

Effectiveness of Reading Drills on the Comprehension Skills of Grade One Pupils

Justine Joy R. Goto, MAEd

Graduate Student, Tomas Claudio Colleges, Morong, Rizal Philippines

Teacher I, Mabuhay Homes 2000 Elementary School, Binangonan, Rizal Philippines

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Email of Corresponding Author: justinejoy.goto@deped.gov.ph

Abstract

This study aimed to determine the effectiveness of reading drills on the comprehension skills of Grade One pupils at Mabuhay Homes 2000 Elementary School during School Year 2025–2026. The study employed a quasi-experimental research design utilizing a single-group pretest-posttest approach. Thirty Grade One pupils served as respondents and were described in terms of sex, sibling position, number of children in the family, monthly family income, parents' educational attainment, and parents' occupation. Parallel forms of pretest and posttest were used to measure the pupils' comprehension skills before and after exposure to reading drills. The findings revealed that most of the respondents were male, first- or second-born children, and belonged to families with two or more children and average monthly income. Most parents were college undergraduates, employed, or self-employed. The pretest results indicated that the pupils' level of comprehension skills was satisfactory, while the posttest results showed an improvement to a very satisfactory level. A significant difference was found between the pretest and posttest scores, indicating that reading drills effectively enhanced the comprehension skills of the pupils. Furthermore, no significant differences were found in the posttest results when grouped according to their demographic profile, suggesting that the effectiveness of reading drills is consistent regardless of pupils' personal and family characteristics. Based on these findings, it is concluded that reading drills are an effective instructional strategy for improving the comprehension skills of Grade One pupils. The study recommends that teachers regularly incorporate varied reading drill activities in classroom instruction and develop appropriate reading materials to further enhance pupils' learning. The implementation of the proposed action plan is encouraged, and future research may consider using a two-group experimental design to further validate the effectiveness of reading drills.

Keywords: Reading Drills, Comprehension Skills, Grade One Pupils, Experimental Method, Pretest-Posttest, Reading Intervention, Elementary Education

Introduction

Education is a systematic and transformative process through which individuals acquire knowledge, skills, values, and attitudes essential for personal growth and societal development. It plays a crucial role in shaping well-rounded individuals who can contribute meaningfully to nation-building. Through education, learners are equipped with competencies necessary to become productive and responsible citizens, thereby promoting social progress and economic advancement. In the Philippines, the government continues to strengthen the education system through various reforms focusing on curriculum enhancement, teacher development, school-based management, and quality assurance mechanisms. These efforts demonstrate the commitment of the Department of Education (DepEd) to deliver accessible and quality education to all learners. In accordance with Article XIV, Section 1 of the 1987 Philippine Constitution, the State is mandated to protect and promote the right of all citizens to quality education, ensuring that learning opportunities are inclusive and equitable for all. One of the key priorities of the basic education system is to ensure that every Filipino child becomes a proficient reader by the end of Grade Three. Reading is a fundamental skill that enables learners to comprehend complex texts, think critically, and succeed academically. However, many learners struggle with reading comprehension, which affects their overall academic performance. To address this concern, DepEd has implemented programs such as the Academic Recovery and Accessible Learning (ARAL) Program, which provides targeted interventions to improve reading proficiency among learners.

Several studies show that various instructional strategies have been used to enhance reading comprehension. International studies highlight the effectiveness of structured reading strategies and interventions in improving learners' comprehension skills. For instance, studies such as those of Sheeba (2022) and Hilmi (2024) emphasize that reading strategies can significantly improve learners' understanding of texts, although some findings suggest that improvement depends on multiple reading components. Similarly, the study of Yudha (2024) supports the effectiveness of the drill method in enhancing reading skills, particularly when combined with modern instructional approaches. These findings suggest that repetitive and structured reading practices contribute to improved reading fluency and comprehension. Local studies also

support the effectiveness of reading interventions. Research conducted by Marciano (2023) and Suplaag (2024) revealed that structured reading programs significantly improve learners' comprehension levels. Similarly, Licayan (2024) found that reading drills enhance reading fluency, while Camino (2024) and Altamimi (2023) emphasized the positive impact of instructional approaches on reading comprehension. These studies collectively affirm that targeted reading interventions are effective in improving literacy skills among learners. Despite the positive findings of these studies, several research gaps remain. Most of the existing studies focus on higher grade levels or reading fluency rather than comprehension skills among Grade One pupils. Additionally, limited research has been conducted in local contexts specifically examining the effectiveness of reading drills as an intervention for beginning readers. There is also a lack of studies that explore the impact of reading drills considering the demographic profile of pupils, such as sex, family background, and parental educational attainment. In response to these gaps, this study aims to determine the effectiveness of reading drills on the comprehension skills of Grade One pupils. By focusing on early-grade learners, this study seeks to contribute to the existing body of knowledge and provide empirical evidence that can support the enhancement of reading instruction. The findings of this study may serve as a basis for improving classroom strategies and strengthening literacy programs, ultimately supporting DepEd's goal of ensuring that every learner becomes a competent reader.

Material and methods

2.1 Research Design

The study applied the quasi-experimental research method

2.2 Locale of the Study

The study was conducted in Mabuhay Homes 2000 Elementary School. This is one of the public elementary schools in Binangonan District. This school offers complete elementary education from kindergarten to grade six level

2.3 Respondents of the Study

The respondents of the study were the thirty (30) Grade One pupils from Mabuhay Homes 2000 Elementary School during the School Year 2025–2026. The respondents were selected from a single section and were described in terms of their sex, sibling position, number of children in the family, monthly family income, parents' educational attainment, and parents' occupation. These demographic variables were considered to provide a comprehensive profile of the pupils and to determine whether these factors influence their comprehension skills after exposure to reading drills. The respondents served as the primary source of data in assessing the effectiveness of the intervention.

2.4 Sample and Sampling Procedure

The study employed a purposive sampling technique in selecting the respondents. Specifically, one section of Grade One pupils was chosen based on the researcher's convenience and accessibility, as well as its suitability for the objectives of the study. The entire section, consisting of thirty (30) pupils, was included as participants to ensure complete representation of the group. Prior to the conduct of the study, permission was secured from the school administration and the parents or guardians of the pupils. The selected respondents were then subjected to a pretest to determine their initial level of comprehension skills, followed by the implementation of reading drills as the intervention. After the intervention, a posttest was administered to evaluate any changes in their comprehension skills. This procedure allowed the researcher to determine the effectiveness of the reading drills on the respondents' reading comprehension.

2.5 Research Instrument

The study utilized a researcher-made test as the main instrument for data gathering, consisting of two sets of 30 items each based on a table of specification. The test served as both the pretest and posttest, with parallel forms aligned to the Grade One lessons in the third quarter to ensure consistency in measuring pupils' comprehension skills. The performance of the pupils was interpreted using a descriptive scale ranging from "Did Not Meet Expectations" to "Outstanding." To ensure the validity and reliability of the instrument, the test underwent thorough validation by the researcher's adviser, dean, statistician, professorial lecturers, principal, and master teacher, with their suggestions and comments incorporated for improvement. The instrument was also pilot tested on 20 Grade One pupils who were not part of the actual study. The split-half method was used to determine reliability, yielding correlation coefficients of .83 for the half test and .88 for the full test, indicating that the instrument has a high level of reliability.

2.6 Data Gathering Procedure

The study was guided by a Gantt Chart of Activities. The pretest was prepared and administered to grade one pupils not included in the study. The test papers were collated, scored and subjected for validation. After the validation of the instrument, the researcher sought permission from the concerned authorities for the conduct of the study. The researcher administered the pretest to the grade one pupils. Then they were taught utilizing reading drills. Administration of the posttest was done after completing all the lessons in the third 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.

2.7 Data Analysis Techniques

The study employed various statistical tools to analyze the gathered data. Frequency, percentage, and rank distribution were used to describe the profile of the respondents in terms of selected variables. To determine the level of comprehension skills of the respondents before and after exposure to reading drills, the mean and standard deviation were utilized based on the pretest and posttest results. Furthermore, the dependent t-test was applied to assess whether there was a significant difference in the pupils' comprehension skills before and after the intervention. Lastly, the one-way analysis of variance (ANOVA) was used to determine if there was a significant difference in the posttest results when grouped according to the respondents' profile variables..

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

Results and Discussion

3.1 Profile of the Two Groups of Respondents in Terms of the Selected Variables

As reflected in the table, in terms of sex, out of 30 grade one pupils involved in the study, 56.7 % are males and 43.3 % are females. In terms of sibling position, 50 % are first born while 26.7% are second born. As regards the number of children in the family, 40 % belong to families with 2-3 number of children while 23.3 % are only child. With regard to their monthly family income, most of them have monthly family income below ₱20,000 with 63.4%. As to the parents' educational attainment, most of the fathers are college undergraduates and high school graduates with 36.7% and 30 % respectively while mothers are mostly high school graduates and college undergraduates with 50% and 26.7% respectively. In terms of parents' occupation, most of the fathers are private company employees with 36.7% and 30% are unemployed. Most of the mothers are private company employees and self employed with 33.3% and 16.7% respectively.

Table 1.1
*Frequency and Percentage Distribution of the Respondents
in Terms of Selected Variables*

Profile	F	%	R
Sex			
Male	17	56.7	2
Female	13	43.3	1
	30	100.0	
Sibling Position	F	%	R
First	15	50.0	1
Second	6	26.7	2
Third	3	10.0	4
Fourth and above	7	23.3	3
Total	30	100.0	
Number of Children in the Family	F	%	R
1	7	23.3	2
2-3	12	40.0	1
4-5	6	20.0	3
6 and above	5	16.7	4
Total	30	100.0	
Monthly Family Income	F	%	R
₱30,000 and above	1	3.3	4

₱25,000 –₱29,999	4			13.3		3
₱20,000-₱ 24,999	6			20.0		2
below ₱20,000	19			63.4		1
Total	30			100.0		
Parents’ Educational Attainment	Father				Mother	
	f	%	R	f	%	R
College Graduate	7	23.3	3	5	16.7	3
College Undergraduate	11	36.7	1	8	26.7	2
High School Graduate	9	30.0	2	15	50.0	1
High School Undergraduate	3	10.0	4	2	6.6	4
Total	30	100.0		30	100.0	
Parents’ Occupation	Father			Mother		
	f	%	R	f	%	R
Government Employee	4	13.3	4	2	6.7	3
Private Company Employee	11	36.7	1	22	33.3	1
Self Employed	6	20.0	3	5	16.7	2
Unemployed	9	30.0	2	1	3.3	4
Total	30	100.0		30	100.0	

3.2 Level of Comprehension Skills of the Grade One Pupils Before and After Exposure to Reading Drills as Revealed in the Pretest and Posttest Results

The pretest results revealed that out of 30 Grade One pupils, the majority (56.7%) obtained “Satisfactory” scores, while 33.3% were “Fairly Satisfactory” and only 10% reached the “Very Satisfactory” level, with a mean score of 15.0 and a standard deviation of 3.797, indicating a generally satisfactory but below-average level of comprehension skills and a relatively homogeneous performance among the pupils. These findings suggest that before the intervention, the learners had limited background knowledge and underdeveloped comprehension skills, possibly due to insufficient early reading exposure, highlighting the need for effective instructional strategies to enhance literacy. This aligns with the views of Libato (2022), who emphasized that comprehension involves higher-order thinking skills beyond word recognition, and Luzanta (2023), who stressed that comprehension requires constructing meaning by connecting prior knowledge and making inferences.

Table 2.1

Level of Comprehension Skills of the Grade One Pupils Before Exposure to Reading Drills as Revealed in the Pretest Results

Score	Verbal Interpretation	Pretest	
		F	%
30	Outstanding	-	-
22 - 29	Very Satisfactory	3	10.0
15 – 21	Satisfactory	17	56.7
8 – 14	Fairly Satisfactory	10	33.3
1 – 7	Did not meet expectations	-	100.0
Total		30	100
Highest Score		23	
Lowest Score		8	
Mean		15.0 (S)	
Standard Deviation		3.797	

The posttest results below show that out of 30 Grade One pupils, the majority (80%) achieved scores within the 22–29 range, interpreted as “Very Satisfactory,” while 16.7% attained “Satisfactory” performance with scores of 15–21. The highest score obtained was 29, and the lowest was 13, with a mean score of 23.73 interpreted as “Very Satisfactory” and a standard deviation of 3.393, indicating improved and relatively homogeneous performance among the learners. These findings suggest that after exposure to reading drills, the pupils significantly enhanced their comprehension skills and demonstrated mastery of the competencies measured in the test. This implies that reading drills are effective in improving learners’ reading comprehension by strengthening word recognition and allowing pupils to focus more on understanding text rather than decoding words. The results support the idea of Leithwood (2023), who emphasized that reading drills contribute to improved comprehension through faster word recognition, increased reading speed, and enhanced memory retention, ultimately leading to better reading performance among learners.

Table 2.2

Level of Comprehension Skills of the Grade One Pupils Before Exposure to Reading Drills as Revealed in the Posttest Results

Score	Verbal Interpretation	Posttest	
		F	%
30	Outstanding	-	-
22 - 29	Very Satisfactory	24	80.0
15 – 21	Satisfactory	5	16.7
8 – 14	Fairly Satisfactory	1	3.3
1-7	Did not meet expectations	-	-
Total		30	100
Highest Score		29	
Lowest Score		13	
Mean		23.73 (VS)	
Standard Deviation		3.393	

3.3 Significant Difference on the Level of Comprehension Skills of the Grade One Pupils Before and After Exposure to Reading Drills as Revealed in the Pretest and Posttest Results

The results of the t-test revealed a t-value of 11.162 with a probability value of .002, indicating a statistically significant difference between the pretest and posttest scores of the Grade One pupils. This led to the rejection of the null hypothesis, confirming that there is a significant improvement in the pupils' comprehension skills after exposure to reading drills. The findings show that the posttest scores were notably higher than the pretest scores, demonstrating that reading drills effectively enhanced the comprehension skills of the respondents. This implies that consistent and structured reading drills serve as an effective intervention in improving learners' reading comprehension, particularly by strengthening their foundational skills such as word recognition, fluency, and understanding. Furthermore, the use of repetition-based and incremental drills contributes to the development of reading accuracy and speed, which are essential for comprehension. This aligns with the findings of Fernandez (2024), who emphasized that structured reading drills significantly enhance word recognition, phonetic abilities, and reading speed, thereby leading to improved comprehension levels among learners.

Table 3

Result of the t-test on the Level of Comprehension Skills of the Grade One Pupils Before and After Exposure to Reading Drills as Revealed in the Pretest and Posttest Results

Groups	N	Mean	SD	t-value	p-value	Ho	Verbal Interpretation
Pretest	30	15.00	3.797	11.612	.002	Rejected	Significant
Posttest	30	23.73	3.393				

3.4 Significant Difference on the Level of Comprehension Skills of the Grade One Pupils After Exposure to Reading Drills as Revealed in the Posttest Results in Terms of Their Profile

The F-test results revealed probability values greater than .05, indicating that the null hypothesis is not rejected and that there is no significant difference in the level of comprehension skills of the Grade One pupils after exposure to reading drills when grouped according to their profile. This means that variables such as sex, sibling position, number of children in the family, monthly family income, parents' educational attainment, and parents' occupation do not significantly influence the pupils' comprehension skills. The findings suggest that the effectiveness of reading drills in improving comprehension is consistent across different demographic profiles, implying that all learners benefit equally from the intervention regardless of their background. This also indicates that comprehension development through reading drills is more dependent on instructional exposure than on personal or socio-economic factors. However, these findings contradict the perspective of Luther (2022), who argued that factors such as gender and socio-economic status, including family income, may influence students' reading comprehension and performance, with female students often demonstrating higher proficiency and motivation in reading tasks.

Table 4

Result of the F-test on the Level of Comprehension Skills of the Grade One Pupils After Exposure to Reading Drills as Revealed in the Posttest Results in Terms of Their Profile

Profile	f-value	p-value	Decision	Verbal Interpretation
Sex	2.943	.098	Accepted	Not Significant
Sibling Position	1.022	.321	Accepted	Not Significant
Number of Children in the Family	2.043	.116	Accepted	Not Significant
Fathers' Educational Attainment	1.354	.265	Accepted	Not Significant
Mothers' Educational Attainment	.788	.645	Accepted	Not Significant
Fathers' Occupation	1.132	.312	Accepted	Not Significant
Mothers' Occupation	1.212	.322	Accepted	Not Significant
Monthly Family Income	.789	.658	Accepted	Not Significant

Conclusion & Recommendations

Based on the findings of the study, it can be concluded that reading drills are effective in enhancing the comprehension skills of Grade One pupils. The significant improvement in the pupils' posttest scores indicates that the use of reading drills contributes to the development of essential reading competencies such as word recognition, fluency, and understanding. This demonstrates that structured and consistent reading practice plays a vital role in improving learners' comprehension abilities at an early stage of learning. Furthermore, the results show that the effectiveness of reading drills is consistent regardless of the pupils' personal attributes such as sex, sibling position, family size, monthly income, and parents' educational attainment and occupation. This implies that reading drills are a universal instructional strategy that can benefit all learners equally, making them an inclusive and effective approach to reading instruction in the classroom.

In light of these conclusions, it is recommended that teachers develop and produce varied and appropriate reading materials and implement diverse reading drill activities to further enhance pupils' reading comprehension. Grade One pupils should be regularly exposed to reading drills as part of their daily classroom activities to strengthen their reading skills and comprehension. The proposed action plan may be implemented to guide the systematic use of reading drills in instruction. Additionally, future researchers are encouraged to conduct further studies using a two-group experimental design to more comprehensively determine the effectiveness of reading drills and to validate the findings of this study.

Compliance with ethical standards

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