

Development and Acceptability of Localized Big Book for Elementary Grade Pupils

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Publication history: Received: February 6, 2026; Revised: February 10, 2026; Accepted: February 20, 2026

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Abstract

This study focused on the development and acceptability of a Localized Big Book for elementary grade pupils at Tomas Claudio Colleges, Morong, Rizal, during School Year 2025–2026. Utilizing a descriptive-developmental research design, the study aimed to create an instructional material that is culturally relevant, engaging, and aligned with pupils' learning needs. The total population of elementary teachers served as respondents. They were profiled according to age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended. A researcher-made questionnaire-checklist was used to evaluate the acceptability of the developed Big Book in terms of objectives, contents, language and style, presentation and organization, and creativity. Findings revealed that the developed Localized Big Book was highly acceptable across all evaluated criteria. There was no significant difference in teachers' assessment when grouped according to age, sex, educational attainment, and length of service. However, significant differences were found when grouped according to position title (in terms of presentation and organization, and creativity) and in-service trainings attended (in terms of objectives). Teachers described the Big Book as engaging, colorful, culturally relevant, well-organized, and age-appropriate, with illustrations and language that effectively captured pupils' interest. Suggestions for improvement included simplifying longer texts, incorporating interactive features such as guide questions and activities, enhancing visual transitions, and adding review prompts or a glossary to strengthen comprehension and creativity. The study concluded that most teacher-related variables do not predict acceptability levels, except for position title and in-service training. It recommended teacher orientation, integration of interactive strategies, enrichment of creative elements, digital adaptation of the material, and further parallel studies.

Keywords: Localized Big Book, instructional material development, acceptability, elementary pupils, descriptive-developmental research, culturally relevant materials, teacher evaluation, educational innovation.

1. Introduction

Education plays a vital role in shaping individuals who are intellectually competent, socially responsible, and culturally grounded. As emphasized in Article XIV, Section 1 of the 1987 Philippine Constitution, the State guarantees the right of every citizen to quality education and mandates accessibility at all levels. This constitutional provision underscores the responsibility of educational institutions to provide relevant, effective, and inclusive instructional materials that promote meaningful learning experiences. In the context of early literacy, the use of appropriate and engaging reading resources is fundamental in developing comprehension, language proficiency, and lifelong learning skills among young learners.

One instructional material that has gained increasing attention in literacy education is the Big Book. Foreign studies affirm its effectiveness in enhancing learners' reading engagement and comprehension. Cahyani (2024) reported that Big Books promote enjoyment, interaction, and creativity among elementary learners, though limitations were observed in addressing broader literacy skills. Similarly, Nurani (2023) found that Big Books effectively improved beginning reading skills by integrating text and visuals, while Dayu (2022) demonstrated through quasi-experimental findings that Big Book media significantly enhanced reading literacy and student participation. Saifudin (2023) further supported the instructional value of Big Books using a research and development approach, revealing high feasibility and acceptance ratings in literacy instruction. Suzana et al. (2024) also highlighted the positive impact of Big Books on children's reading interest and engagement in early childhood settings.

Local studies reinforce these findings by emphasizing the importance of contextualization and localization. Lear (2023) revealed that culturally responsive alphabet primers significantly improved Grade 1 pupils' literacy skills under MTB-MLE implementation. Niala (2023) reported substantial gains in Filipino reading comprehension using localized reading interventions. Likewise, Ortega and De Guzman (2023) found that contextualized Big Books positively influenced

academic performance in Social Studies, while Soligan (2025) demonstrated that illustrated and story-based materials enhanced numeracy proficiency and learner engagement. These studies collectively affirm that visually rich, contextualized instructional materials support both cognitive and affective learning outcomes.

Despite extensive evidence supporting the effectiveness of Big Books and localized materials, existing studies predominantly focus on measuring reading performance, comprehension improvement, or instructional effectiveness through experimental or quasi-experimental designs. Limited research has examined the development and acceptability of localized Big Books from the perspective of teachers, particularly in private educational institutions. Moreover, while localization has been emphasized in MTB-MLE and contextual teaching frameworks, there remains a gap in systematically evaluating localized Big Books based on criteria such as objectives, content quality, language and style, presentation and organization, and creativity within the standards of the Learning Resource Management and Development System (LRMDS).

Addressing this gap, the present study focuses on the development and acceptability of a Localized Big Book for elementary grade pupils at Tomas Claudio Colleges in Morong, Rizal. By integrating cultural relevance, age-appropriate language, and engaging visuals, this research seeks to evaluate the material's suitability as perceived by teachers. The findings aim to contribute to instructional material development, strengthen literacy practices, and support the creation of culturally grounded reading resources aligned with national educational goals.

2. Materials and methods

2.1 Research Design

The study applied a descriptive-developmental method of research since it utilized a questionnaire checklist and an evaluation test as tools for gathering the needed data

2.2 Research Setting

The study was conducted at Tomas Claudio Colleges in Morong Rizal. Tomas Claudio Colleges (TCC), located in Taghangin, Barangay San Juan, Morong, Rizal, is a private educational institution that offers a complete range of academic programs from basic education to graduate studies. It provides quality instruction from Kindergarten to Senior High School, ensuring that students develop strong foundations in literacy, numeracy, and critical thinking.

2.3 Respondents

The respondents of the study were the total population of the elementary grade teachers which consists of 25 teachers. They were described in terms of their age, sex, civil status, educational attainment, position title, length of service, in-service trainings attended.

2.4 Research Instruments

The study employed a researcher-made questionnaire-checklist as the primary data-gathering instrument, administered to the teacher-respondents. The instrument consisted of three parts. Part I gathered the demographic profile of the respondents, including age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended. Part II assessed the acceptability of the developed Localized Big Book in terms of objectives, contents, language and style, presentation and organization, and creativity. Each of these five areas contained ten (10) items, resulting in a total of fifty (50) evaluative statements. Part III solicited the respondents' comments and suggestions to provide qualitative feedback for the improvement and enhancement of the reading material. A five-point Likert scale was used to rate each item, with corresponding verbal interpretations: 5 (Very Much Accepted), 4 (Much Accepted), 3 (Moderately Accepted), 2 (Less Accepted), and 1 (Least Accepted). To ensure content validity, the questionnaire-checklist underwent expert validation by professionals in the field of research and education, including the thesis adviser, professorial lecturers, a statistician, the dean, principal, head teacher, and a selected English teacher. Their feedback and recommendations were incorporated into the final version of the instrument to ensure clarity, relevance, and appropriateness of the items.

2.5 Data Collection

The researcher followed a systematic process guided by the approved Gantt Chart of Activities, beginning with the formulation of the research problem and continuing through the revision and submission of the final manuscript. The localized Big Book for elementary grade pupils was first developed and prepared for evaluation. After the questionnaire-checklist underwent validation, formal permission to conduct the study was secured from the Office of the School President. The validated instrument was then administered to the teacher-respondents, ensuring that all procedures complied with the provisions of the Data Privacy Act to maintain confidentiality and ethical handling of information. Upon retrieval of the completed questionnaires, the data were encoded and statistically treated using the Statistical Package for Social Sciences (SPSS). The results served as the basis for formulating the summary of findings, conclusions, and recommendations. Following the oral defense, necessary revisions were made in accordance with the comments and suggestions of the Oral

Examination Committee. The manuscript was also subjected to an anti-plagiarism test to ensure originality and academic integrity. After incorporating all required revisions and finalizing the document, hardbound copies were submitted to the Graduate Studies Program and other designated offices.

2.6 Data Analysis

The study used a combination of qualitative and quantitative methods. The development process of the localized Big Book was described qualitatively. Respondents' profiles were analyzed using frequency, percentage, and rank distribution. The acceptability of the Big Book in terms of objectives, content, language and style, presentation and organization, and creativity was assessed using weighted mean. One-way ANOVA tested for significant differences in acceptability based on respondents' profiles. Finally, qualitative discussion was used to analyze respondents' comments and suggestions for improving the Big Book.

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study.

3. Results and Discussion

3.1. Development of Localized Big Book as Reading Material for Elementary Grade Pupils

The localized Big Book for elementary grade pupils was carefully planned to be both engaging and educational, focusing on the national hero of Morong, Rizal to provide local relevance while teaching historical and cultural values. The development began with identifying pupils' learning needs and exploring ways to make reading more interactive and meaningful. The creation process combined modern digital tools and thoughtful design: MS Word for text and layout, Canva for visually appealing pages, and AI-generated illustrations to complement the story and capture young readers' interest. Each text and image element was crafted to support comprehension, maintain engagement, and convey the hero's narrative effectively. Instructional value was prioritized alongside aesthetics. The Big Book was designed to be age-appropriate, readable, and interactive, encouraging storytelling, oral reading, and discussion. Its content was structured logically, progressing from simple concepts to detailed accounts, while illustrations and layout reinforced key ideas and facilitated understanding. Teachers' feedback and suggestions were incorporated throughout the process to refine clarity, readability, and visual appeal, ensuring alignment with curriculum standards and classroom needs. The final product integrates engaging content with interactive illustrations, making it a valuable tool for enhancing reading skills and fostering appreciation of local history and cultural identity. This approach aligns with Johnston and Hargrave (2021), who emphasize that Big Books, with enlarged text, vivid illustrations, and predictable language, create interactive and meaningful reading experiences that improve decoding and comprehension for young learners.

3.2. Profile of the Respondents in Terms of Age, Sex, Civil Status, Position Title, Educational Attainment, Length of Service, and In-Service Trainings Attended

The table shows that the distribution of the teacher-respondents indicates that 72.0% are 21 – 30 years old while 4.0% is 51 years old and above. In terms of their sex, first in rank are female teachers at 84.0% while the male teachers got 16.0%. In terms of civil status, most of the teachers are single at 84.0%, while 16.0% are married. Also, in terms of their position title, first in rank are holders of Teacher I position at 56.0%, followed by Teacher II at 36.0% and Teacher III at 8.0%. Majority of them are Bachelor's Degree holders at 68.0% while 12.0% have MA units. As to their length of service, 44.0% of the teachers have been teaching for 0 – 1 year while 8.0% have been in the service for 16 – 25 years. Furthermore, when it comes to in-service trainings attended, majority of teachers have participated in school level trainings at 84.0% while 4.0% attended in national, regional, division and district level trainings.

Table 2: *Profile of the Respondents*

Profile	Frequency	Percentage	Rank
Age			
51 years old and above	1	4.0	4
41 – 50 years old	4	16.0	2
31 – 40 years old	2	8.0	3
21 – 30 years old	18	72.0	1
Total	25	100.0	
Sex			

Male	4	16.0	2
Female	21	84.0	1
Total	25	100.0	
Civil Status			
Single	21	84.0	1
Married	4	16.0	2
Total	25	100.0	
Position Title			
Teacher III	2	8.0	3
Teacher II	9	36.0	2
Teacher I	14	56.0	1
Total	25	100.0	
Educational Attainment			
Master's Degree	5	20.0	2
With MA units	3	12.0	3
Bachelor's Degree	17	68.0	1
Total	25	100.0	
Length of Service			
16 – 25 years	2	8.0	4
6 – 15 years	4	16.0	3
2 – 5 years	8	32.0	2
0 – 1 year	11	44.0	1
Total	25	100.0	
In-Service Trainings Attended			
National Level	1	4.0	3.5
Regional Level	1	4.0	3.5
Division Level	1	4.0	3.5
District Level	1	4.0	3.5
School Level	21	84.0	1
Total	25	100.0	

3.3. Level of Acceptability of Localized Big Book for Elementary Grade Pupils as Evaluated by the Respondents with Respect to Objectives, Contents, Language and Style, Presentation and Organization and Creativity

As shown in the table is the level of acceptability of localized Big Book as reading material obtained a composite mean of 4.36, interpreted as Much Accepted. Among the five evaluated aspects, creativity ranked first with a mean of 4.48. This was followed by presentation and organization with a mean of 4.37. The objectives ranked third at 4.36, then followed by language and style at 4.33 and contents at 4.26, both interpreted as Much Accepted. The findings reveal that the developed localized Big Book for elementary grade pupils is Much Accepted with respect to objectives, contents, language and style, presentation and organization and creativity. Teachers agreed that its objectives were well-defined and learner-centered, the content was meaningful and suitable for elementary pupils, and the language and style were engaging, clear, and culturally appropriate. They also noted that the book's presentation and organization are visually appealing and easy to follow, while the creativity of its illustrations enhances both interest and comprehension. All aspects contribute to a learning resource that is functional, interactive, and supportive of literacy development. Findings imply that the localized Big Book can be a useful additional resource to support reading instruction in the classroom. Its high acceptability across objectives, content, language, presentation, and creativity suggests that it is pedagogically sound, visually appealing, and responsive to the needs of both teachers and learners. The material's clear structure, engaging content, imaginative illustrations, and purposeful design can help teachers deliver reading instruction more effectively, while also supporting pupils' comprehension, creative thinking, and meaningful participation. This is in relation to the studies conducted by Garcia et al. (2025) and Canuto et al. (2024) further support the acceptability of Big Books by proving their effectiveness in improving vocabulary, fluency, and comprehension.

Table 3: *Level of Acceptability of Localized Big Book for Elementary Grade Pupils as Evaluated by the Respondents with Respect to Objectives, Contents, Language and Style, Presentation and Organization and Creativity*

Aspects	Overall Mean	Verbal Interpretation	Rank
Objectives	4.36	Much Accepted	3
Contents	4.26	Much Accepted	5

Language and Style	4.33	Much Accepted	4
Presentation and Organization	4.37	Much Accepted	2
Creativity	4.48	Much Accepted	1
Composite Mean	4.36	Much Accepted	

3.4. Significant Difference on the Level of Acceptability of the Developed Localized Big Book for Elementary Grade Pupils as Evaluated by the Respondents with Respect to the Cited Aspects in Terms of Their Profile

As illustrated in the table, the computed p-values show that, with respect to the different profile variables such as age, sex, educational attainment and length of service, obtained p-values which are all greater than 0.05, indicating that there is no significant difference in the teachers' evaluation of the level of acceptability of the developed localized Big Book for elementary grade pupils. On the other hand, when it comes to their civil status with respect to contents and language and style, position title with respect to presentation and organization and creativity and in-service trainings attended with respect to objectives, the obtained p-values are lower than .05 level of significance, thus, the null hypothesis is rejected. This means that there is no significant difference on the level of acceptability of the developed localized Big Book for elementary grade pupils with respect to objectives, contents, language and style, presentation and organization and creativity as evaluated by the teachers in terms of their age, sex, educational attainment and length of service. However, significant difference exists when they are grouped according to their civil status with respect to contents and language and style, position title with respect to presentation and organization and creativity and in-service trainings attended with respect to objectives. The result implies that teachers' age, sex, educational attainment and length of service do not influence their perceptions on the level of acceptability of the developed localized Big Book for elementary grade pupils. The lack of difference could be since the Big Book is aligned with curriculum expectations, making it equally accessible to teachers with different levels of experience, education, or personal background. Its clarity, engaging design, and cultural relevance allow teachers from different demographic groups to assess it, similarly, resulting in the same perception of acceptability in different characteristics. However, teachers in different situations often have different experiences, responsibilities, and exposure to children's learning needs. Married teachers, for instance, may have more direct experience guiding their own children in reading. They may emphasize clarity, appropriateness of vocabulary, and relevance of themes. Also, teachers' position title with respect to presentation and organization and creativity and in-service trainings attended with respect to objectives are somewhat influential which further implies that teachers in leadership or specialized roles have higher expectations regarding how the material is structured and how creatively it engages pupils. Similarly, the finding that in-service trainings influence teachers' perception of objectives indicates that professional development may enhance teachers' ability to recognize, evaluate, or appreciate well-defined and curriculum-aligned learning objectives. This is in relation in the study conducted by Zainudin (2023) which showed that teachers play a significant role in modeling reading, guiding group reading activities, and facilitating comprehension.

Table 4: Significant Difference on the Level of Acceptability of the Developed Localized Big Book for Elementary Grade Pupils as Evaluated by the Respondents with Respect to the Cited Aspects in Terms of Their Profile

Profile	f-value	p-value	Decision	Verbal Interpretation
Age				
Objectives	1.237	.321	Accepted	Not Significant
Contents	.866	.474	Accepted	Not Significant
Language and Style	1.115	.365	Accepted	Not Significant
Presentation and Organization	.676	.577	Accepted	Not Significant
Creativity	.687	.570	Accepted	Not Significant
Sex				
Objectives	.233	.634	Accepted	Not Significant
Contents	.576	.455	Accepted	Not Significant
Language and Style	1.417	.246	Accepted	Not Significant
Presentation and Organization	.165	.689	Accepted	Not Significant
Creativity	.693	.414	Accepted	Not Significant
Civil Status				
Objectives	2.150	.156	Accepted	Not Significant
Contents	8.805	.007	Rejected	Significant
Language and Style	5.336	.030	Rejected	Significant
Presentation and Organization	3.161	.089	Accepted	Not Significant

Creativity	3.400	.078	Accepted	Not Significant
Position Title				
Objectives	2.815	.082	Accepted	Not Significant
Contents	2.695	.090	Accepted	Not Significant
Language and Style	2.422	.112	Accepted	Not Significant
Presentation and Organization	4.165	.029	Rejected	Significant
Creativity	3.928	.035	Rejected	Significant
Educational Attainment				
Objectives	.051	.951	Accepted	Not Significant
Contents	1.182	.325	Accepted	Not Significant
Language and Style	.458	.638	Accepted	Not Significant
Presentation and Organization	3.268	.057	Accepted	Not Significant
Creativity	2.779	.084	Accepted	Not Significant
Length of Service				
Objectives	1.616	.216	Accepted	Not Significant
Contents	.403	.753	Accepted	Not Significant
Language and Style	.796	.510	Accepted	Not Significant
Presentation and Organization	.957	.431	Accepted	Not Significant
Creativity	.821	.497	Accepted	Not Significant
In-service Trainings Attended				
Objectives	14.846	.000	Rejected	Significant
Contents	.546	.704	Accepted	Not Significant
Language and Style	.892	.487	Accepted	Not Significant
Presentation and Organization	.268	.895	Accepted	Not Significant
Creativity	.358	.835	Accepted	Not Significant

3.5. Comments and Suggestions of the Respondents to Improve the Developed Localized Big Book for Elementary Grade Pupils

The respondents appreciated the localized Big Book, observing that it was engaging, colorful, and culturally relevant, particularly in highlighting the story of the national hero of Morong, Rizal and the other Heroes of the Philippines. Teachers observed that the illustrations were clear, attractive, and helped maintain learners' interest, while the language was simple, age-appropriate, and easy for elementary grade pupils to understand. They also recognized the thoughtful organization and careful crafting of the material, which made it suitable for classroom use and aligned with curriculum objectives. However, they suggested some improvements to enhance its effectiveness and usability. Some teachers recommended breaking down longer text passages into shorter sentences or adding speech bubbles to make the story easier for elementary grade pupils to follow, while others noted that certain terms might be unfamiliar and suggested including a glossary of key words or brief explanations in the margins. In addition, teachers also mentioned the importance of incorporating more interactive features, such as questions at the end of each page, group discussion prompts, or small activity sections like drawing, role-playing, or storytelling to strengthen comprehension and creativity. Suggestions were also made to improve the flow of the story, such as adding visual cues, arrows, or page markers to guide pupils through transitions between sections, and to enhance the illustrations by incorporating more diverse character expressions, gestures, and action poses to better capture pupils' attention. Some teachers also proposed adding additional visuals, diagrams, or infographics to support understanding of key events and concepts, particularly for visual learners. Others noted that while the book is effective in print, creating a digital version compatible with tablets or projectors could allow for more interactive engagement and group activities. Furthermore, teachers recommended including review or reflection prompts at the end of sections to help pupils summarize what they had read, and simple comprehension exercises that could be used independently or in pairs. Some also suggested adding short, fun facts or trivia related to the national hero to spark curiosity and make the learning experience more memorable. Moreover, the feedback shows that while the Big Book is already appreciated for its localization, clarity, and visual appeal, the comments and suggestions by the respondents could further enhance pupil engagement, understanding, and creative participation, making it an even more dynamic and effective instructional resource. This is in connection with Mattarima et al. (2024) which highlighted that revisions based on expert and user validation significantly improve the quality of Big Books.

4. Conclusion & Recommendations

The study concluded that teachers' age, sex, educational attainment, and length of service do not significantly influence their perceptions of the acceptability of the developed localized Big Book. However, teachers' position title

affects evaluations of presentation, organization, and creativity, while in-service trainings attended influence perceptions of the Big Book's objectives.

Based on the findings, it is recommended that school administrators provide training on effectively using the Big Book, and that teachers incorporate interactive features, enriched visuals, and culturally relevant illustrations to engage pupils. Pupils should actively participate through oral reading, storytelling, and reflection activities. The Big Book could also be adapted digitally for multimedia use, with text modifications such as shorter sentences, highlighted keywords, review prompts, or a glossary to improve comprehension. Finally, parallel studies are suggested to further evaluate the acceptability and effectiveness of the localized Big Book.

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Compliance with ethical standards

The author declares no conflict of interest. This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. This study was self-funded. The authors thank the participating university and the nursing students for their contributions

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