

Effectiveness of Storytelling Method in Teaching Grade One Pupils

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Abstract

This study aimed to determine the effectiveness of the storytelling method in teaching Grade One pupils at Pipindan Elementary School, District of Binangonan 2, School Division Office of Rizal, during the School Year 2025–2026. A total of 32 Grade One pupils participated as respondents and were described according to sex, sibling position, number of children in the family, monthly family income, parents' educational attainment, and parents' occupation. The study employed an experimental research design using a single-group pretest-posttest approach. Respondents were purposively selected, and pretest and posttest scores were gathered to assess pupils' performance before and after exposure to the storytelling method. Findings revealed that most respondents were female, second-born, from families with three to four children, with monthly incomes ranging from Php 8,001–Php 15,000, and parents who were high school graduates engaged in various occupations. Pupils' pretest performance was generally satisfactory, while posttest performance improved to very satisfactory. Statistical analysis showed a significant difference in pupils' performance before and after exposure to storytelling. Moreover, factors such as sex, sibling position, family size, monthly income, parents' educational attainment, and occupation did not significantly influence pupils' performance. The study concluded that the storytelling method effectively enhanced the academic performance of Grade One pupils regardless of their demographic background. It is recommended that school administrators provide teachers with training on storytelling techniques, including voice modulation, gestures, and multimedia use. Adequate instructional resources, such as storybooks and audio-visual materials, should be provided to support storytelling sessions. Teachers are encouraged to integrate storytelling across subjects to enhance comprehension and engagement. Parents should also be involved in storytelling activities at home to reinforce learning and literacy skills. Further research may explore the effectiveness of storytelling using other variables or teaching contexts.

Keywords: storytelling method, Grade One pupils, teaching strategy, academic performance, experimental research

1. Introduction

Education serves as the cornerstone of human development, equipping learners with the essential knowledge, skills, values, and attitudes necessary to become productive and responsible citizens. Beyond the acquisition of information, education fosters creativity, critical thinking, and problem-solving abilities, enabling individuals to respond effectively to the dynamic demands of society. In the Philippine context, the 1987 Constitution, Article XIV, Section 1, emphasizes that "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all." This highlights the responsibility of the government to ensure that all children, regardless of socio-economic background, have access to quality education, particularly in the early years when foundational literacy and language skills are developed.

Effective teaching strategies are essential to maximize pupil engagement and learning outcomes, especially among young learners in elementary education. Grade One pupils, being at the beginning of their formal education, require methods that not only transmit knowledge but also stimulate curiosity, imagination, and active participation. One such approach is the storytelling method, an age-old instructional strategy that involves narrating stories orally or using visual aids such as puppets, flannel boards, picture books, or digital media. Storytelling encourages language development, early literacy, critical thinking, and socio-emotional growth. It enables children to understand sequences, recognize patterns, expand vocabulary, and establish cause-and-effect relationships. Furthermore, storytelling supports creative expression, empathy, and social skills, making it a holistic learning tool for young learners.

Foreign studies have consistently demonstrated the benefits of storytelling. Wright (2021) found that storytelling significantly enhanced six- and seven-year-old children's oral and written language skills compared to traditional story-reading and usual classroom practices. Mehrabi (2022) reported that integrating digital storytelling improved social and emotional intelligence among elementary students, highlighting the potential of storytelling beyond literacy. Similarly,

Mora et al. (2023) emphasized its role in developing linguistic competence, critical thinking, and social awareness, while Lee et al. (2023) illustrated storytelling's importance in fostering creativity and cognitive development in higher education contexts. Stang and Steen (2023) further demonstrated that digital storytelling encourages active participation and reflective learning, even in online settings with limited resources. Collectively, these studies underscore storytelling as a versatile tool for promoting engagement, comprehension, and creativity.

Local studies reinforce these findings within the Philippine educational landscape. Geraldizo (2022) revealed that storytelling improved both academic performance and self-efficacy in Grade 7 learners, while Montales (2022) showed that reading strategies, including narrative-based approaches, significantly affected comprehension, vocabulary, and phonemic awareness among Grade One pupils. Cantago et al. (2024) highlighted the effectiveness of digital storytelling in enhancing reading comprehension, participation, and interaction among Senior High School students. Orinday (2022) explored teachers' perceptions and challenges in implementing digital storytelling for Philippine myths, revealing that despite technical difficulties, the approach effectively engaged learners. Ditona and Rico (2021) emphasized beginning scaffolding strategies to enhance reading skills in Grade Two pupils, aligning with storytelling's role in supporting beginning readers.

Despite this growing body of evidence, several gaps remain. Most prior studies focus on older learners (Grade 2–12), specific subjects such as Mathematics or Philippine myths, or digital storytelling methods. There is limited empirical evidence on the effectiveness of traditional storytelling methods on Grade One pupils in public elementary schools in the Philippines. Additionally, research rarely examines how demographic variables—such as sex, sibling position, parental education, occupation, and family income—affect the outcomes of storytelling interventions. Understanding these factors is essential for designing effective, inclusive, and contextually relevant instructional strategies.

In response to these gaps, the present study investigates the effectiveness of the storytelling method in teaching Grade One pupils at Pipindan Elementary School, District of Binangonan 2, School Division Office of Rizal. By examining both literacy outcomes and the role of pupil characteristics, this study aims to provide evidence-based recommendations for enhancing early literacy, motivation, and engagement through storytelling. The findings are expected to guide teachers, administrators, and policymakers in implementing strategies that make learning more interactive, meaningful, and developmentally appropriate for young learners.

2. Materials and methods

2.1 Research Design

Experimental research method employing single group design was used since pupils' test scores were scientifically gathered

2.2 Research Setting

The study was conducted in Pipindan Elementary School, District of Binangonan 2, School Division Office of Rizal.

2.3 Respondents

The study considered the 32 grade one pupils in Pipindan Elementary School. They comprise the total number of grade one pupils in the said school. 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 employed pretest and posttest assessments to measure the effectiveness of the storytelling method in teaching Grade One pupils. Both tests consisted of 10 items aligned with Grade One competencies and were administered before and after exposure to the storytelling intervention. Pupils' performance was interpreted using the following scale: 10 – Outstanding, 8–9 – Very Satisfactory, 6–7 – Satisfactory, 4–5 – Moderately Satisfactory, and 0–3 – Needs Improvement.

To ensure validity, the researcher-developed tests were constructed based on a table of specifications aligned with the new curriculum and reviewed for content relevance. A pilot test was conducted with 20 Grade One pupils from Kalinawan Elementary School to determine reliability. Item difficulty was analyzed by arranging scores from highest to lowest and performing an item analysis.

Test reliability was evaluated using the split-half method, where odd and even items were correlated using the Pearson Product-Moment Correlation and adjusted with the Spearman-Brown formula. The resulting reliability coefficients were $r = 0.86$ for the half-test and $r = 0.85$ for the full test, indicating that the instrument demonstrates high reliability and is suitable for assessing pupils' performance before and after the storytelling intervention.

2.5 Data Collection

A Gantt Chart of Activities will be followed in the conduct of the study. This includes the formulation of the research problem up to the revision of the manuscript and submission of the final copy. After the validation of the instrument, consent to conduct the study will be attained from the Office of the Schools Division Superintendent. The questionnaire-checklist will be administered to the respondents. The researcher will also follow the guidelines in the Data Privacy Act of 2012.

After the retrieval, the data were encoded and processed through the Statistical Package for Social Sciences (SPSS). After the analysis and interpretation of data, summary of findings, conclusions and recommendations were formulated. After the final oral defense, the manuscript was revised and incorporating all the comments and suggestions of the oral examination committee. The manuscript was also subjected to Anti-plagiarism test at the statistical center. Hardbound copies of the manuscript were submitted after the final editing and revision to the office of graduate studies program and other offices concerned.

2.6 Data Analysis

Data collected in this study were analyzed using appropriate statistical tools. Frequency, percentage, and rank distribution were used to describe the profile of the respondents. The level of performance of Grade One pupils before and after exposure to the storytelling method, as reflected in the pretest and posttest results, was analyzed using frequency, percentage, mean, and standard deviation. To determine whether a significant difference existed in pupils' performance before and after the intervention, a dependent t-test was applied. Additionally, to examine whether posttest performance differed based on pupil profiles—including sex, sibling position, family size, monthly income, and parents' educational attainment and occupation—a one-way analysis of variance (ANOVA) was employed. These statistical analyses ensured a comprehensive evaluation of the effectiveness of the storytelling method.

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. The Profile of the Respondents with Respect to their Sex, Sibling Position, Number of Children in the Family, Monthly Family Income, Parents' Educational Attainment, and Parents' Occupation

Table 1 presents the profile of the respondents in terms of sex, sibling position, number of children in the family, monthly family income, parent's educational attainment and parent's occupation.

It is reflected from the table that most of the pupils are female at 59.4% while the male pupils are 40.6%. In terms of sibling position most of the respondents are second-born at 34.4%, followed by those who are third-born at 31.3% and first-born at 21.9%, while last in rank are fourth-born at 12.5%.

With regard to the number of children in the family, first in rank at 56.3% belong to families with two to three children, while 21.9% came from families with four to five children and only 6.3% of them belong to larger families with six or more children. As to their monthly family income, most of the respondents' families earn between ₱8,001 and ₱15,000 at 37.5%, followed by those earning below ₱8,000 at 34.4%. Then, 21.9% belong to the ₱15,001–₱22,000 income bracket, while only 6.3% have a monthly income of ₱22,001 and above.

In terms of their parents' educational attainment, most of them are high school graduates at 46.9%, followed by college graduates at 25.0%. Meanwhile, the last in rank are college undergraduates and elementary graduates at 6.3% each.

In addition, as to their parents' occupation, first in rank at 43.8% belong to the others category, which may include non-regular or informal employment, followed by private employees at 25.0% and self-employed at 18.8%. Only 12.5% of the parents are government employees.

Table 1: *Profile of the Respondents with Respect to their Sex, Sibling Position, Number of Children in the Family, Monthly Family Income, Parents' Educational Attainment, and Parents' Occupation*

Profile	f	%	Rank
Sex			
Male	13	40.6	2
Female	19	59.4	1
Total	32	100	
Sibling Position			

1 st	7	21.9	3
2 nd	11	34.4	1
3 rd	10	31.3	2
4 th	4	12.5	4
Total	32	100	
Number of Children in the Family			
1	5	15.6	3
2-3	18	56.3	1
4-5	7	21.9	2
6 and above	2	6.3	4
Total	32	100	
Monthly Family Income			
Php 22,001 and above	2	6.3	4
Php 15,001 – Php 22,000	7	21.9	3
Php 8,001 – Php 15, 000	12	37.5	1
Below Php 8,000	11	34.4	2
Total	32	100	
Parent's Educational Attainment			
College Graduate	8	25.0	2
College Undergraduate	2	6.3	4.5
High School Graduate	15	46.9	1
High School Undergraduate	5	15.6	3
Elementary Graduate	2	6.3	4.5
Total	32	100	
Parent's Occupation			
Government Employee	4	12.5	4
Private Employee	8	25.0	2
Self-Employed	6	18.8	3
Others	14	43.8	1
Total	32	100	

3.2. Level of Performance of the Grade One Pupils Before and After Exposure to Storytelling Method as Revealed in the Pretest and Posttest Results

The analysis of pretest and posttest results demonstrates a significant improvement in the performance of Grade One pupils following exposure to the storytelling method. Prior to the intervention, most pupils (31.3%) scored between 5 and 6, corresponding to a Satisfactory level, while 28.1% were rated Fairly Satisfactory, 25% Did Not Meet Expectations, and only 15.6% achieved Very Satisfactory. No pupil attained an Outstanding rating. The mean pretest score of 4.16, with a standard deviation of 2.112, indicates average performance with moderate variability among pupils.

After the intervention, notable improvement was observed. The majority of pupils (59.4%) achieved scores between 9 and 10, reaching the Outstanding level, while 28.1% were Very Satisfactory, and 12.5% Satisfactory. None of the pupils scored below Satisfactory. The posttest mean of 8.53, with a standard deviation of 1.391, reflects higher and more consistent performance across the group.

These results suggest that the storytelling method effectively enhanced pupils' comprehension, motivation, and engagement. The improvement from pretest to posttest indicates that storytelling provided meaningful and relatable learning experiences, allowing pupils to better understand concepts, apply knowledge, and participate actively. Moreover, the findings imply that storytelling not only improves academic performance but also fosters communication skills, creativity, and critical thinking. This aligns with Wells (2021), who emphasized that storytelling enhances learning by connecting ideas in a meaningful and enjoyable manner, promoting deeper comprehension and active engagement among pupils.

Table 2: Level of Performance of the Grade One Pupils Before and After Exposure to Storytelling Method as Revealed in the Pretest and Posttest Results

Scores	Performance Level	Pretest		Posttest	
		Frequency	Percent	Frequency	Percent
9-10	Outstanding	-	-	19	59.4
7-8	Very Satisfactory	5	15.6	9	28.1
5-6	Satisfactory	10	31.3	4	12.5
3-4	Fairly Satisfactory	9	28.1	-	-
0-2	Did Not Meet Expectation	8	25.0	-	-
Total		32	100	32	100
Mean		4.16		8.53	
Std. Deviation		2.112		1.391	
Minimum		1		6	
Maximum		8		10	

3.3. Significant Difference on the Level of Performance of the Grade One Pupils Before and After Exposure to Storytelling Method as Revealed in the Pretest and Posttest Results

As shown in the table, the level of performance of the pupils before and after exposure to the storytelling method obtained a t-value of -25.370 with a mean difference of 0.721 and a probability value of .000, which is less than the 0.05 level of significance. Hence, the null hypothesis was rejected. Therefore, there is a significant difference between the pretest and posttest performance of the pupils after being exposed to the storytelling method.

The findings indicate that the pupils' performance has improved after the use of the storytelling method. This suggests that storytelling serves as an effective instructional strategy that enhances understanding, engagement, and memory retention. Through storytelling, pupils become more interested in the lesson as stories help them visualize ideas, relate concepts to real-life experiences, and recall information more effectively. Moreover, storytelling allows pupils to develop listening comprehension, sequencing skills, and vocabulary acquisition in a more natural and enjoyable manner.

This implies that the storytelling method enhances pupils' performance by promoting active listening, creativity, and comprehension. It encourages pupils to participate actively in discussions, imagine scenarios, and express their ideas confidently. The storytelling method creates a learner-centered environment where concepts are learned through context and emotion, making knowledge more meaningful and long-lasting. Thus, the storytelling method can be considered a powerful pedagogical tool that not only improves pupils' understanding of the subject but also nurtures their communication skills and imagination.

This finding supports La et al. (2023), who concluded that storytelling as a teaching approach enhances students' cognitive and communication skills. Abelon (2023) also found that using storytelling in classroom activities improves comprehension and engagement because learners are more motivated to listen and participate. The rejection of the null hypothesis implies that storytelling significantly enhanced the learning outcomes of the grade one pupils..

Table 3: Significant Difference on the Level of Performance of the Grade One Pupils Before and After Exposure to Storytelling Method as Revealed in the Pretest and Posttest Results

	Mean	Sd.	Mean Diff.	t	df	Sig	Ho	VI
Pretest	4.16	2.112	0.721	-25.370	31	.000	Rejected	Significant
Posttest	8.53	1.391						

3.4. Significant Difference on the Level of Performance of the Grade One Pupils Before and After Exposure to Storytelling Method as Revealed in the Pretest and Posttest Results in Terms of Their Profile

As reflected from the table, the test for significant difference on the level of performance of the pupils before and after exposure to the storytelling method, as revealed in the pretest and posttest results, shows that all obtained p-values are higher than the 0.05 level of significance in terms of their sex, sibling position, number of children in the family, monthly family income, parents' educational attainment, and parents' occupation. Therefore, the null hypothesis is accepted in all aspects. This means that there are no significant differences in the pupils' level of performance of the grade one pupils before and after exposure to storytelling method as revealed in the pretest and posttest results in terms of their

sex, sibling position, number of children in the family, monthly family income, parents' educational attainment, and parents' occupation. This finding implies that the pupils' performance before and after exposure to the storytelling method does not vary based on their sex, family background, or socioeconomic factors. Regardless of their demographic characteristics, pupils were able to benefit equally from the storytelling method. This suggests that the storytelling method is an inclusive and adaptable teaching strategy that caters to learners with diverse backgrounds and learning preferences. Through storytelling, all pupils, regardless of family circumstances can actively engage with the lesson, comprehend the content, and express their ideas in a creative and meaningful way. Furthermore, this result suggests that external factors such as parents' education, occupation, and income do not significantly affect the pupils' learning gains when storytelling is used as a teaching strategy. It creates a positive and supportive learning environment where every pupil can experience success and improvement in their academic performance. This finding is parallel to the study of Mello (2021) noted that storytelling enhances both cognitive and emotional learning for diverse learners, as it promotes empathy and understanding among pupils. In the same way, Sadik (2022) asserted that digital and oral storytelling foster equal participation and motivation among learners with varied abilities and backgrounds.

Table 4: *Significant Difference on the Level of Performance of the Grade One Pupils Before and After Exposure to Storytelling Method as Revealed in the Pretest and Posttest Results in Terms of Their Profile*

Variables	F	p-values	Ho	VI
Sex				
Pretest	3.124	.087	Accepted	Not Significant
Posttest	1.023	.320	Accepted	Not Significant
Sibling Position				
Pretest	1.664	.197	Accepted	Not Significant
Posttest	.983	.415	Accepted	Not Significant
Number of Children in the Family				
Pretest	1.042	.389	Accepted	Not Significant
Posttest	.661	.583	Accepted	Not Significant
Monthly Family Income				
Pretest	.601	.620	Accepted	Not Significant
Posttest	1.017	.400	Accepted	Not Significant
Parents' Educational Attainment				
Pretest	.423	.791	Accepted	Not Significant
Posttest	1.003	.423	Accepted	Not Significant
Parents' Occupation				
Pretest	1.923	.149	Accepted	Not Significant
Posttest	1.793	.171	Accepted	Not Significant

4. Conclusion & Recommendations

The study concluded that the performance of Grade One pupils significantly improved after exposure to the storytelling method. The results indicate that demographic factors such as sex, sibling position, number of children in the family, family income, and parents' educational attainment or occupation did not significantly influence pupils' performance before or after the intervention. This suggests that storytelling is an effective instructional strategy that can enhance comprehension, creativity, and engagement among young learners regardless of their personal or family background. Based on these findings, it is recommended that school administrators provide professional development opportunities for teachers to strengthen their storytelling skills, including voice modulation, gestures, and the use of multimedia. Schools should also ensure access to storybooks, visual aids, and audio-visual equipment to support interactive learning. Teachers are encouraged to integrate storytelling across subjects, design lesson-relevant narratives, and involve parents in reading activities at home to reinforce learning. Additionally, the implementation of the proposed action plan and further studies exploring other variables affecting storytelling's effectiveness are recommended to enhance early literacy and holistic development among Grade One pupils.

Compliance with ethical standards

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