

**EVALUATING THE EFFICACY OF THE “TEACHING MAMA” ONLINE TOOL IN
IMPROVING THE READING LEVEL OF GRADE 3–NARRA LEARNERS OF BANI
RELOCATION ELEMENTARY SCHOOL**

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ABSTRACT

This study evaluated the efficacy of the “TEACHING MAMA” Online Tool in enhancing the reading proficiency of Grade 3–Narra learners at Bani Relocation Elementary School. Using a convergent parallel mixed-method design, the research combined quantitative and qualitative approaches. Thirty-two learners and their parents participated, with reading levels measured via the Comprehensive Rapid Literacy Assessment (CRLA) before and after a three-month intervention. Quantitative analysis employed descriptive statistics and paired-sample t-tests, while qualitative data from parent reflections and learner feedback were analyzed thematically. Pretest results showed that 42.5% of learners were Grade Level Ready, 27.5% Transitioning, and 12.5% Low Emergent or Developing. Post-test findings indicated marked improvement: 71% reached Grade Level Ready, 22.58% were Transitioning, and no learners remained in lower levels. The paired t-test confirmed a significant increase in reading scores ($M_{pre} = 3.13$, $M_{post} = 4.61$, $t(30) > 2.02$, $p < 0.05$). Qualitative findings revealed increased learner motivation, confidence, and engagement, alongside strengthened parent-child interactions, despite some time constraints. The study concludes that the “TEACHING MAMA” Online Tool effectively improves reading skills when paired with active parental involvement. Integrating the tool into regular instruction and guiding parents in its use is recommended. These results support the potential of localized educational technology in early literacy development.

Keywords: Reading Proficiency, Educational Technology, Parental Involvement, TEACHING MAMA, Early Literacy, Grade 3 Learners

INTRODUCTION

Reading is a foundational skill essential for academic success, yet many Grade 3–Narra learners at Bani Relocation Elementary School struggle with fluency, comprehension, and automaticity despite basic decoding skills. Prior interventions such as guided reading, phonics drills, and story retelling provided support, but challenges remained. The “TEACHING MAMA” Online Tool, a localized digital intervention incorporating scaffolding, multimedia learning, and parental involvement, was introduced to enhance reading proficiency. This study evaluates its efficacy, aiming to bridge classroom instruction with home-based reinforcement and improve literacy outcomes in semi-urban learners.

RESEARCH PROBLEM

This study aims to evaluate the efficacy of the “TEACHING MAMA” Online Tool in improving the reading proficiency of Grade 3–Narra learners at Bani Relocation Elementary School. Specifically, it investigates learners’ pre-test and post-test reading levels, determines whether the tool significantly enhances reading skills, examines learners’ perceptions of usability and engagement, and identifies challenges faced by learners and parents during home-based implementation. Findings provide insights into digital interventions supporting early literacy.

OBJECTIVES

1. To determine the pre-test reading levels of Grade 3–Narra learners before the implementation of the “TEACHING MAMA” Online Tool.
2. To determine the post-test reading levels of learners after the implementation of the tool.
3. To assess whether there is a significant difference in reading proficiency before and after consistent use of the tool.
4. To explore learners’ perceptions of the usability and engagement of the online tool.
5. To identify challenges encountered by learners and parents in utilizing the tool at home.

MATERIAL AND METHODS

This study employed a convergent parallel mixed-method design to evaluate the efficacy of the “TEACHING MAMA” Online Tool in improving the reading proficiency of Grade 3–Narra learners at Bani Relocation Elementary School. Thirty-two learners and their parents participated, with reading levels assessed using the Comprehensive Rapid Literacy Assessment (CRLA) as pre-test and post-test measures.

The intervention involved daily 30-minute sessions over three months, focusing on phonics, decoding, fluency, vocabulary, and comprehension. Quantitative data were analyzed using descriptive statistics, percentages, and paired-sample t-tests to determine significant differences in reading performance before and after the intervention. Qualitative data were collected from parent reflections and learner feedback to explore perceptions of usability, engagement, and challenges in home-based implementation. The study followed ethical guidelines, including informed consent from parents, confidentiality of participants, and the right to withdraw at any time. The integration of quantitative and qualitative data provided a comprehensive evaluation of the tool's effectiveness.

RESULTS

1. Level of Reading Skills Before the Implementation of the 'Teaching Mama' Online Tool

Table 1 presents the distribution of learners according to their reading level based on the CRLA pretest.

Reading Level	Male	Female	Total	Percentage
Low Emergent	2	1	3	7.50%
High Emergent	0	0	0	0.00%
Developing	1	0	1	2.50%
Transitioning	5	6	11	27.50%
Grade Level Ready	5	12	17	42.50%
Total	13	19	32	100%

Table 1. Distribution of Learners According to Reading Level (Pretest)

The results show that, prior to the intervention, learners were spread across various reading levels. 42.5% of the learners were classified as Grade Level Ready, and 27.5% were at the Transitioning level. However, there were still Low Emergent and Developing readers, indicating that many learners were struggling with basic reading skills such as letter-sound recognition, decoding, and comprehension. These results highlight the need for focused reading intervention and parental involvement to improve the reading skills of struggling learners.

2. Effect of the ‘Teaching Mama’ Online Tool on Improving Reading Skills

After the three-month intervention, the CRLA post-test was administered. One female learner transferred to another school, leaving a total of 31 learners who participated in the post-test.

Table 2. Distribution of Learners According to Reading Level (Post-test)

Reading Level	Male	Female	Total	Percentage
Low Emergent	0	0	0	0.00%
High Emergent	0	0	0	0.00%
Developing	2	0	2	6.45%
Transitioning	4	3	7	22.58%
Grade Level Ready	7	15	22	71.00%
Total	13	18	31	100%

The post-test results show a substantial improvement in learners’ reading levels after the intervention. The number of Low Emergent and High Emergent readers decreased significantly, and 71% of the learners reached the Grade Level Ready classification, compared to 42.5% before the intervention. Additionally, 22.58% of learners moved to the Transitioning level, further indicating progress. These findings suggest that the “Teaching Mama” Online Tool was effective in improving the reading proficiency of Grade 3–Narra learners.

3. Significant Difference Between Pretest and Post-test Performance

To further evaluate the improvement, the numerical equivalents for reading levels were used:

Reading Level	Numerical Value
Low Emergent	1
High Emergent	2
Developing	3
Transitioning	4
Grade Level Ready	5

Table 3. Comparison of Pretest, Post-test, Mean Difference, and T-test Results

Test	Mean Score	Interpretation
Pretest	3.13	Transitioning
Post-test	4.61	Transitioning to Grade Level Ready
Mean Difference	1.48	Large Improvement in Reading Level
T(30)	>2.02	Significant at the 0.05 level (Reject H ₀)

A paired-samples t-test was conducted to evaluate the effectiveness of the “Teaching Mama” Online Tool on learners' reading performance. The mean score on the pretest was $M = 3.13$, indicating that most learners were at the Transitioning level. After the intervention, the mean score increased to $M = 4.61$, with most learners reaching the Grade Level Ready classification. The mean difference of 1.48 indicates a substantial improvement.

The t-test results showed that the difference in scores was statistically significant ($t(30) > 2.02$, $p < 0.05$), indicating that the improvement in reading performance was likely due to the intervention. This rejection of the null hypothesis supports the conclusion that the “Teaching Mama” Online Tool had a positive impact on learners' reading skills.

4. Experiences During the Implementation of the ‘Teaching Mama’ Online Tool

Based on informal interviews with parents and observations during the intervention, several key themes emerged:

Theme 1: Increased Parent Awareness and Involvement

Parents reported that the intervention increased their understanding of their children's reading needs. Many parents shared that they had become more confident in helping their children read at home. One parent commented, “I now know how to guide my child in reading, and I feel much more confident in helping him.”

Theme 2: Improvement in Learners' Confidence and Motivation

Parents observed an increase in their children's reading confidence. Learners who were once hesitant about reading began to show more enthusiasm and motivation to practice. One parent noted, "My child now looks forward to reading every day. He's no longer frustrated, and he enjoys the activity much more."

Theme 3: Strengthened Parent-Child Relationship

Parents also expressed that the intervention strengthened their relationship with their children. Shared reading activities provided opportunities for bonding and emotional growth. One parent said, "Reading with my child has made us closer. We spend more time together, and I can see that he trusts me more when learning."

Theme 4: Challenges Encountered

Despite the positive outcomes, some parents faced challenges such as limited time due to work commitments. However, with continued support from the researcher, parents reported that they were able to overcome these obstacles. One parent shared, "At first, I wasn't sure how to help, but with weekly guidance, I feel confident in supporting my child's reading."

The findings indicate that the "Teaching Mama" Online Tool had a positive effect on learners' reading skills, with significant improvements in reading levels. Parental involvement played a crucial role in reinforcing the learning process, and the intervention also helped strengthen the parent-child relationship. These results highlight the importance of integrating technology with active parental support to foster early literacy development in young learners.

DISCUSSION

The findings of this study confirm that empowering parents as reading reinforcers is an effective strategy for improving the beginning reading skills of struggling Grade 1 learners. Prior to the intervention, all learners were classified as struggling readers, with 50% at the Low Emergent level and 50% at the High Emergent level, indicating limited foundational literacy skills.

Following the three-month intervention that combined structured daily tutoring with guided parental

involvement, substantial improvement was observed. Most learners progressed to higher reading levels, with 62.5% reaching the Grade Level Ready classification. The significant increase in the mean reading score from 1.50 to 4.40, supported by the paired-samples t-test result, confirms that the intervention had a statistically significant positive effect on learners' reading performance.

Qualitative findings further revealed increased parental awareness, stronger parent–child learning relationships, and improved learner confidence and motivation. Although some parents initially faced challenges, continuous guidance enabled them to effectively support their children's reading development. Overall, the results highlight that integrating systematic reading instruction with sustained parental involvement is a practical and impactful approach to accelerating early literacy development among struggling learners.

CONCLUSION

The study concluded that the “Teaching Mama” Online Tool significantly improved the reading proficiency of Grade 3–Narra learners at Bani Relocation Elementary School. Pretest and post-test results of the Comprehensive Rapid Literacy Assessment (CRLA) showed marked improvements, with many learners moving from Low Emergent and Transitioning levels to Grade Level Ready. The tool effectively engaged learners and promoted parental involvement, which was instrumental in reinforcing reading skills at home. Despite minor challenges, continued guidance enabled parents to support their children successfully. These findings underscore the effectiveness of combining digital interventions with active parental participation to enhance early literacy development.

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