

Effectiveness of Interactive Reading Materials on the Reading Performance in Filipino of Grade Three Pupils

Agot B. Aguinaldo, MAEd

Graduate Student, Tomas Claudio Colleges, Morong, Rizal, Philippines

Teacher I, Mayamot Elementary School, Antipolo City, Philippines

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Email of Corresponding Author: agot.aguinaldo@deped.gov.ph

Abstract

This study examined the effectiveness of interactive reading materials on the reading performance in Filipino of Grade Three pupils at Mayamot Elementary School during the School Year 2025–2026. Employing an experimental research design with a parallel group approach, the study involved 60 pupils divided equally into experimental and control groups. The experimental group was exposed to interactive reading materials, while the control group received traditional instruction. Pretest and posttest assessments were administered to measure reading performance. Findings revealed that both groups demonstrated improvement from pretest to posttest, with performance levels increasing from fairly satisfactory to satisfactory. Statistical analysis showed significant differences within each group's pretest and posttest scores, indicating that both instructional approaches contributed to improved reading performance. However, no significant difference was found between the posttest results of the experimental and control groups, suggesting that interactive reading materials were comparable in effectiveness to traditional teaching methods. Moreover, variables such as sex, sibling position, family size, monthly family income, parents' educational attainment, and occupation did not significantly influence pupils' reading performance. The study concluded that while interactive reading materials are effective in enhancing reading performance, traditional teaching methods also yield similar improvements. Thus, the integration of interactive materials can serve as a supplementary strategy rather than a sole instructional approach. It is recommended that teachers incorporate varied and engaging reading materials to enrich pupils' learning experiences. Additionally, further studies may explore other variables and contexts to validate and extend the findings.

Keywords: interactive reading materials, reading performance, Filipino, Grade Three pupils, experimental research, elementary education

1. Introduction

Education is an indispensable part of human life and a vital instrument in equipping the youth with the knowledge, skills, attitudes, and values necessary to become productive citizens. It serves as a foundation for personal development and national progress, ensuring that individuals acquire competencies essential for improving their quality of life. As emphasized in the 1987 Philippine Constitution, Article XIV, Section 1, the State shall protect and promote the right of all citizens to quality education at all levels and make such education accessible to all. In response to this mandate, the Department of Education continues to implement reforms such as DepEd Order No. 10, s. 2024 under the MATATAG Curriculum, which highlights the importance of effective instructional planning, innovative teaching strategies, and the use of appropriate learning resources. In the context of 21st-century education, one of the major challenges is ensuring effective and engaging teaching-learning processes. Teachers are encouraged to develop and utilize innovative instructional materials to meet the diverse needs of learners. Among the core goals of elementary education is the development of literacy, particularly reading proficiency. Reading is a fundamental skill that enables learners to comprehend, analyze, and interpret information. However, global assessments such as the 2022 Program for International Student Assessment (PISA) revealed that a significant percentage of Filipino learners perform below expected levels in reading, highlighting the urgency of strengthening reading instruction.

Several foreign and local studies have explored the effectiveness of interactive reading materials and instructional strategies. Cetinkaya (2020) found that interactive book reading significantly improved students' reading fluency and comprehension. Similarly, Lestari (2023) reported that interactive reading models enhanced children's receptive and productive language skills. Yang (2023) further emphasized that interactive learning approaches improve long-term retention and motivation among learners. Meanwhile, studies by Zikanga (2020) and Dong (2023) highlighted the importance of instructional materials, including audio-visual and learner-centered resources, in improving literacy outcomes. In the local context, Calam (2022) and Aguilan (2024) demonstrated that interactive reading materials promote independent learning and improve reading performance among learners. Dagandan (2022) and Bangoy (2024) confirmed the effectiveness of interactive and technology-assisted approaches in enhancing reading comprehension. Moreover,

Gallinera (2024) found that pupils exposed to interactive materials performed better than those taught using traditional methods.

Despite these significant findings, several research gaps remain evident. First, many studies focused on different grade levels, such as Grades 2, 6, or secondary students, with limited emphasis on Grade Three pupils, a critical stage for foundational literacy development. Second, some studies utilized descriptive or quasi-experimental designs, indicating a need for more rigorous experimental research to establish causal relationships. Third, while numerous studies confirmed the effectiveness of interactive materials, inconsistent findings exist regarding their superiority over traditional methods. Lastly, limited studies have examined the influence of socio-demographic variables on reading performance in relation to interactive materials. Given these gaps, the present study aims to determine the effectiveness of interactive reading materials on the reading performance in Filipino of Grade Three pupils. This research seeks to contribute to the existing body of knowledge by providing empirical evidence using an experimental approach and by focusing on a specific and critical group of learners in the Philippine educational context.

2. Materials and methods

2.1 Research Design

The experimental method of research was used in the study.

2.2 Research Setting

The study was conducted in Mayamot Elementary School. This is one of the public elementary schools in the Division of Antipolo City. The cited school offers complete elementary education from kindergarten to grade six level.

2.3 Respondents

Two sections of grade three pupils in Mayamot Elementary School, Antipolo City were included as respondents. The experimental group consisting of 30 pupils was exposed to interactive reading materials in Filipino. The control group consisting also of 30 pupils was taught using the traditional method of teaching. They were described in terms of sex, sibling position, number of children in the family, monthly family income, parents' educational attainment and parents' occupation.

2.4 Research Instruments

The study utilized a researcher-made pretest and posttest as the primary instruments to determine the effectiveness of interactive reading materials on the reading performance in Filipino of Grade Three pupils. Each test consisted of 30 items and was administered to both the experimental and control groups before and after the intervention. Scores were interpreted using a standardized scale ranging from "Do not meet expectation" to "Outstanding." To ensure validity and reliability, the instruments were developed based on a Table of Specifications and were pilot-tested among 20 non-participating pupils. Reliability was established using the split-half method, while content validity was ensured through expert evaluation by the thesis adviser, dean, statistician, professorial lecturers, master teacher, and school head. Their feedback was incorporated into the final version of the instruments.

2.5 Data Collection

The study was guided by a Gantt Chart of Activities. The pretest was prepared and administered to 20 grade three pupils not included in the study. The test papers were collated, scored and subjected to split half method for validation. After the validation of the instrument, the researcher sought permission from the concerned authorities for the conduct of the study. Data Privacy Act of 2012 was considered in gathering the needed information.

Pretest was administered to two sections of grade three pupils. Then, one section was exposed to interactive reading materials. On the other hand, the other section was exposed to traditional reading materials. Then administration of the posttest was done at the end of the first quarter. Data were tallied, and computed utilizing appropriate statistical tools through the Statistical Package for Social Sciences (SPSS). Analysis and interpretation of data were done with the help of the statistician. Summary of findings, conclusions and recommendations were formulated. Final defense followed then the manuscript was subjected to anti plagiarism test. After considering all the comments and suggestions in the final oral defense, final editing and revision followed. Hardbound copies were submitted to the Office of the Dean of the Graduate Studies Program and other offices.

2.6 Data Analysis

The data gathered in the study were analyzed and interpreted using appropriate statistical tools. Frequency, percentage, and rank distribution were employed to describe the profile of the respondents based on selected variables. To determine the level of reading performance in Filipino of the pupils in both the experimental and control groups, as revealed in the pretest and posttest results, frequency, percentage, mean, and standard deviation were utilized. The dependent t-test was used to identify significant differences within each group's pretest and posttest scores, while the independent t-test

was applied to determine the significant difference between the posttest results of the two groups. Furthermore, one-way analysis of variance (ANOVA) was used to examine significant differences in the posttest reading performance of pupils in the experimental group when grouped according to their profile variables

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. Profile of the Respondents in Terms of the Selected Variables

As shown in the table in terms of sex, there is an equal number of male and female respondents in the experimental group while in the control group, there are more male respondents than females. In terms of sibling position, for both groups, most of them are middle child. In terms of number of children in the family, majority of them belong to families with 1-3 number of children both with 66.7 %.As to their monthly family income, most of them belong to families with monthly income ₱10,000 below. With regard to their parents' educational attainment, most of the parents are non college degree holders with different occupations.

Table 1: Frequency and Percentage Distribution of the Two Groups of Respondents in terms of the Selected Variables

Sex	Experimental			Control		
	f	%	R	f	%	R
Male	15	50.0	1.5	17	56.7	1
Female	15	50.0	1.5	13	43.3	2
Total	30	100.0		30	100.0	
Sibling Position						
Eldest	6	20.0	2	6	20.0	3
Middle	18	60.0	1	15	50.0	1
Youngest	5	16.7	3	8	26.7	2
Only Child	1	3.3	4	1	3.3	4
Total	30	100.0		30	100.0	
Number of Children in the Family						
1 – 3 children	20	66.7	1	20	66.7	1
4 – 6 children	7	23.3	2	10	33.3	2
7- 9 children	3	10.0	3	-	-	-
Total	30	100.0		30	100.0	
Monthly Family Income						
₱40,001 and above	1	3.3	5	-	-	-
₱30,001 – ₱40,000	7	23.3	2	3	10.0	3
₱20,001 – ₱30,000	5	16.7	3	2	6.7	4
₱10,001 – ₱20,000	3	10.0	4	5	16.7	2
₱10,000 below	14	46.7	1	20	66.7	1
Total	30	100.0		30	100.0	
Father's Educational Attainment						
College Graduate	9	30.0	2	7	23.3	2
College Undergraduate	2	6.7	4	6	20.0	3.5
High School Graduate	7	23.3	3	8	26.7	1
High School Undergraduate	1	3.3	5	6	20.0	3.5
Elementary Graduate	11	36.7	1	2	6.7	5
Elementary Undergraduate	-	-	-	1	3.3	6
Total	30	100.0		30	100.0	
Mother's Educational Attainment						
College Graduate	4	13.3	4	5	16.7	4

College Undergraduate	5	16.7	3	7	23.3	2.5
High School Graduate	7	23.3	2	9	30.0	1
High School Undergraduate	2	6.7	5.5	7	23.3	2.5
Elementary Graduate	10	33.3	1	1	3.3	5.5
Elementary Undergraduate	2	6.7	5.5	1	3.3	5.5
Total	30	100.0		30	100.0	
Father's Occupation						
Government Employee	2	6.7	4	2	6.7	2.5
Private Employee	6	20.0	2	2	6.7	2.5
OFW	1	3.3	5	1	3.3	4.5
Business Owner	18	60.0	1	24	80.0	1
Others	3	10.0	3	1	3.3	4.5
Total	30	100.0		30	100.0	
Mother's Occupation						
Government Employee	-	-	-	1	3.3	3.5
Private Employee	4	13.3	2	5	16.7	2
OFW	3	10.0	3.5	-	-	-
Business Owner	20	66.7	1	23	76.7	1
Others	3	10.0	3.5	1	3.3	3.5
Total	30	100.0		30	100.0	

3.2. Level of Reading Performance in Filipino of the Pupils in the Experimental and Control Groups as Revealed in Their Pretest and Posttest Results

As reflected in the table, in the pretest, the experimental group obtained a mean score of 13.20 interpreted Fairly Satisfactory with a standard deviation of 5.346. In the posttest, the mean score obtained is 20.83 interpreted Satisfactory and with a standard deviation of 4.771. For the control group, in the pretest, the mean score is 12.87 interpreted Fairly Satisfactory with a standard deviation of 4.466. In the posttest, the mean score obtained is 17.33 interpreted Satisfactory. Data reveal that reading performance of pupils in the experimental group improved after exposure to interactive reading materials in Filipino. Likewise, performance of pupils in the control group improve after exposure to the traditional method of teaching. However, pupils exposed to interactive reading materials have better performance in Filipino than the pupils in the control group. Results indicate that the two groups of respondents have the same level of reading performance before the conduct of the experiment. This means that the learners involved in the study have the prerequisite reading skills which are essential in the next lessons. On the other hand, the posttest results reveal that the learners exposed to interactive reading materials have better reading performance than those pupils exposed to traditional method of teaching Reading in Filipino. Results imply that the two groups of respondents are equally chosen for the experiment. Findings further imply that both groups are ready for the next lessons. Moreover, findings imply that utilization of interactive reading materials in teaching Filipino is effective in developing the reading competencies among the learners. This relates with the findings of the study of Dagandan (2022) which revealed that mean scores of the pre-test and the post-test demonstrate a significant improvement in language competency. The effectiveness of the interactive instructional materials through Marungko Approach is demonstrated by the change from a majority in the Fair and Poor categories in the pre-test to a majority in the Excellent and Very Good categories in the post-test.

Table 2: Level of Reading Performance in Filipino of the Pupils in the Experimental and Control Groups as Revealed in Their Pretest and Posttest Results

Score	Verbal Interpretation	Experimental				Control			
		Pretest		Posttest		Pretest		Posttest	
		f	%	f	%	f	%	f	%
30	Outstanding	-	-	2	6.7	-	-		
25-29	Very Satisfactory	-	-	5	16.7	-	-	1	3.3
17-24	Satisfactory	6	20	17	56.5	8	26.7	14	46.6

9-16	Fairly Satisfactory	18	60.1	6	20	15	50	15	50.1
0-8	Did not meet expectations	5	16.7	-	-	7	23.3	-	-
Total		30	100.0	30	100.0	30	100.0	30	100.0
Highest Score		24		30		21		26	
Lowest Score		5		12		6		11	
Mean		13.20(FS)		20.83(S)		12.87(FS)		17.33(S)	
Std. Deviation		5.346		4.771		4.666		3.680	

3.3. Significant Difference on the Level of Reading Performance in Filipino of the Experimental and Control Groups as Revealed in Their Pretest and Posttest Results

It could be gleaned from the table that the t-test results for the pretest and posttest performance of the experimental group obtained a t-value of 5.835 with a probability value of .000. Similarly, for the control group, the computed t-value is 4.117 with a probability values of .000. Results indicate that there is a significant difference between the reading performance in Filipino of the pupils in the experimental group as revealed in their pretest and posttest results. Similarly, significant difference exists between the reading performance in Filipino of the pupils in the control group as revealed in the pretest and posttest results. Findings imply that the utilization of interactive learning materials is an effective method in enhancing the reading performance of pupils in Filipino. Moreover, findings imply that teachers play a significant role in the teaching of reading since they have provided the learners the knowledge in developing the needed reading competencies.

Table 3: Significant Difference on the Level of Reading Performance in Filipino of the Experimental and Control Groups as Revealed in Their Pretest and Posttest Results

Group	Test	Mean	SD	t-value	p-value	Null Hypothesis	Verbal Interpretation
Experimental	Pretest	13.20	5.346	5.835	0.000	Reject Ho	Significant
	Posttest	20.83	4.771				
Control	Pretest	12.87	4.666	4.117	0.000	Reject Ho	Significant
	Posttest	17.33	3.680				

3.4. Significant Difference Between the Level of Reading Performance in Filipino of the Pupils in the Experimental and Control Group as Revealed in Their Posttest Results

As gleaned from the table, with regard to the reading performance of the two groups of respondents in Filipino, the t-test results reveal a t-value of 3.182 with a probability value of .002. This rejects the null hypothesis stating that there is no significant difference between the reading performance in Filipino of the two groups of respondents as revealed in their posttest results. Findings connote that pupils exposed to interactive reading materials have better reading performance than those pupils taught using the traditional method of teaching. This means that the utilization of interactive reading materials is effective in developing the needed reading competencies among the learners. This implies that interactive reading materials made the teaching learning process enjoyable and meaningful which is a very effective tool for improving and enhancing instruction and learning experiences in developing the essential skills and competencies in reading. This further implies that the utilization of interactive reading materials enhance the interest of learners and improve their reading performance.

Table 4. Significant Difference Between the Level of Reading Performance in Filipino of the Pupils in the Experimental and Control Group as Revealed in Their Posttest Results

Test	Group	N	Mean	SD	t-value	p-value	Null Hypothesis	Verbal Interpretation
Posttest	Experimental	30	20.83	4.771	3.182	.002	Rejected	Significant
	Control	30	17.33	3.680				

3.5. Significant Difference on the Level of Reading Performance in Filipino of the Experimental Group as Revealed in the Posttest Results in Terms of Their Profile

The table reflects that in terms of the different personal variables of the respondents, the F-test results reveal probability values greater than .05. This fails to reject the null hypothesis stating that there is no significant difference on the level of reading performance in Filipino of the grade three pupils as revealed in the posttest results in terms of their profile. Findings indicate that sex, sibling position, number of children in the family, monthly family income, parents' educational attainment and parents' occupation are not significant on the level of reading performance in Filipino of grade three pupils. Findings imply that the level of reading performance in Filipino of grade three pupils is not influenced by sex, sibling position number of children in the family and monthly family income are not predictors of their level of reading performance. Furthermore, parents' educational attainment and parents' occupation are not contributory on their reading performance. This is contrary with the findings of the study of Gallinera (2024) which revealed that there is a significant difference on the level of performance in Filipino of the pupils exposed to interactive materials as revealed in the posttest results in terms of their sex, sibling position, number of children in the family, monthly family income, parents' educational attainment and parents' occupation..

Table 5: *Significant Difference on the Level of Reading Performance in Filipino of the Experimental Group as Revealed in the Posttest Results in Terms of Their Profile.*

Profile	F-value	p-value	Null Hypothesis	Verbal Interpretation
Sex	3.863	.059	Accepted	Not Significant
Sibling Position	.207	.890	Accepted	Not Significant
Number of Children	.004	.996	Accepted	Not Significant
Monthly Family Income	1.083	.386	Accepted	Not Significant
Father's Educational Attainment	2.187	.100	Accepted	Not Significant
Mother's Educational Attainment	1.963	.121	Accepted	Not Significant
Father's Occupation	1.008	.422	Accepted	Not Significant
Mother's Occupation	1.214	.324	Accepted	Not Significant

4. Conclusion & Recommendations

The study concluded that pupils' reading performance in Filipino significantly improved after exposure to both interactive reading materials and traditional teaching methods, indicating that both approaches are effective in enhancing learning outcomes. However, the use of interactive reading materials was found to be a valuable strategy in supporting and enriching pupils' reading development. Furthermore, the study established that learners' demographic characteristics—such as sex, sibling position, family size, monthly family income, parents' educational attainment, and occupation—do not significantly influence their level of reading performance.

In light of these findings, it is recommended that teachers incorporate a variety of interactive reading materials to further improve pupils' reading skills and engagement. Learners should also be provided with more creative and meaningful learning resources to strengthen their reading competencies. The proposed action plan may be implemented to guide instructional practices, while future researchers are encouraged to conduct parallel studies exploring additional variables to further validate and expand the results of this study.

Compliance with ethical standards

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