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## THE USE OF MULTIMEDIA RESOURCES IN READING AND LEARNERS' ENGAGEMENT

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### ABSTRACT

This study examined the use of multimedia resources in teaching reading and its relationship to learners' engagement in the classroom. Specifically, it aimed to determine the level of effectiveness of multimedia integration in reading instruction, assess learners' level of engagement in multimedia-supported reading activities, and identify the significant relationship between the two variables. The study employed a descriptive-correlational research design and learners as respondents. Data were gathered using a validated survey questionnaire and were analyzed using mean and standard deviation, and Pearson's  $r$  correlation. Results revealed that teachers' use of multimedia resources in teaching reading was highly effective, while learners demonstrated a high level of engagement. These findings suggest that multimedia tools, including videos, digital storybooks, audio recordings, and visual aids, are frequently and effectively utilized to enhance reading instruction and promote learner participation. The null hypothesis was rejected as correlation analysis demonstrated a statistically significant link between the integration of multimedia resources and levels of student engagement. The study concludes that the strategic integration of multimedia resources in reading instruction plays a vital role in improving learners' motivation, comprehension, and active participation. It emphasizes the importance of continuous teacher training, curriculum enhancement, and institutional support to sustain effective multimedia-based teaching practices. The findings of this study may serve as a basis for developing innovative instructional strategies that promote learner-centered and technology-enhanced reading instruction.

**KEYWORDS:** *multimedia resources, reading instruction, learners' engagement, descriptive-correlational study, technology-enhanced learning.*

## **INTRODUCTION**

Literacy is at the core of the academic development of a child as it determines not only the performance of the child at school but also the way the child learns and learns throughout his/her life. It is not just the act of reading on paper, but is all about comprehension, vocabulary, fluency, and fostering critical thinking. With the current learners being raised in a fast-paced, digital and multimodal information age, the challenge to the teacher is to identify methods of teaching which develop robust literacy competences whilst ensuring the engagement of the learner.

The multimedia resources have emerged as potent means of attracting the attention of learners and motivating them to be active in this dynamic environment. These have become common tools of primary education where interaction is particularly necessary to build up early literacy base. The act of interpretation of printed text is called reading whereas real reading consists in accessing and deciphering information. The two views indicate that comprehension is the fundamental reading aspect.

The point of engagement is frequently the difference: the more pupils seem involved, motivated, and engaged in their reading activities, the more literacy development and profound learning they demonstrate. According to Adebisi (2012), the most important skill that any learner should have is reading because it is the basis on which one cannot succeed in all the other academic aspects.

As technology increasingly gets incorporated in education, multimedia materials provide new opportunities to make reading activities more engaging, and to keep the minds of the learners interested. Multimedia tools, such as digital stories books, interactive applications, educational videos, and so on can provoke curiosity, facilitate comprehension, and make complex things simple. Combined with intensive reading strategies, it is possible to use multimedia to transform reading sessions into more interactive and engaging learning experiences, the ones that will engage the attention of the learners and reinforce the necessary literacy skills.

Literacy development is an emergency in the Philippines. Programmes like Every Child a Reader Program (ECARP), Early Language, Literacy, and Numeracy (ELLN) Program, Comprehensive Rapid Literacy Assessment (CRLA), and the Philippine Informal Reading Inventory (Phil-IRI) highlight the attempts of countries to support early reading skills. In

spite of these programs, grade school students still demonstrate a low level of interaction and problems in understanding and developing vocabulary. Such actualities demand methods that combine effective literacy teaching with techniques that are actually engaging to the learners. This dedication is seen when they advise teachers to seek new ways of doing things, such as applying multimedia.

This plan will help to develop learning conditions that are more interesting and productive, equipping students with the requirements of the contemporary digital environment. The multimedia tools play a very important role in teaching and learning. Videos, animations, interactive simulation, and digital resources are some of the resources that provide dynamic and interactivity when learners learn and remember information. These tools facilitate active learning as they accommodate different learning styles, i.e., visual, auditory, and kinesthetic. They also promote the engagement and cooperation of the learners, thus enriching their learning process.

This paper is based on grade 6 learners studying at Lumbo Integrated School, District IX, Division of Valencia City, Bukidnon and the research investigates their degree of involvement in taking multimedia learning. This research will analyze learners' responses to the traditional and technology-enhanced reading tasks to understand whether interactive strategies can be of great assistance in reading comprehension, vocabulary learning, and the overall literacy levels.

Finally, this study will hopefully offer valuable information to educators, school leaders, and policymakers. Learning the relationship between engagement and literacy learning, in particular, multimedia. Teachers are able to create programs that do not only develop the skills but also trigger the curiosity and passion of learning in the students. This way, the current work is part of the national initiative to enhance reading performance in the Philippines, which will empower learners to both cope with the academic requirements and meet the challenges of the 21<sup>st</sup> century communication.

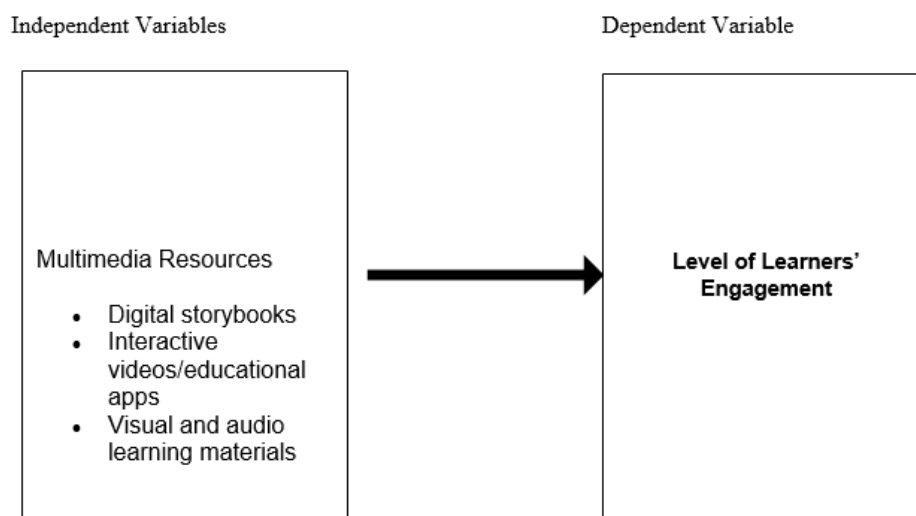
### ***Framework of the Study***

This research is based on a number of theories explaining how the interaction of learners can be improved with the help of the multimedia in the learning process. At the heart of this study is the Cognitive Theory of Multimedia Learning (CTML) developed by Mayer. According to Mayer, learners better process and store information when they use two channels of perception that are visual and auditory. Under the umbrella of this paper, multimedia materials, including video, animation, interactive applications, and online storybooks, offer

learners several learning opportunities. These tools help the learners to engage more with the content by introducing information in both audio and visual form; therefore, attracting their attention as well as enhancing their understanding and retention of the information and information.

In contrast to this view is the Sociocultural Theory developed by Vygotsky (specifically, the idea of the Zone of Proximal Development or ZPD). Vygotsky underlines that learners can develop best when they are led by more informed individuals and assisted with the right kind of tools. Multimedia resources are used as cultural scaffolds which support the learning process and are able to enable students to read complex texts which would otherwise be impossible using traditional reading processes alone. Multimedia interaction of a guided nature promotes active learning and this greatly enhances student motivation and classroom involvement. It has been indicated that an interactive multimedia instruction facilitated by a guide enables active engagement, which is subsequently beneficial in increasing the motivation of learners and the overall rate of participation.

Moreover, Schemas theory can be used to understand how the process of engagement is made possible by linking the new information to prior knowledge. The multimedia components not only awaken preexisting schemas (provide visual and contextual cues) but also assist structured reading activities assist the pupils in making purposeful and meaningful connections. This interaction not only helps to increase its understanding but also motivates the learners to engage with the material in a more active and reflective way. These theories can be understood as a unified theory.



**Figure 1. Schematic Diagram showing the Relationship of the Independent and Dependent Variables of the Study.**

### *Significance of the Study*

The significance of the research is that it could help to resolve one of the basic issues of education, which is the improvement of literacy levels of students at the stage of their development. Reading using multimedia resources is a contemporary trend in the digital age, and it is a timely and innovative solution to the various learning requirements of young learners. This study will yield outcomes that will be of immense value to different parties within the educational society.

To the learners, this research demonstrates how multimedia materials, including videos, interactive applications, and digital storybooks, can help them to be more motivated, engaged, and understand reading tasks. Awareness of the effects of such tools can stimulate students to be more actively involved, which results in the improvement of reading and the enhancement of the value of learning.

To Teachers, the results are applicable in utilizing multimodal technologies to increase the student engagement and participation levels so that reading lessons can be interactive and pedagogically effective. This study enables teachers to develop learner-focused instruction that provides students with various learning experiences based on their unique interests and pedagogical requirements by determining strategies that affect behavioral, emotional, and cognitive interests. The research can also motivate educators to reconsider their teaching practice and find the ways to make reading instruction more engaging and effective.

To School Administrators, the results can act as a guideline to instructional leaders to focus on the allocation of resources and professional development so that teachers can improve the reading instruction using media resources. The results of the current research can assist administrators to understand the importance of investing in ICT resources, offering them appropriate professional development, and facilitating school experiences that will aid in innovative reading teaching. Administrators can respond to evidence-based recommendations to make well-informed choices that enhance literacy programs and contribute to the culture of reading more appealing in the school.

They are essential partners in the learning process of a child to the Parents. This research could make them understand the value of developing reading skills at home and promoting the use of educational multimedia devices by their children. Parents might be more active in supporting their children, appreciating the advantages of learning with multimedia, which will strengthen the linkage between school-based learning and home support.

To Curriculum Designers and Policy Makers, the findings provide research-based information that are critical in the creation of instructional frameworks and resource

allocations that facilitate the successful deployment of multimedia in reading programs in the country. This paper is providing localized and grounded information on the effect of multimedia resources on engagement as viewed by teachers who use the strategies in actual classes. These results will be an important foundation on which to finesse reading concepts, to match of course teaching content to the requirements of digital standards, and to develop future literacy programs which are indeed responsive to the needs of the 21st century learner. To Future Researchers, the study can be used as a source of future investigation concerning multimedia application, reading involvement, or technology-based learning. It may give the background statistics, methodological advice and possible future research on similar educational situations or between other grade levels.

### ***Definition of Terms***

To ensure that the researcher and the readers understand each other better, the following key terms in this study are defined as follows:

*Digital storybooks.* Digital storybooks are electronic counterparts of the traditional storybooks and can be read on a tablet, computer device or smart phone. They tend to be interactive, which can be interactive animations, highlighted texts, clickable vocabulary words, sound effects, and read-aloud narrations, which assist children in comprehension and encourage them to read with more interest. These characteristics assist children to relate text to visual and auditory information with an improvement in their comprehension and interest to read.

*Interactive videos and educational applications.* Interactive videos and educational applications that can be used to facilitate learning are interactive videos and educational applications which involve active participation. Interactive videos can incorporate questions in the video, prompts that can be clicked on, storylines that are relevant and may be responded to, or guided tutorials that challenge learners to think, respond and practice as they view the video. Learning apps are structured learning tools necessary to develop skills. They entail reading activities, vocabulary exercises, phonics exercises, and comprehension activities, which are all expected to entertain users by providing them with interactive and game activities. The tools are useful in personalizing the learning process, provide instant feedback, as well as being able to study at their own pace.

*Multimedia Resources.* Multimedia resources are the digital and interactive resources that are supported by digital storybooks, educational applications, interactive videos and audio-visual learning materials that are applied to facilitate reading instructions. Multimedia resources are

applied in this study to improve the interest of reading and availability of the students in elementary school.

*Reading Comprehension.* Reading Comprehension is the ability of the pupils to recognize, interpret and extract meaning of the written materials. In the case, the comprehension is measured using pre-test and post-test outcomes following the intervention.

*Vocabulary Development.* Vocabulary development refers to the act of learning and building knowledge of words. The vocabulary development in this case is indicated by the skills of the pupils to recognize, discern and apply new words they are reading in various activities.

*Visual and audio learning materials.* Visual and audio learning materials are multimedia materials that are used to create a better understanding by the use of imagery, sound or both. Visual aids including pictures, graphs, illustrations, videos and online drawings are influential tools which not only aid in visualizing a concept by the learners, but also play a significant role in ensuring that the information is remembered. Using these interactive materials, the teacher is able to design a better teaching experience that can be referenced to. Audio resources are used to aid listening comprehension and language development through use of narrations, recordings, sound clip, and spoken instructions. These materials together form a multimodal learning experience, which makes the engagement stronger and enables students to process the information with the help of various senses.

## **The Methodology**

### ***Research Design***

The research design used in this study was descriptive-correlational research design which was suitable in the study since it aimed at studying and reporting current conditions, practices, and perception regarding the involvement of learners in using multimedia resources. The research design was descriptive where factual data was gathered through the respondents. This method enabled the researcher to represent the emergence and interaction of variables in reality classroom settings so that the natural environment was not disturbed by any kind of manipulations. Besides, the correlational design was used to establish how the use of multimedia is significantly linked with the level of engagement of learners hence giving both the description and also the relationship evidence.

The descriptive research design allowed the researcher to gather, analyze and present outcome in the form of an adopted survey questionnaire, which collected perceptions of teachers that were directly involved in the management of reading instruction and also watched the day-to-day actions of the pupils. This design was not aimed at altering the

practice of teaching or introducing experimental conditions, it was just aimed at capturing the actual experience and views of the teacher as it naturally happened in the classroom scenario. Moreover, the design facilitated the aim of the study to offer evidence-based account of the existing situation of literacy teaching in District IX, Division of Valencia City. The descriptive-correlational research design, with its depiction of the actual classroom interactions as perceived by teachers, enhanced the validity and applicability of the results, providing the insights that can help to improve the practice of multimedia integration, reading, and engagement between the learners.

### ***Research Locale***

The research has been carried out in Lumbo Integrated School, Division of Valencia City, Bukidnon. This school accommodated learners of different socio-economic and cultural backgrounds, which offered a significant point of reference when analysing the effects of multimedia on learner engagement.

The choice of this school enabled the study to get an overall image of the teaching practices, challenges, and patterns of engagement with learners in various learning settings. The results derived with this locale sought to offer pertinent information that might help in enhancing instruction and reinforcing the reading engagement strategies throughout the Division District IX.

### ***Respondents of the Study***

The study participants will include sixth-grade learners in the Lumbo Integrated School that is within the Division of Valencia City. The reason behind selection of these learners is that they have direct involvement in the application of reading instruction, multimedia-based lessons and monitoring the engagement of learners in the daily classroom proceedings. Their positions put them in the core of literacy growth thus they are the most reliable sources of information on behavioral, emotional, and cognitive interactions of learners as they engage in reading sessions.

Grade 6 learners of all ages were considered as long as they are taking Grade 6 at the present time. They are regarded as crucial respondents since they are the routine users of a variety of instructional strategies, track the level of participation of learners, and evaluate the reading patterns of pupils.

### ***Sampling Procedure***

In this case, total enumeration sampling was used because all the learners in Grade 6 at Lumbo Integrated School were used as the respondents. This method was suitable since the amount of Grade 6 learners was not too many to be effectively surveyed during the specified period. The study involved all learners, which made sure that they represented all the perspectives and, therefore, made the findings more accurate, inclusive, and reliable.

The researcher liaised with the school to identify the official list of all the Grade 6 learners who were enrolled. This list was sent to all learners who were offered to take part in the study. Nevertheless, the people who were absent on the data collection schedule, not able to attend, or failed to give the required assent or parental/guardian consent were not included in the final sample.

The sampling bias was reduced by use of total enumeration which ensured a holistic view of the learner involvement in the multimedia-aided reading tasks on the full range of Grade 6 of Lumbo Integrated School.

### ***Research Instrument***

The main tool of this research was the survey questionnaire adopted to Almacen and Labitad (2024), whose purpose is to determine the extent of engagement of Grade 6 students in multimedia-facilitated reading activities. The questionnaire was based on previously validated instruments in order to achieve validity and reliability. It was designed in a manner that was well linked to the Statement of the Problem, the conceptual framework in the study, and the prevailing theories on learner engagement and multimedia learning. The alignment ensured that the tool was theoretically based and able to yield data that was of relevance to the study objectives. The selected items were then narrowed down to fit the context of Lumbo Integrated School and experiences of Grade 6 learners to make them clear, appropriate, and relevant.

The tool was designed to record self-reported behavioral, emotional, and cognitive engagement in learners particularly in using multimedia resources during reading sessions. It also gives structured statements that enable the learners to indicate the degree of agreement on the 5-point Likert scale, which will enable the study to acquire meaningful and accurate data on the level of engagement of the learners.

The questionnaire consists of two (2) large sections each addressing different facets of the study Part I - Multimedia Resources Used. This section will outline the frequency of how educators use various multimedia resources in a way that they use digital storybooks,

instructional videos, reading applications, audio recordings, and visual materials as part of their reading lessons. The items are in a 5-point Likert scale that is used to measure the frequency of multimedia integration in classroom instruction. Part II - Multimedia Supported reading in learners. In this section, the engagement is evaluated in the same three dimensions, though in the lessons that include the use of multimedia tools. The comparison gives the study the opportunity to establish whether multimedia enhances, decreases, or keeps the level of engagement constant.

### ***Data Gathering Procedures***

This study was carried out with the highest level of care, respect, and sensitivity towards the Grade 6 learners of Lumbo Integrated School who were the major respondents in the study. The researcher had to consult the academic adviser and the research panel before the process started to make sure that all the academic and ethical requirements were fulfilled. After permission was made, a formal request was forwarded to the Schools Division Superintendent of Valencia City to grant permission to carry out the study at Lumbo Integrated School. Once the permission was granted, the researcher would liaise with the school head in order to plan how the research instruments would be distributed and administered.

The researcher also organized a quick orientation with the Grade 6 learners with the permission of the head of the school. The orientation was done before data collection whereby the researcher discussed the objectives of the research in an understandable language. Participants were informed of the need to provide honest answers and also assured them of the fact that participation was voluntary. The research was conducted in a highly confidential way with identities being conserved during the research process, hence observing ethical principles in data collection. The researcher also took the time to explain the questionnaire step by step so that all the learners were fully aware on how to respond in every section.

The survey questionnaires then were administered on the respondents when the learners were well-guided. It was ensured that learners had the time to answer questions based on their own time to reduce the stress levels and encourage them to think hard on the questions. This was promoted either within the scheduled class time as projected by the instructor or agreed-upon alternative time which was pre-determined by the institution. The researcher was also present to answer any questions that the learners might have had during the answering of survey questions.

At the end of the specified period the researcher fully reproduced all the filled questionnaires, with the necessary verification of their fullness and correctness. The collected data were subsequently verified, coded and put in a systematic way to be analyzed. Quantitative data were analyzed with appropriate statistical tools of description, whereas qualitative data, in case, were also analyzed and classified into substantial groups.

The researcher maintained a high level of confidentiality throughout the entire data-gathering procedure, anonymity of the entire Grade 6 respondents, and confidentiality of their responses was not disclosed to anyone outside the scope of the research study, as it was only utilized in the understanding of learner engagement and the enhancement of reading instruction. By doing that, the procedure was not only a methodological action, but also a respectful interaction with the learners whose experience was the main basis of this study.

### ***Scoring Procedure***

This data was interpreted using the rating scales below, which reflect the frequency of the teacher's use of multimedia. Higher ratings indicate a greater extent of multimedia integration in reading instruction

| <b>Scale</b> | <b>Description</b> | <b>Range</b> | <b>Qualitative Interpretation</b> | <b>Qualifying Statement</b>                    |
|--------------|--------------------|--------------|-----------------------------------|--|
| 5            | Always             | 4.51- 5.00   | Very Highly Effective             | Indicates that 9-10 times usage of multimedia. |
| 4            | Often              | 3.40- 4.19   | Highly Effective                  | Indicates that 7-8 times usage of multimedia   |
| 3            | Sometimes          | 2.60- 3.39   | Moderately Effective              | Indicates that 5-6 times usage of multimedia   |
|              | Rarely             | 1.80-2.59    | Less Effective                    | Indicates that 3-4 times usage of multimedia   |
| 1            | Never              | 1.0- 1.79    | Very Least Effective              | Indicates that 0-2 times usage of multimedia   |

In order to identify the degree of the learners' engagement in multimedia-supported reading activities in particular, the research had employed a 5-point Likert scale. This scoring system enabled Grade 6 learners of Lumbo Integrated School to indicate the frequency of the occurrence, feeling, or observation of particular behaviors in the usage of multimedia tools like videos, digital storybooks, reading applications, audio narratives, and graphic representations.

The Likert scale offered a well-defined and systematic means through which learners could have expressed the degree to which they agreed with every statement, in the realization that

their exposure to multimedia did so at a very low to very high level. The learners rated the items on the following scale:

| Scale | Range     | Description       | Interpretation      |
|-------|-----------|-------------------|---------------------|
| 5     | 4.51-5.00 | Strongly Agree    | Very Highly Engaged |
| 4     | 3.40-4.49 | Agree             | Highly Engaged      |
| 3     | 2.60-3.39 | Neutral           | Moderately Engaged  |
| 2     | 1.80-2.59 | Disagree          | Less Engaged        |
| 1     | 1.0-1.79  | Strongly Disagree | Not Engaged         |

### *Validity of the Instrument*

The instrument was regarded as a valid and dependable one because the study involved an adopted questionnaire created by Almacen and Labitad (2024), which had been previously evaluated regarding its reliability. Since it was previously tested and was found to be constant, it aids in assuring that the questions are measuring what they are supposed to measure thus enhancing the credibility of this study.

### *FINDINGS*

The analysis showed that the application of multimedia materials in teaching reading by teachers is very effective. According to the findings, educators are always incorporating diverse multimedia products such as videos, digital storybooks, or visuals to facilitate reading lessons. These tools assist in enhancing the level of understanding, simplifying the process of concept mastery in the learner and overall improving the learning process and this proves that multimedia is an effective ingredient in the effective teaching methodology.

Regarding the aspects of engagement of the learners in the multimedia-supported reading activities, the findings indicate that the learners have a high degree of engagement, and see multimedia as a useful tool and important in comprehending the concepts of reading, and positively affect their motivation, attention, participation, and confidence in the lesson. This evidence implies that although the majority of learners feel free and engaged with multimedia, others might be able and need to be guided or trained further to get the full advantages of it.

Furthermore, the correlation analysis revealed a significant relationship between teachers' use of multimedia resources and learners' engagement. This supports the rejection of the null hypothesis, confirming that the integration of multimedia in reading instruction is associated with increased learner interest, active participation, and overall involvement in classroom

activities. The results underscore that multimedia integration not only improves comprehension but also fosters a more interactive and engaging learning environment, enhancing learners' overall reading experience.

### ***CONCLUSIONS***

The results were that multimedia resources used by teachers in teaching reading is more effective to improve the quality of classroom teaching. The high mean values on the indicators taken consistently demonstrate that teacher use many multimedia activities, including videos, digital storybooks, audio recordings, and visual aids, meaningfully and purposefully in their lessons. This implies that the multimedia resources are not just an aid in form of supplementary materials but essential instructional aids, which promote understanding, vocabulary building, and reading strategies.

The findings reveal that the learning process among the learners is highly engaged in the multi-media assisted reading practices. The findings indicate that, multimedia tools enhance the motivation, interest and confidence of the learners and give them a better way of comprehending reading complex concepts. The affirmation of the respondents indicates that technology-enhanced instruction provides a more interactive and learner-focused learning environment that facilitates active engagement and attention maintenance in the reading lessons.

Also, the correlation analysis demonstrates that there is a significant correlation between the use of multimedia resources by teachers and the engagement of learners. It means that the presence of effective multimedia integration has a direct positive impact on the engagement of learners in the process of reading. The more the teachers use multimedia, the higher the level and frequency of engagement by the learners.

### ***RECOMMENDATIONS***

In order to enhance the effective application of multimedia in teaching reading and ensure high level of engagement among the learners, continuous professional development of the teachers should be reinforced. Training programs, mentorship and career growth opportunities ought to be given so that teachers can sharpen their skills in terms of using technology and get motivated in giving quality instructions. School policy should also be looked at to facilitate the retention of teachers as well as consistency in the multimedia-based teaching.

Teachers are pushed to constantly apply new and learner-focused teaching and learning methods including digital storytelling, inquiry-based, and problem-based learning with the help of multimedia. Curriculum improvement and teacher development should be regular to help in keeping the teaching methods within the best practices known to encourage the understanding, motivation and active engagement.

Continuous curriculum development and systematic training of the teachers have to be stressed to maintain the performance and the learning outcomes of the learners in terms of reading. The efficient use of new digital technologies and methods of teaching should be coordinated with consideration of the evolving needs of learners. Also, there should be regular evaluation and feedback systems to track the learning progress and instruct the improvement of teaching.

In order to reinforce the connection between multimedia use and learner interactions, teachers must continually implement the instructional practices that cultivate critical thinking, self-regulation and meaningful learning. It is possible by organizing digital projects, problem-solving tasks guided by teachers and reflective learning activities that will help the learners to be more independent and responsible readers.

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