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Exploring Kindergarten Teachers' Experiences in Using Teacher-Made Interactive Reading Materials

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Abstract

Background and Aim: Teacher-made interactive reading materials can provide context-responsive opportunities for early literacy instruction. This study explored kindergarten teachers' experiences in developing and using these materials in Tubod, Lanao del Norte, Philippines, focusing on preparation, instructional use, perceived benefits, challenges, and coping strategies.

Materials and Methods: A qualitative single-case study involved seven purposively selected public-school kindergarten teachers with relevant experience. Data were collected through semi-structured interviews, field notes, artifact analysis, and document review and analysed thematically. Triangulation and member checking supported credibility. Classroom observations were not conducted.

Results: Teachers developed three main categories of materials: flash cards and charts, multisensory and hands-on resources, and materials informed by the Marungko Approach and Claveria Technique. Preparation reflected learning objectives, learner readiness, and available low-cost resources. Teachers integrated the materials into guided instruction, scaffolding, questioning, modelling, repeated practice, and play-based activities. They reported increased attention and participation, as well as support for letter–sound recognition and foundational reading skills. Financial constraints, preparation demands, and limited durability complicated implementation. Teachers addressed these challenges through alternative and backup materials, durable resources, resource optimisation, and instructional flexibility.

Conclusion: Teacher-made interactive reading materials offered adaptable resources for kindergarten literacy instruction, reflecting teachers' creativity and responsiveness to classroom needs. Reported benefits represent teachers' perceptions rather than independently measured learning gains or causal effects. Institutional support should prioritise instructional resources, preparation time, collaborative development, professional learning, and material reproduction and maintenance.

Keywords: Early Literacy, Kindergarten Teachers, Teachers' Experiences, Teacher-Made Interactive Reading Materials, Scaffolding, Play-Based Learning

Introduction

Early literacy development is widely recognized as a foundation for children's lifelong learning and academic success. During the kindergarten years, children begin to develop essential literacy skills such as recognizing sounds, identifying letters and words, understanding sequences, recalling details, making simple predictions, and constructing meaning from stories and texts (Abayan et al., 2021). These foundational skills prepare young learners for formal schooling and influence their future academic performance. Consequently, early childhood education places strong emphasis on providing meaningful, engaging, and developmentally appropriate literacy experiences that help children develop positive attitudes toward reading and establish lasting literacy habits.

To support these early literacy goals, teachers employ various instructional approaches and learning resources that actively involve children in the reading process. Interactive reading materials may include big books, story cards, flash cards, puppets, phonics charts, picture cards, tactile materials, and other resources that encourage active learner participation. Through these materials, children are given opportunities to see, hear, touch, speak, manipulate, and respond while engaging with texts, making reading experiences more concrete and meaningful. Research has shown that interactive and teacher-supported literacy materials can enhance young learners' engagement, oral language participation, and early literacy development (Lepola et al., 2023; Pianta et al., 2022). However, the instructional value of these materials depends not only on their physical or interactive features but also on how teachers introduce, adapt, and integrate them into meaningful literacy activities.

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The importance of appropriate literacy resources is also reflected in national efforts to strengthen reading instruction in the Philippines. The Department of Education has implemented programs and reforms such as the Bawat Bata Bumabasa Program, MATATAG Curriculum, and the ABC+ Project, which aim to strengthen foundational literacy through contextualized, inclusive, and learner-centered instruction (Department of Education [DepEd], 2023). The ABC+ Project, in particular, promotes the use of interactive and culturally relevant materials to support literacy learning in the early grades. These initiatives emphasize that effective early literacy instruction requires not only appropriate curriculum and teaching strategies but also accessible and meaningful instructional resources.

In many kindergarten classrooms, teacher-made interactive reading materials play an important role, particularly in schools where commercially produced or technology-based resources are limited. Teachers often prepare and adapt their own materials according to the needs, interests, language, and learning levels of their pupils. These materials may include handmade storybooks, flash cards, phonics charts, word cards, puppets, picture-based activities, and improvised literacy games. Such resources allow teachers to contextualize instruction and make reading activities more responsive to learners' cultural and linguistic backgrounds. Studies have suggested that contextualized and locally developed instructional materials can support learner engagement and participation in diverse educational settings (Bularon, 2025; Peralta, 2023).

The use of teacher-made materials becomes particularly relevant in rural and resource-constrained schools, where literacy instruction may be affected by limitations in instructional resources, funding, technology, infrastructure, and professional support. In such contexts, kindergarten teachers may rely on teacher-made interactive reading materials that are practical, affordable, contextualized, and responsive to the actual conditions of their classrooms. Their efforts demonstrate creativity, resourcefulness, and adaptability in addressing the literacy needs of young learners.

Although previous studies have examined interactive reading materials and their contribution to learners' reading development, much of the existing research has focused on learner outcomes rather than on the experiences of teachers who prepare, adapt, and use these materials. Existing research has largely emphasized reading achievement, learner engagement, and literacy development, while giving less attention to the processes through which teachers conceptualize, develop, adapt, and implement teacher-made interactive reading materials in actual classroom settings. Moreover, limited research has explored how kindergarten teachers in rural and resource-constrained schools experience the preparation and utilization of these materials, the challenges they encounter, the strategies they employ, and the meanings they attach to these practices.

In response to this research gap, the present study explored the experiences of kindergarten teachers in Tubod, Lanao del Norte, in using teacher-made interactive reading materials to support early literacy development during School Year 2025–2026. Specifically, the study examined the types of materials teachers prepared, the processes involved in their preparation, their utilization during reading instruction, the benefits observed among learners, the challenges encountered, and the strategies employed to address these challenges. By documenting teachers' experiences within a rural educational context, the study aimed to contribute to a deeper understanding of context-responsive and sustainable literacy practices and to provide insights that may inform classroom instruction, school-based literacy programs, and future research in early childhood education.

Objectives

This study aimed to explore the experiences of kindergarten teachers in using teacher-made interactive reading materials to support early literacy development in selected public elementary schools in Tubod, Lanao del Norte, Philippines. Specifically, it sought to: (1) identify the teacher-made interactive reading materials prepared by kindergarten teachers; (2) describe how these materials were prepared; (3) explore how these materials were utilized during reading instruction; (4) describe the benefits that teachers observed from their use; (5) identify the challenges encountered in preparing and utilizing the materials; and (6) describe how kindergarten teachers managed and responded to the challenges encountered during their utilization.

Literature review

This literature review examines scholarly works related to early literacy development, interactive and teacher-made reading materials, contextualized learning resources, play-based literacy instruction, teacher scaffolding, and teachers' experiences in resource-constrained settings. It also considers the Philippine context, including the Marungko Approach and Claveria Technique, and synthesizes the literature to establish the research gap addressed by the present study.

Early Literacy and Foundational Reading Development

Early literacy development provides the foundation for children's subsequent reading, writing, and academic learning. During the kindergarten years, children begin to acquire foundational skills such as phonological awareness, letter-sound recognition, vocabulary, word reading, oral language, and emerging

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comprehension. Abayan et al. (2021) emphasized the importance of appropriate kindergarten instructional materials in supporting children's early learning and literacy development. Jones and Christensen (2023) likewise emphasized the importance of establishing strong foundations in early literacy before children progress to more complex reading demands.

Recent evidence further demonstrates that language and foundational literacy skills are interconnected. Nkurunziza (2024) highlighted the role of phonological awareness in early reading development, particularly in supporting children's ability to connect sounds with written symbols. Similarly, Jago et al. (2025), through a systematic review and meta-analysis, examined the contribution of preschool vocabulary and grammar to early reading comprehension and word reading. These findings suggest that effective kindergarten literacy instruction should provide children with repeated opportunities to engage with sounds, letters, words, language, and meaningful texts.

The Philippine educational context further underscores the importance of strengthening foundational literacy. The Department of Education's Bawat Bata Bumabasa Program and MATATAG Kindergarten Curriculum emphasize the development of foundational literacy through developmentally appropriate and learner-centered instruction (Department of Education, 2023). The USAID-supported ABC+ Project likewise promotes improved early-grade literacy instruction and the use of appropriate and contextualized learning resources (U.S. Agency for International Development, 2024). Thus, early literacy instruction requires not only appropriate curricular goals but also accessible instructional materials and teachers capable of adapting these resources to learners' needs.

Interactive, Multisensory, and Play-Based Reading Experiences

Interactive reading materials provide opportunities for children to participate actively in literacy activities rather than simply receive information. Such materials may include big books, story cards, flash cards, puppets, phonics charts, picture cards, tactile materials, and other resources that allow children to see, hear, touch, manipulate, and respond during reading activities. Calam (2022) described interactive instructional reading materials as responsive resources that can support struggling readers, while Ergül and Aktaş (2024) synthesized evidence concerning interactive reading activities and their contribution to language development.

The value of interactive reading is also closely associated with teacher-supported interaction. Lepola et al. (2023) found that opportunities for children to talk during shared reading are important to engagement and verbal participation in narrative comprehension. Pianta et al. (2022) similarly highlighted the importance of teacher–student interaction in supporting children's engagement and literacy skills. These findings indicate that interactive reading should not be understood simply as the use of attractive or manipulable materials. Rather, its instructional value emerges through the interaction among the learner, material, teacher, and literacy task. Multisensory approaches provide another dimension of interactive literacy instruction. Faunillan (2023) examined multisensory learning as a strategy for teaching phonological awareness in kindergarten, while Walker (2023) examined small-group multisensory instruction in relation to kindergarteners' letter-sound knowledge. Mavilidi et al. (2021) also examined movement and learning in early childhood, supporting the integration of active and embodied experiences in young children's learning. These studies provide a basis for understanding why tactile, manipulative, and movement-related materials may be particularly appropriate for kindergarten learners.

Play is similarly important because young children naturally learn through exploration, interaction, and purposeful activity. Taylor and Boyer (2020) emphasized the value of play-based learning in kindergarten, while Pyle et al. (2024) specifically examined teacher-facilitated play as a means of supporting literacy development. Taken together, these studies suggest that interactive reading materials may be most meaningful when embedded in guided, multisensory, and play-based literacy experiences.

Teacher-Made and Contextualized Literacy Materials

Although commercially produced and digital resources provide valuable instructional opportunities, teacher-made materials remain important, particularly when teachers need to respond to specific classroom needs or resource limitations. Teacher-made materials allow educators to select content, format, language, and activities according to learners' developmental levels, interests, and learning contexts.

Abayan et al. (2021) emphasized the importance of appropriate kindergarten instructional materials, while Kılınççı and Bayraktar (2021) examined early literacy materials and teacher practices in preschool classrooms. Peralta (2023) examined contextualized learning resource materials in kindergarten, and Aguelo (2024) investigated the development and validation of contextualized learning materials for kindergarten. Collectively, these studies support the importance of developing instructional resources that are responsive to the characteristics and needs of young learners.

Contextualization is particularly significant in diverse educational environments. Bularon (2025) discussed mother tongue-based instruction and its implications for learner performance, emphasizing the relevance of language and context in instruction. In this regard, teacher-made materials can serve as a means of connecting classroom literacy activities with learners' language, experiences, and environment.

Teacher-made materials also reflect teachers' creativity and instructional decision-making. Chisunum and Nwadiokwu (2024) examined the production and utilization of instructional materials in relation to student engagement, while Cayabas Jr. and Sumeg-ang (2023) examined the challenges and interventions experienced by public-school teachers in developing instructional materials. These studies suggest that material development is both an instructional practice and a form of teacher problem-solving.

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For teachers working in resource-constrained environments, locally available and low-cost materials may therefore become essential components of literacy instruction. Rather than treating teacher-made materials merely as substitutes for commercial resources, it is more appropriate to view them as products of teachers' knowledge, creativity, contextual understanding, and responsiveness to learners.

Teacher Scaffolding, Interaction, and Professional Knowledge

The use of teacher-made reading materials is inseparable from the instructional practices through which teachers introduce, explain, model, and facilitate their use. Vygotsky's (1978) Sociocultural Theory provides an important theoretical basis for understanding this process. From a sociocultural perspective, learning occurs through social interaction and the use of cultural tools. The Zone of Proximal Development explains how learners can perform tasks with appropriate guidance that they may not yet accomplish independently.

In early literacy instruction, teacher-made reading materials can function as mediating tools that facilitate teacher–learner interaction. Teachers may use these materials to provide modeling, questioning, prompting, feedback, and repeated practice. This perspective is supported by research emphasizing teacher–child interaction in literacy development. Lepola et al. (2023) highlighted the importance of verbal participation during shared reading, while Pianta et al. (2022) emphasized improved teacher–student interaction as a mechanism supporting learner engagement and literacy skills. Vatou et al. (2023) further examined teacher–child relationships and their relationship with emergent literacy skills.

Play-based learning also requires teacher facilitation. Pyle et al. (2024) emphasized teacher-facilitated play in supporting kindergarten literacy, suggesting that teachers play an active role in structuring and guiding children's literacy experiences. Thus, teacher-made materials are not independent instructional solutions; their contribution depends substantially on how teachers integrate them into meaningful social and pedagogical activities.

The TPACK framework of Mishra and Koehler (2006) provides a complementary perspective for understanding teachers' knowledge in designing and using instructional materials. The framework emphasizes the integration of content knowledge, pedagogical knowledge, and technological knowledge. Although the present study focuses primarily on teacher-made physical and low-tech reading materials rather than advanced digital technologies, Technological Knowledge remains relevant when understood in relation to the tools and processes available to teachers for creating, adapting, reproducing, and presenting instructional resources. In this context, technology may include the practical use of digital devices, presentation tools, printing or reproduction processes, and other available technologies, as well as teachers' decisions about when to use, modify, or work around these resources. Thus, TPACK provides a lens for examining how teachers integrate literacy content, pedagogical strategies, available technologies, and improvised materials in responding to classroom needs.

Philippine Reading Approaches and Contextualized Literacy Instruction

The Philippine context provides additional relevance to the use of teacher-made interactive reading materials. The Marungko Approach has been used to support beginning reading through systematic attention to letter sounds and early word reading. Balgua et al. (2022) examined reading modules using the Marungko Approach among Grade One pupils, while Saquing (2025) developed and evaluated Marungko-based reading intervention material for kindergarten learners. These studies demonstrate the continuing relevance of Marungko-based resources in Philippine beginning reading instruction.

The Claveria Technique is another locally relevant approach. Bautista (2022) examined E. S. Claveria's Technique as a reading remediation tool for Grade One pupils. Its inclusion in the present study is relevant because participants reported preparing and using materials influenced by established Philippine approaches to beginning reading.

These approaches also demonstrate the importance of contextualizing reading instruction rather than relying exclusively on generalized or commercially produced resources. When teachers develop materials based on established local reading approaches, they can adapt activities to the language, readiness, and instructional requirements of their learners.

At the policy level, the Department of Education's literacy initiatives and the USAID ABC+ Project reinforce the importance of foundational literacy, contextualization, and appropriate learning resources (Department of Education, 2023; U.S. Agency for International Development, 2024). These national initiatives provide an important backdrop for examining how teachers translate literacy policies and approaches into actual classroom practices.

Resource Constraints, Teacher Workload, and Adaptive Practices

The preparation and maintenance of teacher-made materials require resources, time, and sustained teacher effort. Cayabas Jr. and Sumeg-ang (2023) identified challenges encountered by public-school teachers in developing instructional materials, while Hulme et al. (2024) examined teacher workload. Tarraya (2023) likewise discussed workload-related issues among Philippine public-school teachers. These studies suggest that material preparation should be understood within the broader demands placed on teachers.

Financial and technological resources may also affect teachers' instructional choices. Casingal and Ancho (2022) examined financial literacy among Philippine public-school teachers, while UNESCO (2023) emphasized that the educational value of technology is influenced by access, infrastructure, context, and implementation conditions. The Kabalikat sa Pagtuturo Act (Republic Act No. 11997, 2024) further reflects national recognition of the need to support teachers with instructional resources.

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Teachers nevertheless demonstrate adaptability when resources are limited. Wabule (2020) emphasized teacher resilience in responding to adversity in teaching and learning environments, while Woode-Eshun and Badu (2025) examined teachers' perspectives on literacy learning centers in resource-constrained environments. These perspectives are particularly relevant to the present study because they provide a basis for examining how teachers use available resources, prepare alternatives, select durable materials, and modify instructional practices when challenges arise.

Synthesis and Research Gap

The literature establishes that early literacy development is strengthened through meaningful, developmentally appropriate, interactive, multisensory, and socially supported learning experiences. Foundational skills such as phonological awareness, letter-sound recognition, vocabulary, word reading, and emerging comprehension provide an important basis for later literacy development (Abayan et al., 2021; Jago et al., 2025; Nkurunziza, 2024). Research also indicates that interactive reading, teacher–child interaction, multisensory instruction, and play-based learning can support children's engagement and early literacy development (Ergül & Aktaş, 2024; Lepola et al., 2023; Pianta et al., 2022; Pyle et al., 2024).

The literature further indicates that teacher-made and contextualized materials can provide practical and responsive resources for kindergarten classrooms (Aguelo, 2024; Bularon, 2025; Kılınçcı & Bayraktar, 2021; Peralta, 2023). Their development, however, requires teachers to exercise creativity, pedagogical knowledge, resourcefulness, and adaptability. These demands become more pronounced in contexts characterized by limited financial, technological, and instructional resources.

Despite these contributions, the literature remains more heavily focused on learner outcomes, instructional strategies, and the development or effectiveness of literacy materials than on teachers' experiences in creating, adapting, and utilizing teacher-made interactive reading materials. There is also limited attention to how kindergarten teachers in rural and resource-constrained settings navigate the practical demands associated with material preparation, utilization, durability, and resource limitations. This gap supports the need for a qualitative examination of teachers' experiences, particularly in contexts where teacher-made materials serve as practical and contextualized resources for early literacy instruction.

The present study therefore focuses on the experiences of kindergarten teachers in using teacher-made interactive reading materials. It examines the materials they prepare, the processes involved in their preparation, how they utilize these materials during reading instruction, the benefits they observe, the challenges they encounter, and the ways they respond to those challenges. By focusing on teachers' experiences, the study seeks to provide a context-sensitive understanding of teacher-made interactive reading materials as part of early literacy instruction.

Conceptual Framework

The conceptual framework of the study is anchored primarily in Vygotsky's Sociocultural Theory (1978) and supported by the Technological Pedagogical Content Knowledge (TPACK) framework of Mishra and Koehler (2006). These perspectives provide a basis for understanding how kindergarten teachers create, adapt, and utilize teacher-made interactive reading materials within their classroom contexts.

Vygotsky's Sociocultural Theory emphasizes that learning develops through social interaction and the use of cultural tools. In early literacy instruction, teacher-made interactive reading materials can function as mediating tools through which teachers guide children's participation, provide scaffolding, and support the development of emerging literacy skills. The teacher's interaction with learners and the manner in which materials are introduced, demonstrated, and adapted are therefore important in understanding the experiences surrounding their use.

The TPACK framework provides a complementary perspective by emphasizing the integration of Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK). In this study, TPACK is not limited to the use of advanced digital technologies. Technological Knowledge is considered in relation to the practical tools and processes available to teachers when creating, reproducing, modifying, presenting, and adapting instructional materials. This includes the use of available digital or non-digital tools and teachers' decisions about how to work within or around technological limitations. Thus, the framework helps explain how teachers combine literacy content, pedagogical strategies, available technologies, and locally available resources in developing materials appropriate to their learners and classroom conditions.

Guided by these theoretical perspectives, the study examines the experiences of kindergarten teachers through six interconnected areas of inquiry: (1) teacher-made interactive reading materials prepared, (2) preparation and development of the materials, (3) utilization of the materials during reading instruction, (4) benefits observed by teachers, (5) challenges encountered, and (6) teachers' responses and adaptations to these challenges. These areas provide the structure for examining the teachers' experiences from the development of the materials through their classroom use and their responses to practical conditions.

The framework recognizes that the preparation and use of teacher-made interactive reading materials do not occur independently of the teachers' classroom context. Teachers draw upon their knowledge of early literacy content, instructional strategies, available tools and resources, and learners' needs when making decisions about materials. Their experiences with these materials may consequently involve resourcefulness, adaptation, scaffolding, interaction, and instructional flexibility. The framework therefore connects the teachers'

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experiences and practices with the theoretical perspectives that explain learning through social interaction and the integration of teacher knowledge.

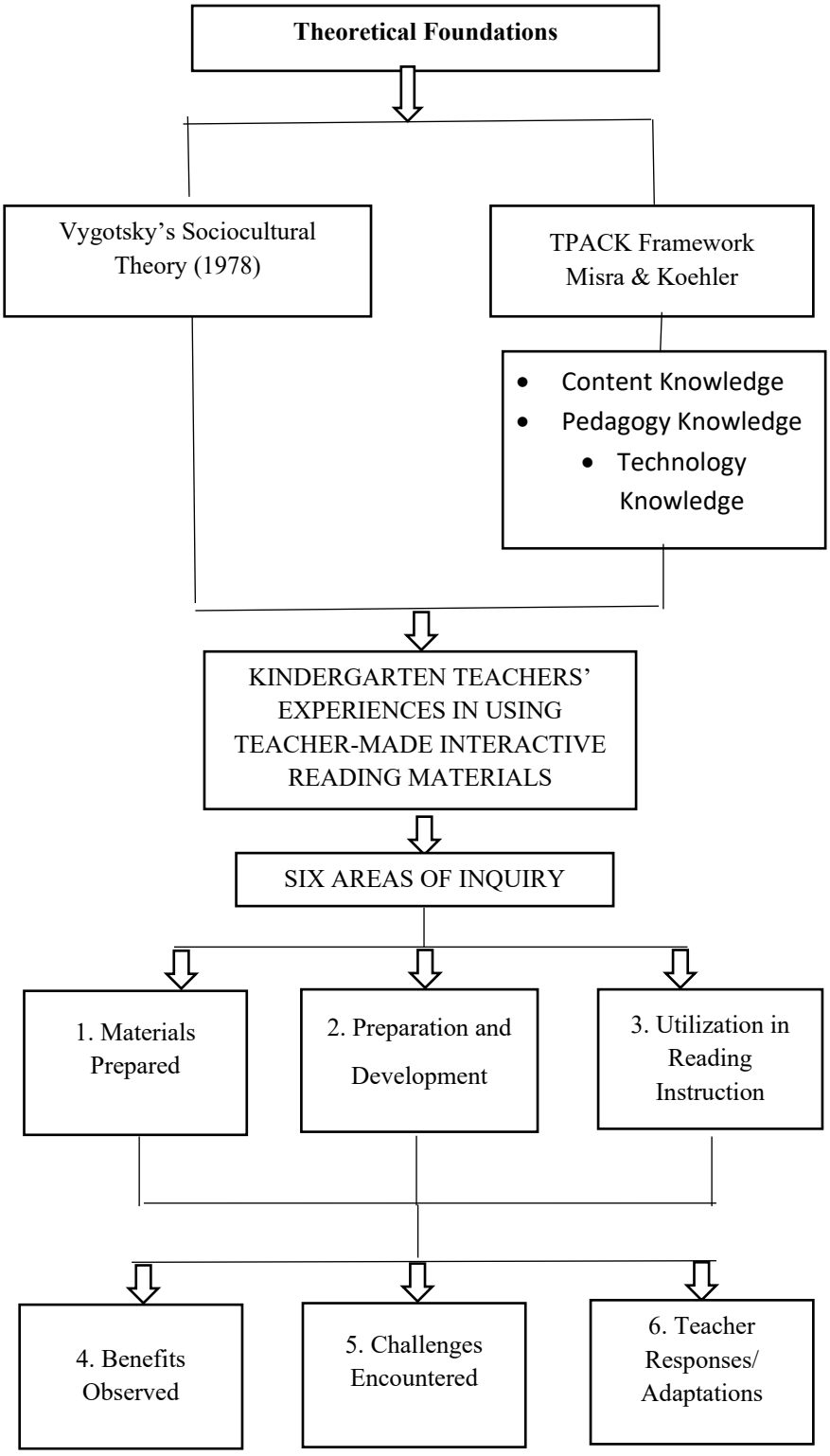


Figure 1 illustrates the conceptual framework of the study.

Vygotsky's Sociocultural Theory serves as the primary theoretical foundation, emphasizing social interaction, cultural tools, and scaffolding in children's learning. The TPACK framework serves as a supporting perspective for understanding how teachers integrate literacy content, pedagogical strategies, and available technological

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and material resources when developing and using teacher-made interactive reading materials. These theoretical foundations guide the examination of six areas of inquiry: the materials prepared, their preparation and development, their utilization during reading instruction, the benefits observed, the challenges encountered, and teachers' responses or adaptations. Together, these areas provide a framework for understanding kindergarten teachers' experiences in using teacher-made interactive reading materials within their classroom contexts.

Methodology

Research Design

This study used a qualitative single case study design to examine kindergarten teachers' experiences in developing and using teacher-made interactive reading materials. The case was bounded by seven teachers from selected public elementary schools in Tubod, Lanao del Norte. This design allowed the study to explore how teachers prepared and used the materials within their school contexts (Merriam & Tisdell, 2016). Classroom observation was planned but could not be conducted because of school policies, time constraints, and participant availability. Findings about classroom use therefore rely on teachers' accounts and supporting documents and artifacts.

Participants and Research Setting

Seven kindergarten teachers were selected purposively. Each taught in a public elementary school in Tubod, had at least five years of kindergarten teaching experience, and had developed and used interactive reading materials. Participants were 29 to 45 years old and had five to fifteen years of teaching experience. They were assigned the codes TP01 to TP07 to protect their identities. The selected schools included one central school and six schools in different barangays. They served communities with differing access to instructional materials, technology, facilities, and institutional support. These differences provided context for understanding teachers' choices and challenges.

Table 1 Demographic Profile of the Participants and Their Teacher-Made Interactive Reading Materials

Participants	Age	Teaching Experience	Educational Attainment	Teacher-Made Interactive Reading Materials
TP01	37	13 years	BEEd	Flash cards, alphabet charts, vocabulary charts
TP02	45	10 years	BEEd, MAECE	Sand bins, fishing word magnets, tactile materials
TP03	34	13 years	BEEd	Flash cards, letter-name cards, letter-matching activities
TP04	41	15 years	BEEd	Flash cards, phonics materials, word family materials
TP05	30	5 years	BEEd, MAECE units	Charts, flip charts, syllable blocks, vocabulary charts
TP06	29	6 years	BEEd	Flash cards, big books, tracing cards, letter-matching activities
TP07	45	12 years	BEEd	Flash cards, alphabet cards, phonics-based reading materials

Table 1 presents the demographic and professional profiles of the seven kindergarten teachers who participated in the study. The participants ranged in age from 29 to 45 years and had between 5 and 15 years of

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kindergarten teaching experience. Although they differed in educational attainment and instructional practices, all had firsthand experience in developing and utilizing teacher-made interactive reading materials to support early literacy instruction.

Data Collection

The researcher conducted individual semi-structured interviews using a guide covering the materials teachers prepared, how they developed and used them, the benefits they observed, the difficulties they encountered, and their responses to those difficulties. Follow-up questions allowed participants to explain their experiences in greater detail. With permission, interviews were audio-recorded and transcribed.

Field notes, lesson plans, instructional documents, photographs, and samples of teacher-made materials provided additional context. These sources helped the researcher examine the materials and compare them with participants' descriptions; they did not replace direct observation of classroom practice.

Before collecting data, the researcher obtained the required administrative and ethical approvals, coordinated with school principals, invited eligible teachers, and secured informed consent. Interviews were scheduled at times convenient for participants. After the initial analysis, participants were invited to review summaries of their accounts and clarify or correct the researcher's interpretations.

Data Analysis and Trustworthiness

The researcher repeatedly read the transcripts and reviewed the supporting sources. Statements relevant to the research questions were coded, similar codes were grouped into categories, and recurring patterns were developed into themes. Emerging themes were checked against the original accounts and considered alongside the available documents and artifacts.

Credibility was supported by comparing interviews with field notes, documents, photographs, and materials, and by asking participants to review summary interpretations. Descriptions of the setting and participants supported readers' assessment of transferability. Documentation of data collection and analysis supported dependability, while checking interpretations against the original accounts and supporting sources strengthened confirmability. Because classroom activities were not directly observed, reported teaching practices and learner benefits were interpreted as teachers' experiences and perceptions, not independently verified outcomes.

Ethical Considerations

Participation was voluntary. Teachers could decline questions or withdraw without professional consequences. They gave informed consent and separate permission for audio recording. Names and school identifiers were withheld, and research records were accessible only to the researcher. Interviews were conducted privately and respectfully. Findings were reported as shared themes without details that could identify individual participants.

Results

The findings were generated from semi-structured interviews with seven kindergarten teachers and supported by field notes, lesson plans, photographs, and teacher-made instructional artifacts. Participants were identified as TP01 to TP07 to maintain confidentiality. Cebuano-Visayan responses are presented with English translations. The findings were organized into six major areas corresponding to the research questions: (1) teacher-made interactive reading materials prepared, (2) preparation of materials, (3) utilization during reading instruction, (4) observed benefits, (5) challenges encountered, and (6) teachers' responses to challenges. The use of multiple sources of evidence enabled the researcher to triangulate participants' accounts with the actual materials and instructional documents they provided.

1. Teacher-Made Interactive Reading Materials Prepared by Kindergarten Teachers

The teacher-made interactive reading materials prepared by the participants were grouped into three sub-categories: (a) flash cards and charts, (b) multisensory or hands-on materials, and (c) reading materials based on the Marungko Approach and Claveria Technique. These materials reflected the teachers' efforts to prepare interactive and context-responsive resources for early literacy instruction.

Flash Cards and Charts

Flash cards and charts are visual reading materials used to help learners recognize letters, sounds, and words during early literacy instruction. These materials support repeated practice and whole-class review activities. All seven participants reported preparing and using flash cards and charts as part of their reading instruction.

"Flash Cards and Charts." TP01

"Flash cards, word boxes, sand bins, fishing words." TP02

" We mostly use charts and also create DIY (do-it-yourself) instructional materials from the Internet, such as reading flash cards and DIY tarpaulin sheets, since they are easier to prepare." TP03

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"I have made interactive PowerPoints Presentation, flash cards, as well as charts, but mostly flash cards." TP04

"Flash cards, letter names." TP05

"Flash cards, flip charts, and story books." TP06

"Most of the time, flash cards or push cards, and the usual math-related materials like shapes." TP07

The participants' responses indicate that flash cards and charts were among the most frequently prepared teacher-made interactive reading materials. The materials identified by the participants included flash cards, charts, flip charts, push cards, storybooks, interactive PowerPoint presentations, and DIY tarpaulin sheets. These instructional resources were commonly developed using readily available materials and, in some cases, adapted from online sources to address learners' literacy needs. The findings suggest that teachers valued materials that were practical, accessible, visually appealing, and easy to modify for different classroom activities. The repeated mention of flash cards across the participants also suggests that these materials were perceived as useful for supporting learners' recognition of letters, sounds, and words.

Supporting evidence was obtained through field notes from school visits, photographs provided by the participants, artifact analysis, and review of lesson plans. The field notes documented the presence and arrangement of flash cards and charts in the participating classrooms:

Flash cards were displayed on classroom walls and stored in labeled envelopes near the reading corner. Alphabet charts were placed at the front of the classroom for whole-group instruction. These materials were visible and accessible inside the classroom, suggesting that they were prepared for use as part of literacy routines (Jaug, field notes, September 24, 2025).

The field notes provided contextual information about the presence and accessibility of the materials during the school visits, while the photographs and collected artifacts provided additional evidence of the types and physical characteristics of the teacher-made resources. The reviewed materials included flash cards, charts, phonics materials, and letter-recognition resources that emphasized visual presentation, repeated exposure to letters and words, clear print, and illustrations. The review of lesson plans further supported the participants' accounts, as flash cards and charts were listed among the instructional materials used for activities such as flash-card drills and the review of letter sounds through chart reading. These sources converged in showing that visual and print-based resources formed an important part of the participants' reported literacy practices.

In the kindergarten setting, these materials were particularly practical because they could be used for whole-group activities and repeated practice. Their visibility, simplicity, and ease of preparation also made them adaptable to different literacy activities. The participants' accounts, together with the supporting artifacts and lesson plans, indicate that teachers selected materials that could be readily prepared and modified according to the needs of their learners.



Figure 1. Samples of alphabet flash cards prepared by the participants.

Note. The collage includes samples of teacher-made alphabet flash cards prepared by the participants. The photographs were provided by the participants and were taken during the school visits and interviews.

Figure 1 shows samples of teacher-made alphabet flash cards used by the participants in early literacy instruction. The materials include single-letter and multiple-letter flash cards designed to help learners recognize letters and associate them with familiar words and images. The use of large print, colorful visuals, and simple

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presentation suggests that the materials were designed to make literacy activities more accessible and engaging for kindergarten learners.



Figure 2 Samples of alphabet and vocabulary charts prepared by the participants.
Note. The figure shows a teacher-made alphabet and picture-word chart prepared by the participants. The photographs were provided by the participants and were taken during the school visits and interviews.

Figure 2 shows a teacher-made alphabet and picture-word chart prepared for early literacy instruction. The chart presents the letter A together with corresponding pictures and words, providing learners with visual associations between letters, familiar objects, and vocabulary. Such materials provide concrete visual support for letter recognition and vocabulary development.



Figure 3 Samples of Phonics and Word Family Materials Prepared by the Participants
Note. The figure shows a teacher-made phonics and word-family material prepared by the participants. The photographs were provided by the participants and were taken during the school visits and interviews.

Figure 3 shows a teacher-made phonics and word-family material designed to support early reading skills. The material focuses on a specific word family and provides several words with similar ending sound patterns. Its repetitive format provides opportunities for learners to practice sound recognition, blending, and recognition of common patterns in words.

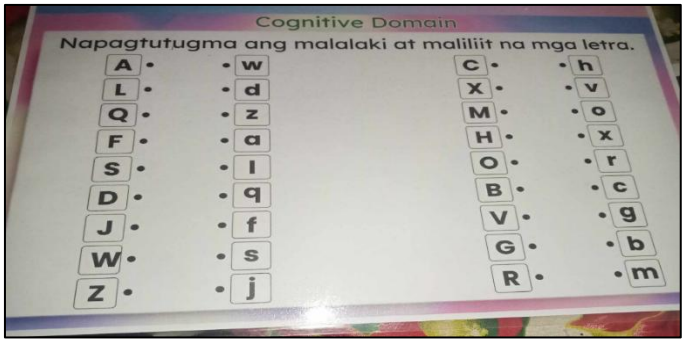


Figure 4 *Samples of Letter-Matching and Recognition Activities*
Note. The collage includes teacher-made letter-matching and letter-recognition activities prepared by the participants. The photographs were provided by the participants and were taken during the school visits and interviews.

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Figure 4 shows teacher-made letter-matching and letter-recognition activities prepared for early literacy instruction. The materials require learners to match uppercase and lowercase letters, providing opportunities to strengthen familiarity with letter forms and alphabet knowledge. Their interactive and visually organized format suggests their suitability for guided practice and reinforcement activities.

Taken together, the interview accounts, field notes, photographs, lesson plans, and artifacts showed a consistent pattern in the use of flash cards and charts as teacher-made resources for early literacy instruction. The convergence of these sources strengthened the interpretation that visual and print-based materials were central to the participants' reported literacy practices. Rather than relying solely on commercially produced resources, the teachers prepared and adapted materials according to their instructional purposes and available resources.

This finding aligns with Parsons and Vaughn (2021), who emphasized that print- and text-rich classroom environments support early reading development by increasing learners' exposure to meaningful written language. Similarly, Billie (2025) reported that environmental print, including charts and labeled visuals, can help strengthen word recognition and letter familiarity among young learners. The participants' use of flash cards, charts, and related visual resources therefore reflects the value placed on repeated exposure to print and visual representations during beginning literacy instruction.

Hands-on Materials

Hands-on materials are interactive tools that allow learners to touch, move, and manipulate letters, sounds, and words during reading activities. These materials support active participation and make early literacy learning more concrete and engaging. Four participants described using hands-on materials as part of their reading instruction.

"For example, matching small letters with big letters. When we do "fishing," we use magnets. Flashcards are also paired—small and large letters. Learners trace in sand or mold letters and shapes with clay." TP02

"The materials are useful, especially if they are hands-on—something the learners can hold, see, and touch." TP03

"We use syllable blocks so they can form words by combining sounds." TP04

"We also have letter matching and letter tracing so they can enjoy themselves" TP07

The participants described a range of hands-on materials, including sand tracing activities, clay modeling, magnetic fishing activities, syllable blocks, letter-matching materials, and letter-tracing resources. These materials provided opportunities for learners to physically manipulate letters, sounds, syllables, and words while engaging in literacy activities. The participants also associated hands-on materials with learner interest and participation, particularly because the materials could be held, seen, touched, and manipulated.

Supporting evidence from the school visits, photographs, artifacts, and lesson plans provided additional context for these accounts. Field notes documented the presence and accessibility of hands-on literacy materials:

Hands-on materials such as sand bins, tracing tools, and movable literacy materials were placed in accessible areas of the classroom. These materials were arranged in ways that allowed learners to handle, trace, match, and manipulate them during guided literacy activities (Jaug, field notes, September 24, 2025).

The field notes documented the physical presence and arrangement of these resources during school visits but were not treated as evidence of direct classroom observation. Instead, the photographs and collected artifacts were examined to identify the types and characteristics of the teacher-made materials. The collected materials included tracing cards, syllable blocks, magnetic word activities, sand bins, and other manipulative resources that allowed learners to hold, move, trace, and explore literacy elements. The review of lesson plans also showed activities involving letter tracing, matching letter forms, combining sound parts, and reading formed words aloud. These sources provided supporting evidence for the participants' descriptions of hands-on and manipulative literacy activities.

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Figure 5 Samples of teacher-made interactive reading materials used in early literacy instruction.
Note. The figure includes Fishing Word Magnet, syllable blocks, tracing cards, and letter-matching activities prepared by the participants. The photographs were provided by the participants and were taken during the school visits and interviews.

Figure 5 shows samples of teacher-made manipulative and interactive reading materials prepared by the participants. The materials allow learners to hold, move, arrange, and identify letters, sounds, and words during literacy activities. Their design reflects the teachers' efforts to provide concrete and interactive resources for beginning reading instruction.



Figure 6 Samples of teacher-made sensory and tactile materials used in early literacy instruction.
Note. The figure includes sand bins and other tactile literacy materials prepared by the participants. The photographs were provided by the participants and were taken during the school visits and interviews.

Figure 6 shows samples of teacher-made sensory and tactile reading materials. These materials provide opportunities for learners to touch, trace, and explore letters and other literacy elements. Their tactile features reflect the participants' efforts to provide concrete and developmentally appropriate resources for early literacy activities.

The consistency among participant accounts, field notes, lesson plans, photographs, and artifacts suggests that hands-on materials formed an important component of the teachers' reported literacy practices. The participants did not rely solely on visual display materials; they also prepared tactile and manipulative resources that could support active learner participation. The convergence of these sources suggests that teachers recognized the usefulness of concrete materials in making early literacy activities more interactive and accessible to young learners.

This finding aligns with Walker (2023), who reported that hands-on instructional techniques can improve kindergarten learners' letter-sound knowledge and blending skills. Similarly, Mavilidi et al. (2021) found that movement-integrated learning can improve attention and retention in early childhood classrooms. The participants' use of manipulative, tactile, and movement-related materials therefore reflects the potential value of active learning experiences in early literacy instruction.

Reading Materials Based on the Marungko Approach and Claveria Technique

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The participants also prepared reading materials based on the Marungko Approach and the Claveria Technique. These materials reflected a sequenced approach to introducing letters, sounds, syllables, and simple words. Some participants also described using learners' first language as additional support during literacy instruction.

"They are based on the Marungko Approach and the Claveria Technique. I prefer using the Marungko Approach—for example, starting with letters M, S, and A" TP01

"It is very important that the materials are easy for children to understand. We should not use English immediately to avoid confusing them." TP03

"Some are colorful and use big fonts, following the Marungko approach." TP04

"We start with materials in their first language so they can easily grasp the sounds of the letters."TP05

"When a child is ready to read, we use reading materials based on the Marungko Approach." TP06

The participants' accounts indicate that the Marungko Approach and Claveria Technique served as references in preparing sequenced beginning-reading materials. The teachers emphasized gradual introduction of letters and sounds, clear and readable print, and materials that were appropriate to learners' readiness. Some participants also emphasized the use of the learners' first language to support understanding of letter sounds. These accounts suggest that the teachers considered both the sequence of literacy content and the linguistic familiarity of learners when preparing reading materials.

Supporting evidence was obtained from field notes, photographs, lesson plans, and artifact analysis. The field notes documented the presence of reading materials containing sequenced letter sounds, syllables, and simple word patterns:

The reading materials observed during the school visits followed sequences of letter sounds, syllables, and simple word patterns. Most materials used large print, clear spacing, and colorful visual supports. These materials were displayed or arranged in accessible areas, suggesting that they had been prepared to support beginning reading through guided and sequenced activities (Jaug, field notes, September 24, 2025).

The artifacts further showed materials containing sequences of letter sounds, syllable patterns, word cards, and visual supports. The reviewed lesson plans also included activities beginning with letter sounds, simple word patterns, and guided reading tasks appropriate to learners' readiness. These sources provided supporting evidence for the participants' descriptions of sequenced and sound-based reading materials.



Figure 7 Samples of reading materials based on the Marungko Approach and Claveria Technique.

Note. The collage includes samples of teacher-made reading materials based on the Marungko Approach and the Claveria Technique. The materials show sound-based reading sequences, syllable patterns, word cards, and other beginning-reading resources prepared by the participants. The photographs were provided by the participants and were taken during the school visits and interviews.

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Figure 7 shows samples of reading materials based on the Marungko Approach and the Claveria Technique. The materials show sound-based reading sequences, syllable patterns, and step-by-step word building. Their simple structure, large print, and guided progression reflect the teachers' efforts to organize beginning-reading activities in a manner that was accessible to kindergarten learners.

The convergence of participant accounts, field notes, lesson plans, photographs, and artifacts indicates that the Marungko Approach and Claveria Technique were used by some participants as references for preparing beginning-reading materials. The findings suggest that teachers drew on structured and sequenced approaches when developing resources intended to support letter recognition, sound association, syllable development, and early word reading. However, the evidence primarily reflects the teachers' reported practices and the instructional resources they prepared; it does not represent direct classroom observation of learner outcomes.

The finding regarding the Marungko Approach is consistent with studies reporting its usefulness in beginning reading. Balgua et al. (2022) and Saquing (2025) reported that the approach can support phonemic awareness and decoding among beginning readers through a sound-based and sequenced method of instruction. The materials prepared by the participants reflected similar features through the use of syllables, simple words, and step-by-step reading tasks.

The Claveria Technique was also mentioned by one participant as a guide in preparing reading materials. Bautista (2022) described the technique as a structured reading intervention focusing on syllabic decoding, word recognition, and comprehension skills in beginning reading. Although it has been used among Grade 1 learners, its structured and step-by-step features may provide a reference for teachers preparing materials for younger learners. In the present study, its inclusion in participants' accounts suggests that some kindergarten teachers drew from more than one structured reading approach when preparing materials for their learners.

The findings can also be interpreted through Vygotsky's (1978) Sociocultural Theory, which emphasizes the role of guided interaction, language, and instructional support in children's learning. The teacher-made materials described by the participants served as mediating resources through which teachers could present letters, sounds, syllables, and words in concrete and accessible forms. The use of visual, tactile, and sequenced resources also provided opportunities for teachers to guide learners through literacy tasks according to their level of readiness.

The findings are likewise consistent with the TPACK framework of Mishra and Koehler (2006). Although most of the materials were physical and low-tech, the teachers' knowledge of available tools and processes remained relevant to material development. Their use of printed resources, internet-based templates, PowerPoint presentations, reproduction tools, and locally available materials demonstrates how technological knowledge can operate alongside content and pedagogical knowledge. In this context, teachers integrated literacy content, teaching strategies, available technologies, and improvised resources to develop materials suited to their instructional purposes and classroom conditions.

Overall, the findings show that the participants prepared different forms of teacher-made interactive reading materials, ranging from visual and print-based resources to tactile, manipulative, and sequenced reading materials. The convergence of interview accounts, field notes, lesson plans, photographs, and artifact analysis provides supporting evidence for the teachers' descriptions of their material preparation and intended instructional use. These materials reflect teachers' efforts to make early literacy instruction more concrete, interactive, accessible, and responsive to the developmental and instructional needs of kindergarten learners.

Preparation of Teacher-Made Interactive Reading Materials

The preparation of teacher-made interactive reading materials was characterized by three interconnected practices: (a) aligning materials with learning objectives, (b) utilizing available resources in materials development, and (c) allocating time for materials preparation. These practices demonstrate how kindergarten teachers intentionally designed and selected materials to support literacy instruction, promote learner engagement, and address specific learning outcomes. The findings were drawn primarily from participants' interview accounts and were supported, where available, by field notes, lesson plans, photographs, and examination of teacher-made instructional artifacts.

Aligning Materials with Learning Objectives

The preparation of teacher-made interactive reading materials began with aligning materials with learning objectives. Participants described this process as carefully selecting, adapting, or creating instructional materials that corresponded with lesson topics, literacy targets, and expected learning outcomes. Before developing reading materials, teachers first identified what learners were expected to achieve and then determined the materials that could support those objectives. This process reflected a deliberate effort to connect instructional resources with the intended focus of literacy lessons.

Five participants specifically emphasized that lesson content and learning goals served as important bases for material preparation. Their responses revealed that instructional materials were not prepared arbitrarily; rather, they were designed to reinforce specific competencies and support the intended outcomes of each lesson.

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The following were the common responses from the participants:

"I always check the curriculum guide to make sure that the materials must be aligned with the lesson for the week." TP01

"Materials are related to the topic; they are not just random." TP03

"I first identify my lesson objectives and then align the materials with learners' interests." TP04

"After making the materials, I first assess whether the child can answer using them." TP05

"I use flash cards and real objects based on the lesson." TP06

Participants consistently referred to curriculum guides, lesson plans, literacy targets, and learner readiness when explaining how they selected and developed instructional materials. Their narratives indicated that materials were intentionally connected to particular learning competencies and anticipated learner responses. Field notes from the school visits also documented the presence of lesson-related instructional materials and supporting documents provided by participants. However, because formal classroom observation was not conducted, these field notes are treated as contextual evidence rather than direct evidence of classroom implementation.

Artifact and document analysis further supported this pattern. The lesson plans reviewed during the study identified teacher-made materials such as flashcards, charts, word cards, and visual aids in relation to particular lesson objectives and literacy activities. These documents provided supporting evidence that material preparation was connected to instructional planning. Photographs and collected artifacts also showed the physical characteristics of the materials referred to by participants.

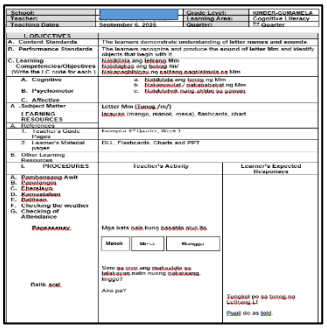


Figure 8 *Sample Lesson Plan Showing the Alignment of Teacher-Made Materials with Learning Objectives*
Note. *The figure shows a sample lesson plan provided by the participant during the interview process. The lesson plan was reviewed as part of the document analysis to examine the relationship between teacher-made interactive reading materials and lesson objectives and literacy learning targets.*

Figure 8 shows a sample lesson plan in which letter recognition and sound production for the letter *Mm* were identified as instructional objectives, while flashcards and charts were listed among the learning resources.

The lesson plan therefore provides documentary support for the participants' descriptions of aligning materials with lesson objectives. Rather than treating the document as proof of learner outcomes, it was used to corroborate the teachers' accounts concerning their planning and preparation practices.

Taken together, the interview responses, field notes, lesson plans, photographs, and artifact analysis indicate that aligning materials with learning objectives was a central aspect of the preparation process. Participants considered lesson goals, literacy competencies, learner readiness, and anticipated learner responses when designing instructional materials. This pattern suggests that material preparation was purposeful and embedded within instructional planning rather than undertaken as an isolated activity.

These findings indicate that participants viewed instructional materials as tools for achieving specific educational goals rather than merely as supplementary classroom resources. By connecting materials with lesson objectives, teachers sought to make reading activities focused, meaningful, and responsive to learners' developmental needs.

This result is supported by McCormick et al. (2023), who found that instructional alignment contributes to stronger and more sustained learning outcomes in prekindergarten classrooms. Similarly, Kılınççı and Bayraktar (2021) emphasized that early literacy materials become more effective when intentionally connected to instructional goals and classroom practices. These studies support the participants' emphasis on purposeful planning when developing teacher-made interactive reading materials.

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Utilizing Available Resources in Materials Development

The preparation of teacher-made interactive reading materials also involved utilizing available resources. Participants described how they creatively and practically used accessible materials to produce instructional resources that were functional, durable, and appropriate for classroom use. Their accounts included combining online content with low-cost physical materials such as cardboard, recycled folders, and laminated sheets. This practice reflected teachers' efforts to adapt available resources to meet instructional needs despite material and financial limitations.

Four participants specifically described locating instructional content online and transforming it into classroom-ready materials using readily available resources.

"As long as they are durable, cardboard and recycled folders are useful, so they are not easily damaged, and some are waterproofed." TP02

"I use cardboard and recycled folders for materials." TP05

"I search for materials on Google, save and print them, then laminate them to make them last longer." TP06

"For example, the letters are taken from the Internet, printed, and mounted on cardboard."TP07

Participants' narratives consistently emphasized durability, repeated handling, and the need to extend the usable life of instructional materials. Field notes from the school visits documented the presence of teacher-made materials incorporating features such as cardboard backing, lamination, and recycled folders. These observations were limited to the materials accessible during school visits and were not treated as direct classroom observations of how teachers or learners used them.

The participants' narratives indicate that material preparation involved more than simply downloading and printing ready-made resources. Teachers described adapting, reinforcing, and customizing materials using available classroom and household resources. This process allowed them to develop reusable and practical instructional tools while responding to limitations in commercially available resources.

Artifact analysis provided additional supporting evidence. The collected materials showed physical features such as laminated surfaces, cardboard reinforcement, recycled folder backing, and other forms of reinforcement. These characteristics corresponded with participants' descriptions of how they adapted online and locally available resources. The convergence of interview accounts and artifact evidence strengthens the interpretation that resourcefulness was an important component of material development.

Taken together, the findings suggest that participants acted as active designers and adapters of instructional resources. They demonstrated practical problem-solving by transforming available digital and physical resources into materials appropriate for their literacy activities. Their experiences illustrate how teacher-made materials can emerge from the interaction between instructional needs, available resources, and teachers' creativity.

This finding is supported by Trust and Whalen (2021), who reported that teachers employ creative and adaptive strategies when preparing instructional materials, particularly in contexts where resources are limited. Similarly, UNESCO (2023) emphasized the importance of transforming available digital and physical resources into meaningful learning tools in resource-constrained educational settings. These studies provide contextual support for the participants' experiences in developing accessible and durable reading materials.

Allocating Time for Materials Preparation

Allocating time for materials preparation emerged as another important aspect of participants' experiences. Participants described material preparation as a time-consuming process that frequently extended beyond regular school hours and sometimes continued at home, during weekends, or during school breaks. The preparation process involved designing, printing, cutting, laminating, assembling, and organizing materials before they were ready for use.

Four participants specifically described the amount of time they devoted to preparing instructional materials.

"Around one hour at home, plus 30–40 minutes for printing the materials." TP02

"If the reading materials are made of cardboard and have covers, it usually takes several weeks to finish them if there are no interruptions, such as when there are no classes. I usually work on them only during weekends, and I also have household responsibilities. It is not the only task I work on, so it can take months to complete. During summer break, we gradually prepare our materials so they will be ready by the opening of classes." TP03

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"It takes a long time, especially when printing, cutting, and laminating flash cards—around one to two hours depending on the material."TP04

"Sometimes, I make them at home in my free time; other times, I stay overtime in school to prepare instructional materials/reading materials.) TP06

The participants' responses consistently highlighted the difficulty of finding sufficient time for material preparation. Their accounts showed that preparation was often undertaken after class hours, during weekends, or during school breaks. These experiences suggest that developing teacher-made interactive reading materials required teachers to manage their time alongside teaching, administrative, and personal responsibilities.

Field notes from the school visits also documented participants' accounts concerning the time required to prepare materials. Because formal classroom observation was not conducted, these notes were used to contextualize the interview data rather than to claim direct observation of teachers' preparation activities.

Artifact analysis provided additional supporting evidence regarding the labor involved in preparation. The collected materials showed features such as laminated surfaces, reinforced edges, mounted components, organized sets, and durable storage arrangements. These characteristics are consistent with participants' descriptions of the multiple steps involved in producing materials. However, the artifacts themselves do not establish the exact amount of time spent preparing each material; the estimates of preparation time therefore remain based on participants' self-reports.

Taken together, the interview responses and supporting artifact evidence indicate that allocating time was a significant aspect of materials preparation. Participants devoted additional personal and professional time to designing and producing resources for literacy instruction. Their accounts highlight that teacher-made materials require not only instructional knowledge and creativity but also considerable preparation time.

This finding may be understood through Vygotsky's (1978) Sociocultural Theory and the TPACK framework. From a sociocultural perspective, teacher-made instructional materials can function as mediating tools that support interaction and guided participation. Preparing these tools requires teachers to anticipate learners' needs and organize resources that can support literacy activities. From a TPACK perspective, the preparation process reflects the integration of content knowledge, pedagogical considerations, and available technological and material resources. In the present context, technology was not limited to sophisticated digital tools; it also included the practical use of online resources, printing, reproduction, and other available technologies in producing physical materials.

This result is supported by Tarraya (2023), who emphasized that teachers frequently extend their work beyond regular teaching hours to address classroom needs and support learners. Likewise, Ainley and Schulz (2025) identified teachers' work practices and working conditions as important dimensions of teaching, including instructional preparation beyond direct classroom instruction. These studies provide support for the participants' accounts of the time demands associated with preparing teacher-made instructional materials.

Overall, the findings showed that the preparation of teacher-made interactive reading materials was a purposeful, resourceful, and time-demanding process. Participants described three closely related practices: aligning materials with learning objectives, utilizing available resources, and allocating time for preparation. The interview accounts were supported and contextualized by lesson plans, photographs, field notes, and examination of teacher-made artifacts.

From the perspective of Vygotsky's (1978) Sociocultural Theory, the materials can be understood as mediating tools through which teachers organize and support children's literacy learning. Teachers' decisions about what materials to prepare were connected to the instructional goals and developmental needs of their learners.

The findings also reflect the TPACK framework of Mishra and Koehler (2006). Participants integrated literacy content, pedagogical considerations, and available technologies and resources in developing instructional materials. Their use of online sources, printing and reproduction processes, and locally available physical materials demonstrates how technological knowledge can operate even within predominantly physical and low-tech instructional contexts.

Importantly, the findings also reveal that the preparation of teacher-made materials involved a considerable investment of teachers' time and effort. This suggests that institutional support may be important in sustaining such practices. Schools may consider providing accessible instructional supplies, opportunities for collaborative material development, and reasonable support for teachers who develop contextually appropriate literacy resources.

Utilization of Teacher-Made Interactive Reading Materials

The utilization of teacher-made interactive reading materials was characterized by two interconnected practices: (a) scaffolding reading activities and (b) integrating play-based activities in material use. Participants

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described using teacher-made materials together with teacher guidance, modeling, questioning, prompting, feedback, games, and other interactive activities. The findings were primarily based on participants' accounts and were supported, where available, by field notes, lesson plans, photographs, and analysis of teacher-made instructional artifacts. Because formal classroom observation was not conducted, the supporting sources were used to corroborate the nature and intended use of the materials rather than to claim direct observation of learner behavior or classroom implementation.

Scaffolding Reading Activities

Scaffolding reading activities emerged as an important aspect of how participants utilized teacher-made interactive reading materials. Participants described the materials as tools used during guided instruction, where learners received step-by-step assistance, modeling, prompting, questioning, and feedback from the teacher. Because kindergarten learners were still developing foundational literacy skills, participants explained that the materials were commonly incorporated into structured learning experiences that gradually supported learner participation and understanding.

Four participants specifically emphasized the importance of teacher guidance when using teacher-made interactive reading materials.

"They require my guidance when being taught because they are not yet able to work independently on their own." TP01

"Learning should not always be spoon-fed to the child. The teacher first models the task ('I do'), then works together with the learner ('We do'), and eventually allows the learner to perform the task independently ('You do')." TP03

"I cannot say that they are independent, because at their age they still need guidance and step-by-step instruction. It also requires a great deal of patience." TP05

"There are activities that require guidance, as there are times when the teacher needs to lead or facilitate the child's learning." TP06

The participants' responses consistently highlighted the role of teacher guidance in literacy instruction. Their accounts indicated that learners were not expected to use the materials entirely independently. Instead, teachers provided different levels of support through modeling, prompting, questioning, and feedback. This suggests that the materials functioned as instructional tools within a guided learning process rather than as substitutes for teacher instruction.

Field notes from the school visits documented participants' explanations and demonstrations concerning how teacher-made materials were intended to support guided literacy activities. These notes were used to contextualize the interview accounts. Since formal classroom observation was not conducted, no claim is made that the researcher directly observed learners performing these activities during regular classroom instruction.

Artifact analysis further supported this interpretation. The reviewed materials included flashcards, charts, visual displays, letter-recognition resources, and manipulatives that could be used for demonstration, questioning, matching, tracing, and guided responses. Lesson plans also identified teacher-made materials alongside literacy activities and objectives. These sources provided supporting evidence that the materials were designed to be incorporated into teacher-guided learning activities.

Taken together, the interview responses, field notes, lesson plans, photographs, and artifact analysis indicate that scaffolding was an important feature of the reported utilization of teacher-made interactive reading materials. Teachers described using the materials while providing structured assistance and gradually encouraging learners to participate more independently.

This finding may be understood through Vygotsky's (1978) Sociocultural Theory, which emphasizes learning through social interaction and support from a more knowledgeable individual. The participants' accounts reflect scaffolding because teachers provided temporary assistance that helped learners participate in literacy tasks they might not yet perform independently. Through modeling, prompting, questioning, and feedback, the teachers described gradually supporting children's developing literacy abilities.

The finding is supported by Griffith and Lacina (2020), who emphasized the importance of scaffolded interaction in early literacy instruction. Similarly, Vatou et al. (2023) highlighted the contribution of supportive teacher–child interactions to emergent literacy development. These studies provide theoretical and empirical support for the participants' emphasis on guided literacy experiences.

Integrating Play-Based Activities in Material Use

Integrating play-based activities in material use emerged as another important way participants described utilizing teacher-made interactive reading materials. Participants reported incorporating instructional materials into games, movement activities, singing, dancing, contests, and other playful classroom routines. They viewed these activities as ways of encouraging learner attention, participation, interaction, and language use.

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Five participants described integrating teacher-made interactive reading materials into play-based activities.

"I use play-based learning—like using flash cards for contests to see who can reach the finish line first." TP01

"Fishing words' is a game where learners need to read the word on the cards before they can get the prize." TP02

"I use the materials for singing and dancing so they can enjoy themselves." TP04

"I prepare my lessons through games because kindergarten learners do not respond well unless the lesson is delivered through play." TP05

"There must be differentiated instruction because not all children learn the same way, so games are the solution." TP06

The participants' responses consistently highlighted the integration of play into literacy instruction. Their accounts indicated that instructional materials were incorporated into games, contests, movement-based activities, singing, and other playful routines. Rather than describing the materials as stand-alone resources, participants explained that they combined them with interactive teaching strategies to encourage children's participation in literacy activities.

Field notes from the school visits documented participants' descriptions and demonstrations of game-like and interactive features of their materials. These included fishing-word activities, flashcard games, matching tasks, and other materials designed to encourage active participation. Because formal classroom observation was not conducted, these field notes do not serve as direct evidence of learners' actual classroom behavior.

Artifact analysis provided additional supporting evidence**.** The collected materials included movable pieces, matching activities, visual cues, and game-like formats that could be incorporated into contests, group activities, and playful literacy routines. These characteristics were consistent with participants' descriptions of using the materials through games and interactive activities.

Taken together, the interview accounts and supporting artifact evidence indicate that play-based activities were an important, reported strategy for utilizing teacher-made interactive reading materials. Participants described using games, movement, singing, and other playful activities to make literacy tasks more interactive and developmentally appropriate.

This instructional practice may be understood through Vygotsky's (1978) Sociocultural Theory, which recognizes play as an important context for social interaction and learning. Through play-based literacy activities, teachers can create opportunities for guided participation, language use, collaboration, and interaction. In this context, teacher-made materials served as mediating tools within the playful learning experiences described by participants.

The finding is supported by Lepola et al. (2023), who reported that play-based literacy activities can support oral language development and communication when teachers facilitate learner interaction. Similarly, Pyle et al. (2024) emphasized the role of play-based instruction in promoting engagement, language use, and meaningful participation in early childhood learning activities. These studies provide support for the participants' descriptions of integrating teacher-made materials into games and other playful literacy activities.

Overall, the findings indicate that teacher-made interactive reading materials were reported to be utilized through teacher scaffolding and play-based activities. Participants did not describe the materials as independent teaching tools. Instead, the materials were incorporated into teacher-guided activities in which teachers modeled tasks, provided prompts and feedback, and gradually encouraged learner participation.

The findings also show that play was integrated into the use of the materials through games, contests, singing, movement, and other interactive activities. This combination of guided support and playful participation reflects the developmental needs of kindergarten learners and the teachers' efforts to make literacy activities accessible and engaging.

From the perspective of Vygotsky's Sociocultural Theory, the materials functioned as mediating tools within socially supported learning experiences. The teachers' role remained central because they provided the guidance and interaction through which learners engaged with the materials.

The findings can also be viewed through the TPACK framework. Participants combined literacy content, pedagogical strategies, and available instructional resources in deciding how materials would be used. In this predominantly physical and low-tech context, technological knowledge may be reflected not only in digital tools but also in teachers' practical use of available technologies and resources in preparing and adapting materials for instructional purposes.

Benefits of Teacher-Made Interactive Reading Materials

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The reported benefits of teacher-made interactive reading materials were reflected in two sub-themes: (a) enhancing learner engagement and (b) supporting the development of letter-sound recognition skills. Participants described how the materials helped attract learners' attention, encourage participation, and provide repeated opportunities to interact with letters and sounds during literacy activities. These findings were derived primarily from participant accounts and were supported, where available, by field notes, lesson plans, photographs, and analysis of teacher-made instructional artifacts. Because formal classroom observation was not conducted, the reported benefits are presented as teachers' perceived and described experiences rather than as independently measured learner outcomes.

Enhancing Learner Engagement

Enhancing learner engagement emerged as a significant reported benefit of teacher-made interactive reading materials. Participants described these materials as helpful in capturing learners' attention, sustaining their interest, and encouraging active involvement during reading activities. They particularly referred to colorful, visible, tactile, and interactive features as characteristics that attracted learners' attention and encouraged participation.

Three participants described how the materials enhanced learner engagement:

"Learners' attention is captured when there are materials they can see and touch." TP01
"Learners enjoy listening more when the materials used are not boring." TP06
"When materials are colorful, learners become more interested and attentive." TP03

The participants' responses consistently highlighted the perceived role of teacher-made interactive reading materials in making reading activities more engaging for kindergarten learners. Their accounts indicated that learners were more attentive and interested when instructional materials included visual, tactile, and interactive features. Participants therefore associated the characteristics of the materials with increased learner interest and participation.

Field notes from the school visits documented the presence of colorful, visible, and tactile teacher-made materials and participants' explanations regarding their intended use. Since formal classroom observation was not conducted, these field notes are treated as contextual evidence rather than direct evidence of learners' engagement during classroom instruction.

Artifact analysis further supported the participants' descriptions of the materials' interactive characteristics**.** The collected materials included flashcards, charts, visual displays, and tactile learning tools incorporating features such as colors, illustrations, and movable components. These characteristics were consistent with participants' descriptions of materials intended to attract and maintain learners' attention.

Taken together, the interview accounts and supporting artifact evidence suggest that the participants perceived teacher-made interactive reading materials as useful in promoting learner engagement. The materials provided visual and tactile features that teachers believed encouraged learners to look, listen, respond, and participate in literacy activities.

This finding may be understood through Vygotsky's (1978) Sociocultural Theory, particularly the role of mediating tools in learning. Teacher-made materials provided concrete resources around which teachers and learners could interact during literacy activities. Their value therefore extended beyond their physical appearance because teachers incorporated them into socially mediated learning experiences.

The finding is supported by Ergül and Aktas (2024), who found that interactive reading activities can support language development by increasing attention, interest, and classroom engagement. Similarly, Taylor and Boyer (2020) emphasized that play-based learning provides engaging and developmentally appropriate learning experiences that encourage children to actively explore and participate in meaningful activities. These studies provide support for the participants' perceptions regarding the engaging characteristics of interactive learning materials.

Developing Letter-Sound Recognition Skills

Developing letter-sound recognition skills emerged as another reported benefit of teacher-made interactive reading materials. Participants described how the repeated use of flashcards, charts, songs, games, and other interactive materials provided learners with opportunities to recognize letters and practice their corresponding sounds. Their accounts particularly emphasized repetition, guided practice, and playful activities as ways of supporting learners' familiarity with letter-sound relationships.

Four participants described perceived improvements or learning progress in learners' recognition of letters and sounds:

"After several months of instruction, learners are now able to correctly produce the sounds of the letter's 'S' and 'A'." TP02

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"I prepare my lessons through games, as learners can learn letter sounds more easily when these are taught through play." TP05

"For example, when I use letter flashcards, I ask them to read the letter 'Mm' again, and they already know it." TP06

"Yes, there is noticeable improvement among learners. For instance, when letter sounds are taught through songs or games, learners are able to retain them more easily." TP07

The participants' responses indicated that teacher-made interactive reading materials were perceived to support learners' familiarity with letters and their corresponding sounds. Participants associated this learning progress with repeated exposure, guided practice, songs, games, and the use of visual materials. These accounts suggest that the materials provided multiple opportunities for learners to see, hear, pronounce, and recall letters and sounds.

Field notes from the school visits documented the presence of letter-focused instructional materials and participants' explanations of how these materials were intended to support repeated practice. However, because formal classroom observation was not conducted, the researcher did not independently observe or measure learners' letter-sound performance. The statements regarding improvement therefore represent participants' reported perceptions and experiences.

Artifact and lesson-plan analysis provided supporting evidence for the instructional focus on letter-sound learning. The collected materials included flashcards, charts, alphabet cards, sound-matching activities, and multisensory resources presenting letters and sounds. Lesson plans also identified letter recognition, sound production, and related literacy activities. These sources corroborated the participants' descriptions of the types of literacy skills targeted through the materials.

Taken together, the interview accounts, lesson plans, and artifact analysis suggest that teacher-made interactive reading materials supported opportunities for repeated and guided practice of letter-sound relationships. The materials provided concrete and visual representations of letters and sounds that teachers could incorporate into literacy activities.

This finding may be understood through Vygotsky's (1978) Sociocultural Theory, in which learning is supported through social interaction, guidance, and mediating tools. In the participants' accounts, teacher-made materials served as mediating resources while teachers provided guidance and repeated practice. The combination of instructional materials and teacher support may therefore help explain how learners were given opportunities to develop foundational literacy skills.

The finding is supported by Faunillan (2023), who emphasized the value of multisensory learning approaches that engage young learners through visual, auditory, and kinesthetic experiences. Similarly, Nkurunziza (2024) highlighted phonological awareness and letter-sound recognition as important foundations for early reading development. These studies provide support for the participants' descriptions of using flashcards, songs, games, and multisensory materials to provide repeated opportunities for letter-sound learning.

Overall, the findings indicate that participants perceived teacher-made interactive reading materials as beneficial in two major ways: enhancing learner engagement and supporting letter-sound recognition. The materials were described as colorful, tactile, visible, and interactive, which participants associated with increased learner interest and participation. They were also used repeatedly in activities involving letter recognition, sound production, songs, games, and guided practice.

The evidence from interviews was complemented by lesson plans, photographs, field notes, and teacher-made artifacts. These supporting sources helped establish the characteristics and instructional focus of the materials. However, because formal classroom observation and standardized learner assessment were not conducted, the findings should not be interpreted as demonstrating a direct causal effect of the materials on learner achievement.

From the perspective of Vygotsky's Sociocultural Theory, teacher-made interactive reading materials functioned as mediating tools within teacher-guided literacy experiences. Their contribution was therefore connected not only to the materials themselves but also to how teachers described integrating them with guidance, interaction, repetition, and play.

The findings also reflect the TPACK framework. Participants combined literacy content knowledge, developmentally appropriate pedagogical strategies, and available instructional resources when selecting and using materials. In this predominantly physical and low-tech setting, the value of the materials depended on teachers' ability to combine what they knew about literacy with appropriate teaching strategies and the technologies and resources available to them.

Thus, the findings suggest that teacher-made interactive reading materials were perceived by the participants as practical resources for making literacy activities more engaging and for providing repeated

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opportunities to practice foundational letter-sound skills. Their reported benefits should be understood within the context of teacher-guided instruction and the resource conditions of the participating schools.

Challenges Encountered by Teachers in Designing and Implementing Their Materials

The challenges encountered by teachers in designing and implementing teacher-made interactive reading materials were reflected in three sub-themes: (a) limited financial resources, (b) preparation taking so much time, and (c) struggle in material durability. These challenges influenced the participants' ability to prepare, maintain, and consistently utilize teacher-made interactive reading materials in support of early literacy instruction.

Limited Financial Resources

Limited financial resources emerged as a recurring challenge in the preparation and use of teacher-made interactive reading materials. The participants described how insufficient financial support affected their ability to produce, reproduce, and maintain instructional materials. Because school-provided supplies and equipment were perceived as insufficient, some teachers relied on their personal resources to obtain printers, ink, laptops, laminating machines, and other materials needed for instructional preparation. Their experiences indicate that developing teacher-made materials sometimes required teachers to assume financial responsibilities beyond their regular instructional duties.

Four participants specifically described the financial challenges they encountered while preparing instructional materials.

"The school has no budget for ink and printer, so it's all on me." TP01

"Sometimes we are unable to do it because of financial problems. We do not always have money, and even if we want to accomplish something, we cannot because there is no budget. That is when you are forced to choose between your obligations to your family and your responsibilities at school. We are supposed to have support, similar to what is provided in other countries, where there are people assigned to develop reading materials." TP02

"We invest our own money for tools like printers and laptops since the school does not always provide them." TP03

"The printer, laptop, and lamination machine are things we really bought ourselves." TP06

The participants' responses highlighted the financial burden associated with preparing instructional materials. Their accounts showed that personal funds were sometimes used to obtain supplies and equipment needed for material production. TP02 particularly described the difficulty of balancing family obligations with school-related expenses, while TP01, TP03, and TP06 referred to personally shouldering costs related to printing and equipment. These accounts suggest that access to resources for developing teacher-made materials was partly dependent on teachers' personal financial capacity.

The interview accounts were further considered alongside the collected artifacts and school-visit field notes. The materials showed features such as varying print quality, selective lamination, and cardboard reinforcement, which are consistent with efforts to work within available resources. These physical characteristics provide contextual support for the participants' descriptions of material preparation under financial constraints. However, the artifacts alone cannot establish the specific source of funding for each material.

Taken together, the interview responses, artifacts, and supporting field notes indicate that limited financial resources were a recurring challenge in preparing and maintaining teacher-made interactive reading materials. The constraint affected the availability, reproduction, and durability of some instructional resources. Despite these limitations, the participants continued to find ways to develop materials needed for literacy instruction.

This finding is consistent with Cayabas and Sumeg-ang (2023), who reported that teachers in resource-limited settings may spend personal funds to meet classroom needs, creating additional financial pressure. Similarly, Casingal and Ancho (2022) found that teachers in the Philippine context may experience financial strain associated with professional responsibilities. These studies provide context for understanding the participants' experiences of managing financial limitations while preparing instructional materials.

The finding may also be understood through Vygotsky's (1978) Sociocultural Theory and the TPACK framework. From a sociocultural perspective, instructional materials serve as mediating tools that support interaction and guided learning. When access to such tools is limited by financial constraints, teachers may need to modify how these resources are developed and used. From the TPACK perspective, the participants' experiences demonstrate that effective integration of content and pedagogy is also influenced by the

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technologies and instructional resources available within their context. Thus, the teachers' resourcefulness reflected their efforts to align instructional needs with available materials and technologies.

Preparation Taking So Much Time

Preparation taking so much time emerged as a recurring challenge in developing teacher-made interactive reading materials. The participants described material preparation as a time-consuming process involving printing, cutting, laminating, mounting, organizing, and revising instructional resources. These activities sometimes extended beyond regular working hours and required teachers to use personal time to complete materials for instruction.

Five participants described the considerable amount of time required to prepare instructional materials.

"Sometimes we really work overtime, even on weekends, just to finish." TP02

"When making cardboard reading materials, it takes weeks, sometimes even months." TP03

"Printing and cutting really consume a lot of time." TP04

"It really takes a long time to make flash cards, around one to two hours. Time is the main problem because we have many responsibilities and additional programs like remedial reading. Instead of using the time to prepare instructional materials, we end up lacking time and working overtime." TP06

"We can only make many materials during summer because the school year is hectic." TP07

The participants' responses consistently emphasized that material preparation required considerable time and effort. Their accounts referred to overtime work, weekend preparation, school breaks, and summer periods as opportunities to complete instructional materials. TP06 specifically described the competing demands of teaching responsibilities and remedial reading activities, which reduced the time available for material preparation.

The collected artifacts also provide contextual evidence of the work involved in producing the materials. Several materials contained laminated sets, reinforced components, mounted visuals, and organized pieces that required multiple preparation steps. These characteristics demonstrate that the materials involved more than a single production task. However, the specific preparation durations remain based on participants' self-reports, since the researcher did not directly observe the entire material-development process.

Taken together, the interview accounts and artifact analysis indicate that time demands were a recurring challenge in the development and maintenance of teacher-made interactive reading materials. The preparation process required teachers to balance material production with teaching, remedial activities, and other professional responsibilities. Despite these demands, participants continued to allocate additional time to prepare resources for literacy instruction.

This finding is supported by Hulme et al. (2024), who reported that increasing workload demands and time pressures can reduce opportunities for instructional preparation and contribute to teacher stress. Likewise, Wang et al. (2025) found that heavy workloads and unpaid overtime can affect teacher well-being and instructional preparation. These studies provide support for understanding the participants' descriptions of extended preparation time and competing professional responsibilities.

The finding may also be understood through Vygotsky's (1978) Sociocultural Theory and the TPACK framework. From a sociocultural perspective, teacher-made materials can function as mediating tools that support guided learning and interaction. However, the preparation and maintenance of these tools require time and contextual resources. From the TPACK perspective, developing instructional materials involves the integration of content knowledge, pedagogical decisions, and available technologies or production tools. In the participants' context, time limitations influenced how these components could be practically integrated into literacy instruction.

Struggle in Material Durability

Struggle in material durability emerged as another recurring challenge in the use and maintenance of teacher-made interactive reading materials. The participants explained that some instructional materials were susceptible to damage through repeated handling and use. As a result, teachers needed to repair, reinforce, reproduce, or modify materials to extend their usability.

Two participants specifically described the difficulties they encountered in maintaining the durability of instructional materials.

"I cannot laminate everything because the lamination film is expensive." TP04

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"One challenge is that when learners are left unattended, the materials are often damaged because they are treated as toys. This creates a burden, as the teacher has to repeatedly reproduce the materials; after a single use, they are damaged again, sometimes leading to the decision to stop printing them." TP05

The participants' responses highlighted the difficulty of maintaining instructional materials for repeated use. TP04 emphasized the cost of lamination, while TP05 described the repeated need to reproduce materials after they were damaged. Their accounts show that durability was connected not only to the physical quality of the materials but also to the financial and time demands associated with repairing or replacing them.

The collected artifacts and school-visit field notes provided additional contextual evidence regarding material condition. Some materials showed features such as reinforcement, lamination, taped sections, and signs of repeated handling. These characteristics corresponded with participants' descriptions of efforts to maintain their instructional resources. However, the physical condition of the artifacts was treated as supporting evidence rather than as direct evidence of how or when the damage occurred.

Taken together, the interview accounts and artifact analysis indicate that material durability was a recurring practical challenge. The need to repair, reinforce, laminate, or reproduce materials added further demands to teachers' existing preparation responsibilities. Thus, sustaining teacher-made interactive reading materials involved not only their initial development but also continued maintenance.

This concern is consistent with UNESCO's (2023) finding that equitable access to relevant learning resources and adequate support for teachers are important conditions for effective instruction, particularly in settings with limited resources. Similarly, Nisperos (2026) emphasized the importance of adequate and available teaching resources in supporting classroom instruction. These studies provide context for the participants' experiences of maintaining and reusing teacher-made instructional resources.

The finding may be understood through Vygotsky's (1978) Sociocultural Theory and the TPACK framework. From a sociocultural perspective, instructional materials function as mediating tools that support interaction and learning. Their continued availability therefore matters to the learning activities they support. From the TPACK perspective, teachers must consider the appropriateness and sustainability of available instructional resources when integrating content and pedagogy. The participants' efforts to reinforce and preserve materials demonstrate how contextual resource considerations shaped their instructional decisions.

Overall, the findings show that teachers encountered financial constraints, substantial time demands, and difficulties in maintaining material durability when developing and using teacher-made interactive reading materials. These challenges affected the availability, preparation, maintenance, and continued use of instructional resources. The findings also show that teacher-made materials required sustained effort beyond the initial act of creating them.

Viewed through Vygotsky's (1978) Sociocultural Theory, teacher-made materials function as mediating tools within the social and instructional context of literacy learning. Their usefulness is therefore influenced by the conditions under which teachers can prepare and maintain them. The TPACK framework likewise helps explain how teachers' content and pedagogical decisions were shaped by the technologies, equipment, materials, time, and resources available in their context.

Importantly, these findings do not indicate a lack of teacher commitment. Rather, the participants' accounts illustrate how contextual conditions and resource limitations shaped their experiences of developing and sustaining instructional materials. The challenges also help explain why teachers needed to develop adaptive responses, which are presented in the succeeding theme.

The findings point to the importance of institutional support for teacher-made instructional materials. Adequate supplies and equipment, opportunities for collaborative material development, dedicated preparation time, and access to affordable and durable resources may help reduce the practical burden on teachers and support the continuity of early literacy instruction.

Teachers Manage and Respond to Challenges during Instruction

Teachers' responses to the challenges encountered in designing and implementing teacher-made interactive reading materials were reflected in three sub-themes: (a) utilizing backup plans, (b) selecting durable materials, and (c) maintaining instructional flexibility. These adaptive practices enabled participants to respond to limitations related to time, finances, instructional resources, and classroom conditions. The findings suggest that teachers addressed these challenges through resourcefulness, adaptability, and practical problem-solving in support of literacy instruction.

Utilizing Backup Plans

Utilizing backup plans emerged as an important strategy employed by participants in responding to challenges associated with instructional resources and technology. The participants explained that they did not rely exclusively on a single instructional tool when preparing reading lessons. Instead, they prepared alternative

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instructional options, including both digital and non-digital resources, so that lessons could continue when technological difficulties, power interruptions, or equipment problems occurred.

Four participants specifically described how they utilized backup plans during literacy activities.

"Through interactive PowerPoint presentations or TV-based activities where learners physically respond (e.g., pointing or pressing answers)" TP02

"The challenges for example I am using my laptop sometimes it is lag and it takes a while so I have to have a plan B if my plan A does not work or the PowerPoint or electricity is run out so I have to use visuals like flash cards, printed materials and if does not work try again another strategy." TP04

"I always prepare alternative materials in advance because gadgets do not always work, so I have flashcards and printed materials ready." TP05

"If the PowerPoint cannot be used, I go back to charts and cards to continue the lesson." TP07

The participants' responses highlighted the importance of preparing alternative instructional resources. Their accounts showed that digital resources such as PowerPoint presentations and television-based activities were complemented by printed materials, flash cards, charts, and other visual resources. Rather than depending entirely on one type of instructional resource, teachers prepared alternatives that could be used when technological resources were unavailable.

The interview accounts were considered alongside the available lesson plans, instructional documents, artifacts, and field notes from school visits. The presence of both digital and printed resources in the collected materials provided contextual support for participants' descriptions of preparing alternative instructional options. However, because formal classroom observation was not conducted, these sources were not interpreted as direct evidence that the backup materials were used during a particular classroom episode.

Taken together, the interview accounts and supporting documents and artifacts indicate that preparing alternative instructional resources was a practical strategy for managing technological and resource-related challenges. The practice allowed teachers to have more than one option available when preparing literacy instruction.

This practice is supported by Kılınççı and Bayraktar (2021), who emphasized the importance of responsive instructional practices and appropriate literacy materials in supporting early childhood learning. Similarly, Kimmons et al. (2020) highlighted the value of integrating technology flexibly and responsively according to classroom realities and learner needs. These studies provide context for the participants' practice of combining digital and non-digital resources.

The findings may be understood through the TPACK framework and Vygotsky's (1978) Sociocultural Theory. From the TPACK perspective, the participants demonstrated the ability to consider content, pedagogy, and available technological resources when preparing instructional alternatives. Their use of both digital and non-digital materials illustrates that technological knowledge in this context does not necessarily mean dependence on sophisticated technology; rather, it includes knowing when and how available technologies and alternative resources can support instructional goals. From a sociocultural perspective, instructional materials serve as mediating tools that support participation and learning. Preparing alternative resources therefore helped teachers maintain access to instructional tools despite resource limitations.

Selecting Durable Materials

Selecting durable materials emerged as an important response to challenges associated with the repeated use and maintenance of teacher-made interactive reading materials. Participants explained that they intentionally selected stronger materials and used protective strategies to extend the lifespan of instructional resources. These included laminated flash cards, reinforced visual aids, stronger cardboard backing, and other materials intended to withstand repeated handling.

Two participants specifically described how they selected durable materials.

"I really prefer materials that are durable and can be reused because it is difficult to keep making them repeatedly, especially when time and resources are limited. That is why I try to improve the materials so they can last longer." TP03

"I make sure to laminate some materials and use stronger cardboard, so they do not get damaged easily. It is important that they can still be used in future lessons so that time and money are not repeatedly spent." TP06

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The participants' responses highlighted how durability influenced their decisions during material preparation. Rather than repeatedly producing the same materials, they attempted to extend their usability through lamination, reinforcement, and the selection of stronger materials. Their accounts show that decisions about material quality were closely connected to the financial and time constraints they had previously described.

The collected artifacts provided supporting evidence of these material-development practices. Some materials showed laminated surfaces, reinforced edges, and stronger backing. These characteristics were consistent with participants' descriptions of efforts to make materials reusable and more resistant to damage. Nevertheless, the physical features of the artifacts were interpreted as supporting evidence of material design rather than direct evidence of their effectiveness or longevity in actual classroom use.

Taken together, the interview accounts and artifact analysis indicate that selecting and improving durable materials was one way participants addressed the recurring costs and time demands associated with material replacement. Durability therefore became a practical consideration in sustaining teacher-made reading resources.

This response is supported by Aguelo (2024), who emphasized the importance of contextualized learning materials that are appropriate to learners' needs and classroom conditions. Similarly, Chisunum and Nwadiokwu (2024) highlighted the value of practical and sustainable instructional resources for continuous classroom instruction. These studies provide support for the participants' efforts to develop materials that could be reused and maintained.

The response may also be understood through the TPACK framework and Vygotsky's (1978) Sociocultural Theory. From a sociocultural perspective, instructional materials function as mediating tools for interaction and learning; maintaining their availability can therefore support continued access to such tools. From the TPACK perspective, teachers' choices regarding materials reflect practical decisions about available resources in relation to instructional purposes. Selecting durable materials demonstrates how teachers adapted resource decisions to their classroom context while maintaining their pedagogical objectives.

Maintaining Instructional Flexibility

Maintaining instructional flexibility emerged as an important response to challenges related to time, finances, workload, and instructional resources. Participants explained that they adjusted their schedules, modified their preparation routines, and looked for alternative ways to complete materials despite competing responsibilities.

Four participants specifically described how they maintained flexibility in responding to these challenges.

"I maximize my time. For example, before classes start at 8:00 a.m., I use the first 30 minutes to work on materials while learners watch TV or do an activity to stay busy." TP01

"Even when I am already tired, I continue making materials because it is important that learners have something to use for their learning." TP02

"There are times when time is limited, so I find ways to still complete the materials even if only a small amount of time is available. I make an effort to finish them, so I have something to use in class." TP04

"We need to keep creating materials patiently, even with heavy workloads. Persistence is important." TP07

The participants' responses demonstrated their efforts to adjust their available time and preparation routines in response to competing responsibilities. TP01 described maximizing available time for material preparation, while TP02 and TP07 emphasized persistence despite fatigue and workload. TP04 similarly described finding ways to complete materials despite limited available time. These accounts indicate that flexibility involved practical adjustments rather than following a fixed preparation routine.

Supporting evidence from the collected artifacts also showed that some materials had been modified, repaired, or adapted. These physical characteristics were considered together with participants' interview accounts to understand how teachers responded to practical constraints. Because formal classroom observation was not conducted, claims about actual changes in classroom practice were based primarily on participants' descriptions and supporting documentary and artifact evidence.

Taken together, the findings indicate that instructional flexibility was an important way participants managed the practical demands associated with teacher-made interactive reading materials. By adjusting preparation routines and making use of available opportunities, teachers attempted to continue producing resources despite limited time and competing responsibilities.

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This response is supported by Wabule (2020), who emphasized adaptive and responsive teaching practices in addressing challenges within teaching and learning environments. Likewise, Woode-Eshun and Badu (2025) reported that teachers in resource-constrained settings frequently employ adaptive practices, innovation, and flexibility to support literacy development among young learners. These studies provide context for the participants' descriptions of adapting their practices to classroom realities.

The findings may be understood through Vygotsky's (1978) Sociocultural Theory and the TPACK framework. From a sociocultural perspective, teachers adapt the tools and practices used to mediate learning according to the needs and conditions of their instructional environment. From the TPACK perspective, flexibility involves making practical decisions about how content, pedagogy, and available resources can be brought together to address instructional goals. Thus, the participants' experiences demonstrate that teacher-made material development involves not only planning but also continuous adjustment to contextual conditions.

Overall, the findings showed that teachers responded to challenges through utilizing backup plans, selecting durable materials, and maintaining instructional flexibility. These responses reflected the participants' resourcefulness and efforts to sustain teacher-made interactive reading materials despite limitations involving technology, finances, time, and material durability.

The findings may be understood through Vygotsky's (1978) Sociocultural Theory, which views learning as mediated through social interaction and cultural tools. Teacher-made instructional materials served as such tools within the participants' literacy instruction. When these tools or the conditions for producing them were limited, teachers adapted their resources and preparation practices to maintain learning opportunities.

The findings also demonstrate the relevance of TPACK in a predominantly physical and low-tech instructional context. The participants' use of backup materials, decisions regarding durability, and adjustments in material preparation show that technological knowledge may involve selecting, adapting, combining, and working around available technologies and instructional resources, rather than relying exclusively on digital tools. Their practices illustrate the interaction of content knowledge, pedagogical decisions, and available technological or material resources.

More broadly, the findings suggest that teachers' responses were shaped by the conditions surrounding their work. Their adaptations were not simply individual acts of persistence but practical responses to resource availability, workload, time constraints, and material-maintenance demands. This highlights the importance of considering the contextual conditions in which teacher-made instructional materials are developed and used.

The findings further point to the value of institutional support. Providing adequate supplies and equipment, encouraging collaborative material development, allowing sufficient preparation time, and supporting affordable and durable instructional resources may help teachers sustain teacher-made interactive reading materials while reducing the additional burden associated with their preparation and maintenance.

Discussion

The findings of the study revealed that kindergarten teachers used teacher-made interactive reading materials as practical and context-responsive resources for supporting early literacy instruction. The participants described preparing flash cards and charts, multisensory and hands-on materials, and reading resources based on the Marungko Approach and Claveria Technique. Their experiences further showed that the preparation of these materials involved aligning resources with learning objectives, maximizing available materials, and investing considerable time and effort. During instruction, the materials were used together with teacher scaffolding and play-based activities. The teachers perceived that these practices helped sustain learners' attention, participation, and letter-sound recognition. However, the development and use of teacher-made materials were also accompanied by financial constraints, substantial preparation time, and concerns about durability. Despite these challenges, the teachers demonstrated resourcefulness by preparing backup materials, selecting more durable resources, and adjusting their instructional practices.

Teacher-Made Interactive Reading Materials as Context-Responsive Resources

The participants' experiences showed that teacher-made interactive reading materials were diverse but generally focused on making literacy concepts visible, concrete, and accessible to kindergarten learners. Flash cards and charts were particularly common among the participants, with all seven teachers reporting their use. Other materials included word boxes, push cards, storybooks, flip charts, DIY tarpaulin materials, and interactive PowerPoint presentations.

The use of these materials suggests that teachers selected resources based on practicality, accessibility, and their perceived suitability for young learners. This finding is consistent with Abayan et al. (2021), who emphasized the importance of appropriate instructional materials in kindergarten, and Peralta (2023), who highlighted the value of contextualized learning resources for young learners. The finding also supports Aguelo (2024), who demonstrated the importance of developing learning materials that respond to learners' needs and classroom conditions.

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The participants' use of teacher-made and adapted materials further illustrates that instructional materials were not viewed as fixed resources. Instead, teachers modified available materials according to their lesson objectives, learners' needs, and classroom realities. This practice reflects the contextual nature of early childhood teaching, where teachers must continuously adapt instructional resources to make learning experiences meaningful and developmentally appropriate.

The finding may also be understood through the TPACK framework of Mishra and Koehler (2006). Although the study focused primarily on teacher-made materials rather than sophisticated technologies, the teachers demonstrated the integration of literacy content, pedagogical strategies, and available technological or improvised resources. Their use of printed materials, online resources, PowerPoint presentations, recycled materials, and handmade resources demonstrates how teachers creatively combined what they knew about literacy with what was available in their teaching environment.

Preparation as an Intentional and Resourceful Process

The findings showed that teachers did not prepare reading materials randomly. Instead, they first considered the lesson objectives, curriculum content, learners' interests, and readiness. Five participants specifically emphasized the importance of aligning materials with lesson content and learning objectives. TP01, for example, explained that she checked the curriculum guide to ensure that the materials were aligned with the lesson for the week.

This finding suggests that the preparation of teacher-made materials was part of instructional planning. The materials were created not simply to make the classroom attractive but to provide concrete support for particular literacy competencies. This is consistent with Abayan et al. (2021), who emphasized the importance of appropriate instructional materials for kindergarten, and Parsons and Vaughn (2021), who discussed the importance of intentional literacy instruction.

The teachers also demonstrated considerable resourcefulness. They used cardboard, recycled folders, downloaded resources, tarpaulin sheets, printing, and lamination to produce materials appropriate to their learners. Such practices are consistent with Peralta (2023) and Aguelo (2024), who emphasized contextualized learning resources that respond to classroom conditions. Chisunum and Nwadiokwu (2024) likewise highlighted the value of practical production and utilization of instructional materials in supporting classroom engagement.

However, the preparation process also revealed a less visible aspect of teachers' work: the considerable time and personal effort required to produce instructional materials. Participants reported working at home, during weekends, after classes, and during school breaks. Some materials required weeks or even months to complete.

This finding is consistent with Hulme et al. (2024), who associated workload and time pressure with teachers' instructional preparation and stress. Wang et al. (2025) similarly reported that heavy workloads and unpaid overtime may affect teacher well-being and the quality of instructional preparation. Tarraya (2023) also discussed workload concerns among Philippine public-school teachers.

Therefore, the preparation of teacher-made interactive reading materials may be understood as an aspect of teachers' additional professional labor. While the materials were perceived as valuable for classroom instruction, their development required resources and time that were not always readily available within teachers' regular working schedules.

Utilization Through Scaffolding and Play-Based Learning

The participants did not use the teacher-made materials as stand-alone resources. Instead, they integrated them into guided instruction, modeling, questioning, feedback, games, movement, singing, and other interactive activities. The teachers emphasized that kindergarten learners still needed adult guidance when using the materials. One participant described a gradual process in which the teacher first modeled the task, worked together with the learner, and eventually allowed the learner to perform the task independently.

This finding strongly reflects Vygotsky's (1978) Sociocultural Theory, particularly the concept of scaffolding within the Zone of Proximal Development. The materials functioned as mediating tools that enabled teachers to guide learners from tasks they could not yet perform independently toward tasks they could eventually accomplish with reduced assistance.

The finding is also consistent with Pianta et al. (2022), who emphasized the importance of teacher–student interaction in supporting engagement and literacy skills. Lepola et al. (2023) likewise highlighted the importance of teacher-facilitated interaction during literacy experiences.

Play was another important context in which the materials were utilized. Participants described using flash-card contests, fishing-word games, singing, movement activities, and other playful routines. Artifact analysis showed that some of the collected materials contained movable pieces, matching activities, game-like formats, and other interactive components, providing contextual support for the participants' descriptions of how the materials were designed.

These practices are supported by Lepola et al. (2023), who found that play-based literacy activities can promote oral language development and communication when teachers facilitate interaction. Pyle et al. (2024)

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likewise emphasized teacher-facilitated play in supporting literacy development in kindergarten. Taylor and Boyer (2020) further identified play-based learning as an important approach for creating meaningful kindergarten learning experiences.

Thus, the findings indicate that the value of teacher-made materials did not depend solely on the materials themselves. Their instructional value emerged through the interaction among the material, the teacher, and the learner. This interpretation is consistent with Vygotsky's (1978) theory, in which learning is mediated through social interaction and cultural tools.

Perceived Benefits: Learner Engagement and Letter-Sound Recognition

The participants identified learner engagement as one of the most noticeable benefits of using teacher-made interactive reading materials. Teachers described learners as becoming more attentive, interested, and responsive when materials were colorful, visible, touchable, and interactive. TP01 explained that learners' attention was captured when they had materials that they could see and touch, while TP03 observed that colorful materials increased learners' interest.

This finding is consistent with Lepola et al. (2023), who emphasized the relationship between interactive literacy experiences and children's participation. Pianta et al. (2022) similarly highlighted the importance of teacher–student interaction in promoting engagement and literacy learning.

The participants also described perceived improvements in learners' letter-sound recognition. They associated these improvements with repeated exposure, teacher guidance, songs, games, and interactive materials. Artifact analysis supported this finding through the presence of flash cards, alphabet cards, sound-matching activities, and multisensory resources.

This finding is supported by Faunillan (2023), who emphasized the value of multisensory learning approaches that engage children through visual, auditory, and kinesthetic experiences. Nkurunziza (2024) likewise identified letter-sound recognition as an important foundation for early reading development and later literacy achievement. These findings support the teachers' perceptions that repeated opportunities to see, hear, say, and manipulate letters and sounds may help reinforce early literacy learning.

From a sociocultural perspective, these benefits may be explained by the role of instructional materials as mediating tools. Through teacher guidance, repetition, interaction, and play, learners were provided with opportunities to participate in literacy activities within supportive social contexts. The TPACK framework further suggests that these benefits were associated not simply with the physical materials but with the teachers' ability to combine appropriate literacy content, pedagogy, and available resources.

It is important to note, however, that these findings represent the teachers' reported and perceived experiences. The study did not quantitatively measure pupils' literacy gains or involve formal classroom observation; therefore, the findings should not be interpreted as establishing a causal effect of teacher-made materials on literacy performance.

Challenges in Sustaining Teacher-Made Materials

Despite the perceived benefits, the participants experienced several challenges. Three major challenges emerged: limited financial resources, substantial preparation time, and difficulty maintaining material durability. Financial constraints were particularly evident because some teachers used their own money to purchase printers, ink, laptops, laminating machines, and other supplies. TP01, for example, reported that the school had no budget for ink and printing, while TP02 described the difficulty of balancing family responsibilities with school-related expenses.

This finding provides an important contextual dimension to teacher-made materials. Although such resources may be considered low-cost alternatives, they are not cost-free. Their production requires paper, ink, printing equipment, lamination, cardboard, and teachers' personal resources. Casingal and Ancho (2022) provide context regarding the financial realities of Philippine public-school teachers, while Chisunum and Nwadiokwu (2024) emphasize the need for sustainable instructional resources.

Time was another major concern. Teachers reported working beyond regular hours and using weekends and personal time to complete instructional materials. Hulme et al. (2024) and Wang et al. (2025) support this finding by highlighting the relationship between workload, time pressure, and teacher well-being.

Material durability also emerged as a concern because kindergarten learners frequently touched, moved, and manipulated the materials. As a result, materials could become damaged and require repair or replacement. This finding is consistent with Nisperos (2026), who emphasized the importance of adequate and available teaching resources in supporting effective classroom instruction.

Viewed through Vygotsky's (1978) theory, these challenges matter because damaged or unavailable instructional tools may limit opportunities for consistent guided interaction. From the TPACK perspective, the findings demonstrate that effective teaching involves not only content and pedagogy but also the availability and sustainability of resources. The teachers' experiences therefore suggest that instructional practice is influenced by the broader conditions in which teaching takes place.

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Teachers' Resourcefulness and Adaptability

Despite these challenges, the participants demonstrated considerable resourcefulness. Three strategies emerged: utilizing backup plans, selecting durable materials, and maintaining instructional flexibility.

The teachers prepared alternative resources when technology failed, electricity was unavailable, or equipment malfunctioned. They shifted from PowerPoint presentations to flash cards, printed materials, charts, and other non-digital resources. TP04 explained the importance of having a "plan B," while TP05 and TP07 similarly described preparing printed materials and returning to charts and cards when technology could not be used.

This practice reflects the teachers' capacity to adapt instruction according to classroom conditions. It also supports the TPACK framework of Mishra and Koehler (2006), because teachers made decisions about which resources could best support the lesson within the circumstances available to them.

The selection of durable and reusable materials was another response. Teachers reported using stronger cardboard, lamination, and other strategies to extend the life of their materials. This practice is consistent with Aguelo (2024) and Chisunum and Nwadiokwu (2024), who emphasized the importance of practical and sustainable instructional resources.

Finally, teachers maintained instructional flexibility by adjusting their schedules, modifying their practices, and finding ways to continue preparing materials despite limited time. Their accounts revealed persistence even when workload and fatigue were present. This adaptability suggests that teachers were not passive recipients of resource limitations; rather, they actively negotiated those limitations to sustain literacy instruction.

Taken together, the findings portray teacher-made interactive reading materials as context-responsive instructional tools embedded within teachers' broader pedagogical practices. Their significance did not lie solely in their physical features but in how teachers designed, adapted, and used them to support learners' participation and early literacy development.

The findings reinforce Vygotsky's (1978) Sociocultural Theory, as the materials served as mediating tools through which teachers guided learners, encouraged interaction, modeled literacy behaviors, and gradually supported independent participation. At the same time, the findings support the TPACK framework of Mishra and Koehler (2006) because teachers continuously integrated literacy content, pedagogical strategies, and available technological or improvised resources according to classroom needs.

The study therefore suggests that teacher-made interactive reading materials should not be viewed simply as substitutes for commercial resources. They represent teachers' professional creativity, contextual knowledge, instructional decision-making, and commitment to responding to young learners' needs. However, sustaining these practices should not depend primarily on teachers' personal finances and unpaid time. Stronger institutional support, access to instructional supplies and technology, collaborative materials development, and opportunities for professional development are necessary to make these practices more sustainable.

Overall, the qualitative evidence suggests that teacher-made interactive reading materials were perceived by the participating teachers to support meaningful and engaging early literacy experiences, particularly when the materials were combined with scaffolding, play-based learning, repeated practice, and responsive teaching. At the same time, the findings demonstrate that the sustainability of these practices is shaped by financial, temporal, and material conditions within the teachers' working environments.

Knowledge Contribution

This study contributes to early childhood literacy education by providing qualitative evidence on kindergarten teachers' experiences in preparing and using teacher-made interactive reading materials to support early literacy development. The findings provide a deeper understanding of the types of materials teachers prepare, the processes they undertake in developing these resources, how the materials are utilized during literacy instruction, the benefits they perceived among learners, the challenges they encounter, and the strategies they use to address these challenges. The study therefore adds a teacher-centered perspective to the existing literature on early literacy instruction and instructional materials.

The study also contributes to pedagogical knowledge by showing that teacher-made interactive reading materials are most meaningful when integrated with teacher guidance, scaffolding, play-based learning, questioning, modeling, feedback, and active learner participation. The participants did not use the materials as stand-alone resources; rather, they incorporated them into guided and play-oriented learning experiences. This finding highlights the importance of the teacher's role in transforming simple instructional materials into meaningful literacy learning experiences.

A further contribution of the study is its demonstration of how teacher-made materials can respond to learners' developmental and instructional needs. The participants prepared flash cards, charts, hands-on materials, storybooks, sound-matching activities, and other resources using available and, in many cases, low-cost materials. These resources were designed to provide learners with opportunities to see, hear, touch, respond, and interact

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during literacy activities. The findings indicate that teacher-made materials can serve as practical and context-responsive resources, particularly in classrooms where access to commercially produced materials may be limited.

The study further contributes to understanding the professional knowledge and resourcefulness of kindergarten teachers. The preparation of teacher-made materials required teachers to align resources with learning objectives, consider learners' readiness and interests, modify materials according to classroom needs, and invest considerable time and effort. Thus, material development was not merely a technical task but also reflected teachers' instructional decision-making, creativity, and commitment to providing appropriate literacy experiences for young learners. The findings demonstrate that teachers actively adapt available resources to address the realities of their classrooms.

In terms of theoretical contribution, the findings reinforce Vygotsky's (1978) Sociocultural Theory by demonstrating how teacher-made materials function as mediating tools within teacher–learner interactions. Through modeling, questioning, feedback, repetition, guided participation, and play, teachers used the materials to scaffold learners' developing literacy skills. The findings also support the TPACK framework by demonstrating how teachers combined literacy content, pedagogical approaches, and available instructional resources in creating and implementing learning materials.

The study also contributes contextual knowledge by documenting the experiences of kindergarten teachers in public elementary schools in Tubod, Lanao del Norte. The findings illustrate how early childhood teachers sustain literacy instruction within conditions involving limited financial resources, demanding preparation time, technological limitations, and concerns about material durability. Such experiences provide localized evidence that may be overlooked when early literacy research focuses primarily on well-resourced or technologically advanced educational settings.

Another important contribution is the identification of teachers' adaptive responses to instructional challenges. The participants demonstrated resourcefulness by preparing backup materials, selecting more durable resources, reusing available materials, and maintaining flexibility when technology or other instructional resources were unavailable. These practices show that teachers actively develop practical solutions to sustain literacy instruction despite resource constraints.

Finally, the study provides practical knowledge for schools, kindergarten teachers, and educational stakeholders. The findings suggest the need for stronger institutional support through adequate instructional supplies, access to technology and printing resources, dedicated time for material preparation, collaborative development of instructional materials, and professional development opportunities. Such support may reduce the burden placed on individual teachers while promoting the continued development and use of appropriate, durable, and learner-responsive literacy materials.

Overall, the knowledge contribution of this study lies in its teacher-centered, contextual, and qualitative understanding of teacher-made interactive reading materials. Rather than measuring the effectiveness of these materials statistically, the study explains how kindergarten teachers experience, create, utilize, sustain, and adapt these resources in early literacy contexts. The findings demonstrate that teacher-made interactive reading materials are not simply instructional products but expressions of teachers' professional knowledge, creativity, resourcefulness, and responsiveness to learners' needs.

Conclusion

This study explored the experiences of kindergarten teachers in developing and utilizing teacher-made interactive reading materials to support early literacy development in selected public elementary schools in Tubod, Lanao del Norte. The findings revealed that teachers prepared a variety of interactive reading materials, including flash cards, charts, hands-on and multisensory resources, and reading materials guided by the Marungko Approach and Claveria Technique. The preparation of these materials was purposeful and involved aligning resources with learning objectives, considering learners' needs and readiness, and maximizing available and low-cost materials.

The study further revealed that teachers utilized these materials through guided instruction, scaffolding, questioning, modeling, repeated practice, and play-based literacy activities. The participants perceived these practices to support learners' attention, participation, and letter-sound recognition. These experiences highlight the importance of the teacher's role in transforming teacher-made materials into meaningful and interactive literacy learning experiences.

At the same time, the study showed that developing and sustaining teacher-made interactive reading materials presented challenges. The participants experienced financial constraints, substantial time demands, and difficulties related to material durability. Despite these challenges, teachers demonstrated resourcefulness and adaptability by preparing backup materials, selecting durable and reusable resources, maximizing available materials, and adjusting their instructional practices according to classroom conditions.

Overall, the study concludes that teacher-made interactive reading materials can serve as meaningful, practical, and context-responsive instructional resources when intentionally developed and integrated into guided

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and play-based literacy activities. More importantly, the findings demonstrate that the value of these materials is closely connected to teachers' professional knowledge, creativity, resourcefulness, and ability to adapt to learners' needs and classroom realities. The study therefore emphasizes the need for stronger institutional support, including adequate instructional resources, opportunities for professional development, collaborative materials development, and assistance in the maintenance and sustainability of teacher-made literacy materials to help kindergarten teachers sustain interactive and responsive early literacy instruction.

Recommendation

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

1. Kindergarten teachers may continue developing and utilizing teacher-made interactive reading materials that are aligned with learning objectives, responsive to learners' literacy needs and readiness levels, and integrated with scaffolding and play-based learning activities. These practices may help provide engaging and meaningful early literacy experiences.
2. School heads and administrators may provide adequate instructional materials, technological resources, printing supplies, and institutional support to facilitate the development, reproduction, maintenance, and utilization of teacher-made interactive reading materials in kindergarten classrooms. Such support may help address the financial and resource-related challenges experienced by teachers.
3. School heads, Learning Resource Coordinators, and kindergarten teachers may establish collaborative systems for the development, sharing, evaluation, and continuous improvement of teacher-made interactive reading materials. Such collaboration may encourage the sharing of effective literacy practices and help reduce the time, cost, and workload associated with individual materials preparation.
4. Learning Resource Coordinators, Master Teachers, and school heads may provide professional development opportunities focusing on the design, development, effective utilization, maintenance, and sustainability of teacher-made interactive reading materials. Training may further strengthen teachers' capacity to create developmentally appropriate, durable, and learner-responsive literacy resources.
5. Future researchers may conduct similar qualitative studies in different educational contexts to further explore kindergarten teachers' experiences with teacher-made interactive reading materials. Future studies may also examine specific literacy areas, such as phonemic awareness, letter-sound recognition, vocabulary development, and reading comprehension, and may incorporate additional sources of evidence, including formal classroom observations, learner perspectives, and systematic analysis of instructional artifacts, to provide a broader understanding of how teacher-made materials are used and experienced in early literacy instruction.

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