Regional Memorandum No. s2021-577, s. 2021 entitled, "Format Template and Guidelines on the Submission of Finalized Division Contextualized Learning Resources (DCLRs)". The validation tools cover from the development of teacher-made reading materials which includes the content, format, presentation and organization and accuracy and up-to-datedness of information. Further, for the validation and evaluation of Language, the researcher also utilized the DepEd RO8 tools in evaluating the language of individualized lesson plans which is based on Element, Brief Description and Specific Recommendations for Improvement. Finally, for the Layout and Design, the standards/criterion Items are: Physical Attributes, Design and Layout, Typographical Organization and Visuals. The validators checked if the material is compliant or not. To conduct the pilot testing of the materials, the Field-Testing Validation Tool for Teachers was utilized based on Learning Competencies, Content, Coherence and Clarity of Thought, Layout and Design and Readability of the Material.

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Sampling. The five (5) members of the quality assurance team of the district and the fifteen (15) learners enrolled in the said locale for School Year 2025-2026 were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

Research Procedure. Upon securing a research permit, data gathering was initiated. Letter requests to conduct the study were submitted to proper authorities for approval. First, a letter request was submitted to the Schools Division Superintendent for approval to proceed with data gathering among the identified respondents. After the approval of the SDS, permission letters were also submitted to the Public Schools District Supervisor. After approval, the researcher proceeded into data gathering. The researcher conducted an orientation to the respondents. During the orientation, respondents were informed about the study's goals and their right to confidentiality. Anonymized data was used solely for research, minimizing any burden on participants. Data were stored securely, accessible only to the research team, reinforcing confidentiality. Participation was purely voluntary, with the freedom to withdraw at any time. The presentation of findings maintained strict transparency, highlighting participants' views without bias or alterations. Further, a permit from the respondents were asked which stipulates their consent to be included in the study. After the orientation, validation tools and the constructed teacher-made reading materials were distributed to the respondents. The respondents were given ample time to validate the material. After the validation, the researcher inputted the revisions and submitted for quality assurance. Then the QA Team validated and evaluated the materials using the prescribed tools. Respondents again conducted quality assurance using the tools. After, the researcher complied with the

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recommendations, it was pilot tested in the school. The learners were tested, data were validated and revisions were complied before printing the final copy. After accomplishing all the validation and evaluation tools, it was collected, tallied, and submitted for statistical treatment.

Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While conducting the quality assurance and validation procedures, the researcher made sure that the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean were employed to evaluate the status on the development, quality assurance and pilot testing of teacher-made reading materials to enhance reading skills of elementary pupils.

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RESULTS AND DISCUSSION

Table 1

Content Validity of Learning Resources

Factor	Indicator	Weighted Mean	Interpretation
Factor I. Intellectual Property Rights Compliance	Copyright compliance, citations, and references are properly observed	5.00	Strongly Agree
Factor II. Learning Competencies	Alignment with DepEd Learning Competencies	5.00	Strongly Agree
Factor III. Instructional Design and Organization	Logical sequencing, learner-centered design, and skill development	5.00	Strongly Agree
Factor IV. Instructional Quality	Accuracy, currency, and error-free content	5.00	Strongly Agree
Factor V. Assessment	Alignment, variety, and clarity of assessment tools	5.00	Strongly Agree
Factor VI. Readability	Clarity, flow, and appropriateness of language	5.00	Strongly Agree
Overall Weighted Mean		5.00	Strongly Agree

LEGEND:

RANGES

INTERPRETATION

4.21 – 5.00

Strongly Agree

3.41 – 4.20

Agree

2.61 – 3.40

Neutral

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1.81 – 2.60

Disagree

1.00 – 1.80

Strongly Disagree

Table 1 presents the results on content validation of learning resources presented in the study in terms of intellectual property rights compliance, learning competencies, instructional design and organization, instructional quality, assessment and readability. It was revealed on the table that the extent of content validation of learning resources presented in the study in terms of intellectual property rights, learning competencies, instructional design and organization, instructional quality, assessment and readability received an overall mean of 5.00 (Strongly Agree). The findings confirm that the developed instructional material is highly valid, acceptable, and compliant with educational standards. The consistently perfect ratings across all indicators demonstrate that the material effectively integrates curriculum alignment, instructional quality, learner-centered design, appropriate assessment, readability, and ethical considerations. These results support the idea that carefully developed and validated instructional materials can significantly contribute to improving teaching effectiveness and learner achievement. Recent studies consistently affirm that validated and competency-aligned instructional materials enhance learner engagement, comprehension, and academic performance (Biendima et al., 2024).

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Table 2

Layout and Design Validity of Learning Resource

Factor	Indicator	Weighted Mean	Interpretation
Factor I. Physical Attributes	Cover page, front matter, inside pages, and back matter are properly designed and complete	5.00	Strongly Agree
Factor II. Design and Layout	Consistency, clarity, attractiveness, and appropriateness of layout	5.00	Strongly Agree
Factor III. Typographical Organization	Font size, style, readability, and emphasis are appropriate	5.00	Strongly Agree
Factor IV. Visuals	Clarity, relevance, accuracy, and appropriateness of visuals	5.00	Strongly Agree
Overall Weighted Mean		5.00	Strongly Agree

LEGEND:

RANGES INTERPRETATION

4.21 – 5.00 *Strongly Agree*

3.41 – 4.20 *Agree*

2.61 – 3.40 *Neutral*

1.81 – 2.60 *Disagree*

1.00 – 1.80 *Strongly Disagree*

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Table 2 presents the results of the validation on layout and design of the learning resources presented in the study in terms of physical attributes, inside pages, design and layout, topographical organization and visuals. It was shown on the table that the results of the validation on format and design of the learning resources presented in the study in terms of physical attributes, inside pages and design and layout, topographical organization and visuals received an overall weighted mean of 5.00 (Strongly Agree). This means that the teacher-made reading materials was highly acceptable in terms of physical presentation, design, typography, and visuals. The perfect ratings across all factors indicate that the material successfully met the standards of quality educational resources and was perceived by validators as highly effective for instructional use. The results further imply that careful attention to physical and visual aspects of instructional materials contributes significantly to learner engagement, readability, comprehension, and instructional effectiveness. Consistent with recent studies, well-designed instructional materials enhance the teaching-learning process by providing learners with organized, visually appealing, and accessible educational content (Mijares, 2023).

Table 3

Thematic Summary of Language Findings and Recommendations

Page/Section	Theme of Findings	Recommendations
Pages 1–3 (Instructions)	Lack of clarity and sequencing of instructions	Provide clear, step-by-step instructions

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Page/Section	Theme of Findings	Recommendations
Page 1	Poor organization of lesson flow	Organize content into logical and structured steps
Page 1	Confusing directions for learners	Use concise and learner-friendly instructions
Page 4	Limited engagement activities	Include varied activities (drawing, matching, short answers)
Page 12	Limited HOTS integration	Strengthen HOTS through critical thinking and performance tasks

Table 3 presents the thematics summary of language findings and recommendations. It was presented on the table that the teacher-made reading materials had the following theme findings like; lack of clarity and sequencing instructions, poor organization of lesson flow, confusing directions for learners, limited engaging activities and limited Higher-Order Thinking Skills (HOTS) integration. Quality assurance and validation team recommended to provide clear, step-by-step instructions, organize the content into logical and structured steps, use concise and learner-friendly instructions for the learners to have easy understanding of the instructions or directions to be followed. Further, inclusion of varied activities like drawing, matching, provision of short answers are highly recommended for the improvement of the materials. Finally, it was also recommended to strengthen the Higher Order Thinking Skills (HOTS) through critical thinking and performance tasks. Overall, to address the instructional clarity, cognitive and learner engagement issues, it is recommended to follow the suggested improvement for the teacher-made reading materials be enhanced before it will be administered to the learners.

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Table 4

Field Testing Validation Results (Teachers)-Content and Instructional Quality

Criteria	Indicator / Theme	Weighted Mean	Interpretation
Learning Competencies	Congruence of teaching methods, activities, and evaluation with learning objectives	5.00	Strongly Agree
	Content is age and developmentally appropriate	5.00	Strongly Agree
Content Quality	Activities are contextualized and relevant	5.00	Strongly Agree
	Content is properly and comprehensively developed	5.00	Strongly Agree
	No conceptual, factual, or computational errors	5.00	Strongly Agree
	No grammatical or spelling errors	5.00	Strongly Agree
	Proper citation of copyrighted materials	5.00	Strongly Agree
	No obsolete information	5.00	Strongly Agree
	No violations of social content standards	5.00	Strongly Agree
	Visuals are relevant and not misleading	5.00	Strongly Agree
	Contextualization facilitates learning	5.00	Strongly Agree
Overall Weighted Mean		5.00	Strongly Agree

LEGEND:

RANGES INTERPRETATION

4.21 – 5.00 Strongly Agree

3.41 – 4.20 Agree

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2.61 – 3.40 *Neutral*

1.81 – 2.60 *Disagree*

1.00 – 1.80 *Strongly Disagree*

Table 4 presents the field-testing validation results for teachers on content and instructional quality. It was presented on the table that the field-testing validation results for teachers on content and instructional quality received an overall weighted mean of 5.00 (Strongly Agree). This result confirm that the teacher-made reading materials possesses excellent content and instructional quality. The uniformly perfect ratings across all indicators indicate that the material is curriculum-aligned, learner-centered, accurate, contextualized, ethically compliant, and instructionally effective. These findings further imply that the material has strong potential to improve classroom instruction and learner achievement. Consistent with recent educational studies, high-quality and contextualized instructional materials significantly contribute to meaningful learning experiences, increased learner engagement, and improved academic performance. Beting (2024) found that congruence among competencies, instructional strategies, and assessment practices enhances the effectiveness of classroom instruction and learner achievement. According to Aguelo (2024), contextualized and learner-appropriate instructional materials improve learner understanding and encourage active classroom engagement. Further, Macalikod and Simpall (2025) emphasized that contextualized science instructional materials significantly improved learner engagement and competency mastery. According to Mijares (2023), instructional materials with accurate

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content and organized presentation positively influence learners' understanding and classroom participation. According to Paynandos (2025), contextualized and learner-centered supplemental materials effectively strengthen mastery of least-learned competencies and increase learner engagement. These findings are relevant to the results of the present study conducted.

CONCLUSION

Based on the result of the study, it can be concluded that the teacher-made reading materials developed demonstrated excellent quality and high acceptability in terms of content and instructional design as evaluated by the teacher-respondents during the field-testing validation. The findings further suggest that the contextualized and learner-centered nature of the material contributed significantly to its instructional effectiveness and suitability for classroom use. The consistent rating of "Strongly Agree" indicates that all indicators or criteria for a valid and quality assured teacher-made reading materials were attained, valid, reliable and it is appropriate for instructional utilization in the classroom to enhance the reading skills of the learners.

Recommendations

1. Teachers and school heads should implement the proposed instructional supervision plan of the study to improve the teaching performance of teachers utilizing the valid, reliable and appropriate teacher-made.

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2. School heads should encourage the utilization of the validated instructional material in classroom instruction to enhance the quality of teaching and learning experiences among learners.
3. Teachers should adopt and integrate the developed instructional material into their teaching practices, particularly in delivering contextualized, learner-centered, and competency-based instruction.
4. Curriculum developers and instructional material writers should use the findings of the study as a guide in designing future instructional materials that are aligned with learning competencies, developmentally appropriate, and visually engaging.
5. Future researchers must conduct further studies to determine the effectiveness of the instructional material in improving learners' academic performance, motivation, engagement, and mastery of competencies through experimental or quasi-experimental research designs.
6. Training programs and workshops on instructional material development, contextualization, and quality assurance must be conducted to further strengthen teachers' competencies in producing effective and innovative learning resources.
7. Future enhancement of the instructional material must include the integration of digital and interactive components to further improve learner engagement, accessibility, and adaptability to diverse learning modalities.

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AUTHOR'S PROFILE



MS. CHARMINE C. ITOC

Charmaine C. ItoC, born on October 19, 1997, in Tagaytay, Kananga, Leyte, is a dedicated educator known for her commitment to nurturing continuous learning and empowerment among her students. Her journey in education began at Tagaytay, Elementary School, followed by her secondary education at Kananga National High School.

Throughout her early years, her academic pursuits, and community events enriched her experience, fostering her growth and resilience. She developed strong leadership and teamwork skills through involvement in school programs, extracurricular activities, and volunteer initiatives.

Charmaine continued her academic journey at Eastern Visayas State University - Ormoc City Campus (EVSU - OCC), where she earned her Bachelor of Elementary Education in 2019. That same year, she passed the Licensure Examination for Teachers (LET), marking the official start of her teaching career.

Despite the demands of being a full-time mom to her daughter, Caliyah Avery, Charmaine has consistently pursued professional growth. Her commitment to lifelong learning

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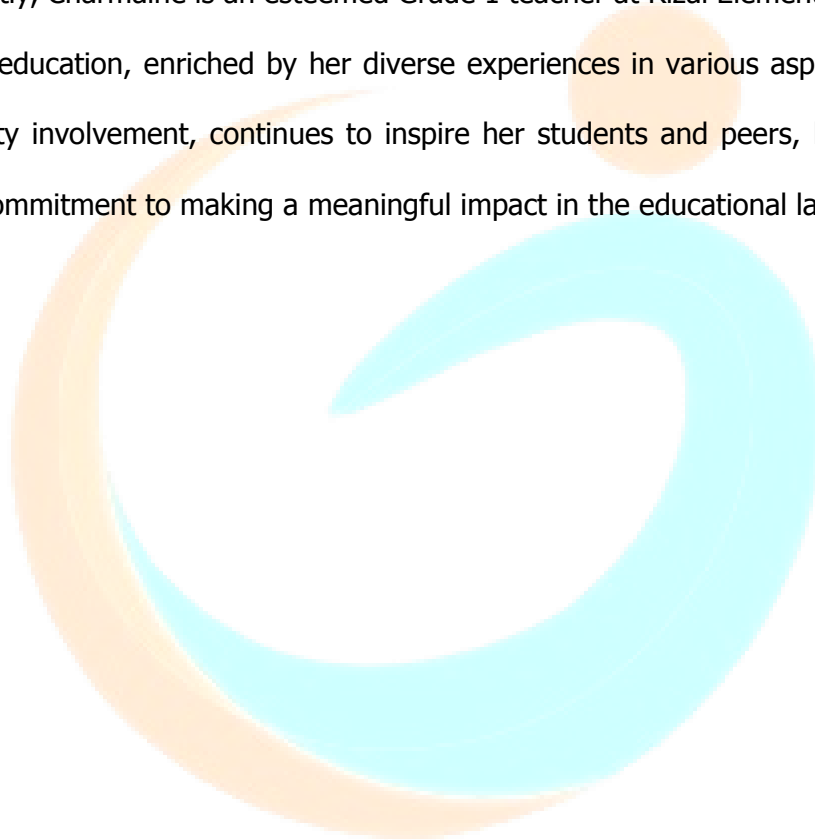
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led her to enroll in a Master of Arts in Education (MAEd) program, majoring in School Administration and Supervision. She successfully completed the academic requirements for her MAEd in December 2023, driven by her diverse experiences and the support of different groups she encountered through her academic journey.

Currently, Charmaine is an esteemed Grade 1 teacher at Rizal Elementary School. Her dedication to education, enriched by her diverse experiences in various aspects of learning and community involvement, continues to inspire her students and peers, highlighting her unwavering commitment to making a meaningful impact in the educational landscape.



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