

Multimodal Instructional Resources And Students' Attainment Of Competencies In Literature In The Schools Divisions Of Tanauan And Sto. Tomas City

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Abstract

Understanding literature in today's time is believed to be highly essential as it allows students to explore human experiences, culture and tradition in the past and present generations. This requires both students and teachers to acquire appropriate cognitive skills as different genres exist in various literary pieces.

In relation to this, the present study investigated the relationship between students' attainment of literary competencies, namely structural, biographical, historical and sociocultural context, embedded in the curriculum and teachers' extent of utilization of multimodal instructional resources, categorized as audio, visual and audio-visual, in honing students' understanding across public junior high schools. Thus, to better yield effective and reliable results, quantitative descriptive-correlational research design was used while all English public junior high school teachers across city schools divisions of Tanauan and Sto. Tomas served as the respondents of the study.

After thorough analysis, findings strongly demonstrated a moderate level of attainment on the literary competencies. While this implies a satisfactory observation, it also suggests a need to strengthen interventions to achieve higher level of mastery. Meanwhile, teachers were found to highly utilize multimodal instructional resources by which visual devices gained the highest composite mean, proving teachers' eagerness to catch students' interests. Consequently, the utilization of audio and audio-visual devices was found to have higher correlations as these could engage students through active listening and combined resources. Nonetheless, considering the correlation, it was revealed that the integration of the three resources possessed statistically positive and significant relationship with students' attainment, of competencies. However, teachers viewed technical problems such as instability of internet connection and poor audio and video quality to be the most challenging situation in the utilization of resources.

Overall, the study suggests strengthened use of appropriate multimodal instructional resources, particularly audio devices, to achieve students' higher level of attainment. Thus, provision of functional resources and devices to support teachers must be considered to enhance instructional effectiveness in literature.

Keywords: *literature, competencies, multimodal instructional resources, devices, utilization*

1. Introduction

Understanding literature provides an avenue for all individuals across countries and local areas to deeply appreciate cultural differences and practices, reducing tendencies for miscommunication and attending to common cultural and language barriers that set in. One way to get students abreast of such concepts is through inculcating ideas in the academic setting where students are prepared enough to comprehend varied materials.

Globally, the context of studying literature continuously allows students to deepen exploration of the language, history and culture of different groups and countries as narrated by renowned authors. United Kingdom, Ireland, Australia and even Canada offer best styles when it comes to studying English literature. Such literary contexts involve structural, historical, biographical and sociocultural context which strongly aim to enable students to strengthen understanding on how literary works can be interpreted based on the author's view, its appearance and even its explicit and implicit meanings.

Similarly, in the Philippine context of education, English curriculum under the K to 12 curricula, years before MATATAG curriculum had been implemented, the aim was to hone students' communicative competence, grammar awareness and even appreciation for literature which encompassed Philippine, Afro-Asian, American and even mythological-related pieces.

Meanwhile, this idea appeared to have modifications, considering the reading and comprehension gaps that set in before, during and after pandemic. Certain adjustments have been made to ensure that gaps are addressed, while learning will highly transpire among students.

Specifically, as stipulated in the Department of Education (DepEd) Order No. 10, Series 2024, nationwide implementation of MATATAG curriculum in 2024, all learning competencies were grouped together, making prerequisites a springboard for the next level. A huge part of what the enhanced curriculum aimed at is to prioritize 21st century skills and address cognitive demands. Hence, in relation to the target competencies in English, decongestion of topics was realized making it strategic and thematic for teachers to focus on single area in every quarter. Currently, the Department of Education is trying to disseminate further revisions on the competencies for Grade 9 and 10. With this, the role of multimodal instructional resources becomes salient in enhancing learning by means of different modes of instruction as these convey varied meanings when presented through texts, images, audio, audio-visual and even interactive media.

Hence, with the existing modifications, this study aimed to investigate the relationship between students' attainment of competencies in literature and teachers' extent of utilization of multimodal instructional resources.

Statement of the problem

To effectively extract relevant results, the study sought to answer the following questions.

1. What is the students' level of attainment of the competencies in literature as assessed by the teachers with respect to the following contexts:
 - 1.1 structural;
 - 1.2 historical;
 - 1.3 biographical; and,
 - 1.4 socio-cultural?
2. What is the extent of utilization of multimodal instructional resources as assessed by the respondents in terms of:
 - a. audio;
 - b. visual; and,
 - c. audio-visual devices?
3. Is there a significant relationship between the assessments on the level of attainment of competence and the extent of utilization of multimodal instructional resources?
4. What challenges are encountered by the teachers in utilizing multimodal instructional resources?
5. Based on the analysis, what enhancement activities may be proposed?

Research Hypothesis

There is no significant difference between students' level of attainment of the competencies and teachers' extent of utilization of multimodal instructional resources in teaching literature.

2. Materials and Methods

To be able to yield effective and reliable results, the present study utilized a quantitative descriptive-correlational research design of investigation. This helped in the investigation of students' attainment of literary competencies particularly on structural, historical, biographical and sociocultural context and teachers' extent of utilization of multimodal instructional resources such as audio, visual and audio-visual devices. A total of 129 public junior high school English teachers across divisions of Tanauan and Sto. Tomas served as respondents in the current undertaking. Respectively, there were 85 English teachers from Tanauan City while 44 were from Sto. Tomas City Division.

Relatively, a four-point Likert scale questionnaire was crafted adherent to previous readings and studies from various reliable sources anchored to the present study. The said questionnaire consisted of their significant parts including students' attainment of literary competencies, ranging from Highly Attained to Least Attained, teachers' extent of utilization of multimodal instructional resources, covering Highly Utilized to Least Utilized and challenges encountered by , ranging from Strongly Agree to Strongly Disagree, when utilizing such resources in teaching literature.

In connection with this, the questionnaire was carefully validated by the experts to ensure clarity, validity and appropriateness of the instrument. Thus, gathering and tabulation of data took a month period due to several considerations. After careful tabulation, frequency, ranking, weighted mean, and Pearson's r coefficient of correlation were determined. In support, interviews were also administered to further clarify and solicit relevant views from different interviewees.

3. Results

Table 1

Students' Attainment on Structural I Context

Table 1 explored students' level of attainment when ideas adhering to the structure and form of literary pieces are discussed. The results were analyzed and interpreted using the mean score.

Statement	Weighted Mean	Verbal Interpretation
<i>Through employing strategic techniques, students are able to...</i>		
1. sequence events using plot diagrams such as Freytag's pyramid to enhance retention.	3.29	Moderately Attained
2. summarize the introduction, rising action, climax, falling action, and conclusion of a certain piece.	3.47	Moderately Attained
3. differentiate main and minor characters and their specific roles.	3.70	Highly Attained
4. distinguish character's motivations, goals, actions and development throughout a certain literary text.	3.41	Moderately Attained
5. interpret dialogues and make meaningful connections to the development of characters and plot advancement in certain literary texts.	3.38	Moderately Attained
6. analyze symbols, imagery and sensory details to explain its significance and contribution to the overall meaning of the literary text.	3.29	Moderately Attained
7. identify and explain literary devices such as simile, metaphor, and hyperbole to deepen interpretation of the piece.	3.34	Moderately Attained
8. identify how elements such as setting, characterization and plot work together to deepen understanding.	3.48	Moderately Attained
Composite Mean	3.42	Moderately Attained

Legend: 3.50-4.00- Highly Attained 2.50-3.49-Moderately Attained 1.50-2.49 Slightly Attained 1.00-1.49 Least Attained

This table illustrates the students' level of attainment in terms of the structural context in understanding literature. Among all the indicators, differentiating main and minor characters and their specific roles obtained the highest weighted mean of 3.70, which was interpreted as Highly Attained. This result suggests that teachers find students' proficiency in determining and understanding the roles of different characters as this component is a vital concept in the analysis of certain literary texts. Likewise, this enhances students' understanding as to how characters greatly influence the development of a story or any piece.

Meanwhile, identifying how elements such as setting, characterization and plot are put together to deepen understanding of the literary yielded a weighted mean of 3.48, followed by summarizing the introduction, rising action, climax, falling action and conclusion of a certain literary piece, which had a weighted mean of 3.41. With the results gathered, it could be gleaned that students tend to understand how such elements contribute to a more meaningful appreciation of the sequence of a narrative.

Table 2

Students' Attainment on Historical Context

Statement	Weighted Mean	Verbal Interpretation
<i>Through employing strategic techniques, students are able to...</i>		
1. identify and relate the historical period to the lives of the characters in a literary text.	3.31	Moderately Attained
2. point out how elements of nationalism and social advocacies have developed in a literary text.	3.25	Moderately Attained
3. distinguish historical symbols, metaphors and other cues to imply societal issues.	3.36	Moderately Attained
4. explore revolutionary movement, progress or resistance of characters as portrayed in the literary work.	3.19	Moderately Attained
5. explain how historical events impact conflicts, resolutions and further developments among characters in a literary work.	3.22	Moderately Attained
6. figure out the existing laws and policies that influence literary work.	3.17	Moderately Attained
7. analyze the major historical events that have happened as conveyed in the literary work.	3.21	Moderately Attained
8. relate facts in historical context to modern scenarios through creating connections between the past and present events in the society.	3.26	Moderately Attained
Composite Mean	3.25	Moderately Attained

4.

Legend:

3.50-4.00-

Highly

Attained 2.50-3.49-Moderately Attained 1.50-2.49 Slightly Attained 1.00-1.49 Least Attained

The table shows students' level of attainment of historical context. Based on the results yielded, distinguishing historical symbols, metaphors, and other cues to imply societal issues had ranked the highest composite mean of 3.36 among other indicators, which was verbally interpreted as Moderately Attained. This implies that students are abreast of recognizing symbolic elements that represent both historical and societal concerns in the period when the literary text was written and published.

In relation, identifying and relating the historical period to the lives of the characters which gained a composite mean of 3.31, interpreted as Moderately Attained and relating facts in historical context to modern scenarios through connections between past and present events in the society which had a composite mean of 3.26 were also observed to meet higher composite means compared to other indicators. These results clearly imply that such understanding assist learners to better appreciate how historical settings largely influence conflicts, behaviors and even the overall setting in a literary text.

Table 3
Students' Attainment on Biographical Context

Statement	Weighted Mean	Verbal Interpretation
Through employing strategic techniques, students are able to...		
1. characterize the author's life significant experiences.	3.16	Moderately Attained
2. relate the author's life experiences to the literary text created.	3.19	Moderately Attained
3. identify the basic information about the author's name, penname and lifespan.	3.19	Moderately Attained
4. point out the author's writing style and relate it with their life's experiences.	3.11	Moderately Attained
5. determine beliefs and values of the author and relate it to the literary text.	3.13	Moderately Attained
6. distinguish author's recognitions and achievements in relation to their impact to literary text.	3.02	Moderately Attained
7. discuss author's achievements and contributions to literature.	3.12	Moderately Attained
8. analyze the author's views and perspectives as reflected in literary text.	3.21	Moderately Attained
Composite Mean	3.14	Moderately Attained

Legend: 3.50-4.00- Highly Attained 2.50-3.49-Moderately Attained 1.50-2.49 Slightly Attained 1.00-1.49

Least Attained

This table reveals the students' level of attainment on biographical context which clearly implies that analyzing the author's views and perspectives as reflected in the text earned the highest weighted mean of 3.21, interpreted as Moderately Attained. This clearly reveals that students can recognize author's viewpoint, as clues and scrutinization on the message and theme conveyed are inherently presented.

Similarly, as observed by the teachers, students have also possessed the skill on relating the author's life experiences to the literary texts created and identifying the basic information about the author's name, penname and lifespan. Both yielded a weighted mean of 3.19, which was verbally interpreted as Moderately Attained. These results strongly convey that students can create foundational knowledge, thus, create connections between the author's life and the literary piece itself. With such skill, students would benefit from understanding the message behind the text, as to how it reflects the life experiences or background of the author.

Table 4

Students' Attainment on Socio-Cultural Context

Statement	Weighted Mean	Verbal Interpretation
Through employing strategic techniques, students are able to...		
1. identify societal norms, values and traditions of characters present in a literary work.	3.39	Moderately Attained
2. interpret how social classes and familial structures influence characters' behavior and/or development in literary work.	3.26	Moderately Attained
3. analyze gender roles and make meaningful connections to its influence as reflected in the text.	3.26	Moderately Attained
4. discuss how language or dialects influence characters' behavior and express socio-cultural interpretations.	3.16	Moderately Attained
5. distinguish societal issues and challenges of characters in literary works and relate them to life experiences today.	3.27	Moderately Attained
6. explain how social issues such as migration, inequality, and injustice among characters influence literary work.	3.25	Moderately Attained
7. provide reflections and insights as to how socio-cultural contexts influence one's appreciation of values, practices and culture of others.	3.60	Highly Attained

8. relate the major societal themes of literary works to contemporary issues.	3.16	Moderately Attained
Composite Mean	3.29	Moderately Attained

Legend: 3.50-4.00- Highly Attained 2.50-3.49-Moderately Attained 1.50-2.49 Slightly Attained 1.00-1.49 Least Attained

This table presents the results on students' level of attainment on understanding socio-cultural context in literature. Based on the findings, it could be gleaned that students are able to provide reflections and insights as to how the said context influences appreciation of values, practices and culture of others which gained the highest weighted mean of 3.60 and verbally interpreted as Highly Attained. This explains that students are relatively more able to realize how understanding literature can best be appreciated through linking ideas on diverse cultures and social practices of characters in various literary texts.

In relation to this, students are also found to have the ability on identifying societal norms, values, and traditions of characters which gained a weighted mean of 3.31, while distinguishing societal issues such as migration, inequality, and injustice among characters attained a weighted mean of 3.26. Both indicators that were verbally interpreted as Moderately Attained were also revealed to have high weighted mean close to the highest.

Table 6

Extent of Utilization of Audio Device

Statement	Weighted Mean	Verbal Interpretation
<i>The teacher...</i>		
1. uses authentic audio materials (e.g., interviews, speeches or dialogues) to expose students to people's real-life language use.	3.49	Moderately Utilized
2. utilizes audio clips or voice recordings as motivational tools to capture students' interests and engagement throughout the discussion.	3.37	Moderately Utilized
3. employs songs or any sound effects, relevant to the topic to strengthen students' understanding and attention on the discussion of literary works.	3.50	Highly Utilized
4. integrates audio resources to provide enhancement activities for advanced students while remediation activities for the struggling ones.	3.40	Moderately Utilized

5. includes audio clips and other materials to support various learning styles (e.g., independent, self-paced or even asynchronous tasks.	3.41	Moderately Utilized
6. employs reading aloud or narrations to enhance students' listening ability and comprehension on various literary works regardless of their length.	3.52	Highly Utilized
7. incorporates audio materials for guided practices, drills or any assessment tasks.	3.39	Moderately Utilized
8. utilizes audio recordings through various devices, together with other materials to create a multimodal learning environment among students.	3.31	Moderately Utilized
Composite Mean	3.42	Moderately Utilized

Legend: 3.50-4.00- Highly Utilized 2.50-3.49-Moderately Utilized 1.50-2.49 Slightly Utilized 1.00-1.49 Least Utilized

The table shows the teachers' extent of utilization on audio devices in teaching literature among junior high school students. Based on the findings, it could be gleaned that teachers are able to employ reading aloud or narrations to enhance students' listening ability and comprehension on various literary texts despite length. This gained the highest weighted mean of 3.52, which was verbally interpreted as Highly Utilized. This implies that teachers highly prioritize strengthening students' listening skills in understanding certain literary texts as it is believed that recognizing auditory input reinforces strong comprehension.

Moreover, it was also observed that among the indicators, teachers also greatly employ songs or any sound effects that are relevant to the topic to strengthen students' understanding and attention while literary texts are discussed, gaining 3.50 weighted mean and was verbally interpreted as Highly Utilized as well. Likewise, teachers also find it meaningful to utilize authentic audio materials (e.g., interviews, speeches, or dialogues) to expose students to people or even characters' real-language use in daily lives, which gained a weighted mean of 3.49, and interpreted as Moderately Utilized. These findings reveal that such initiatives from teachers to adapt instructions that cater students' needs create an interactive and inclusive learning environment through an effective use of music, sounds and even audio clips that serve as learning tools.

Meanwhile, teachers are found to utilize audio recordings through various devices which may be coupled with other devices to create a multimodal learning environment, that obtained a weighted mean of 3.38 despite still being interpreted as Moderately Utilized. Also, another two indicators were observed to have low weighted mean. Teachers do not usually incorporate audio materials into guided practices, drills or any assessment tasks that yielded 3.39 weighted mean, while using audio clips such as voice recordings as motivational tools to capture students' interest which gained a weighted mean of 3.37. This shows that teachers capacitate enriching learning of literature effectively. However, time on preparing such prerecorded clips might be a

huge consideration of teachers when clips could just have been downloaded over the internet, without sacrificing the quality of learning.

Table 7

Extent of Utilization of Visual Device

Statement	Weighted Mean	Verbal Interpretation
The teacher...		Highly Utilized
1. purposefully integrates visual devices and materials to emphasize key ideas.	3.68	
2. uses pictures, graphs, and other illustrations to support students' understanding of abstract ideas.	3.72	Highly Utilized
3. integrates graphs or charts to relate ideas and connect existing data to the scenarios present on literary works.	3.66	Highly Utilized
4. employs visual aids to activate students' interests from the start of the lesson to the end.	3.65	Highly Utilized
5. integrates visual resources to support students' understanding which cannot be easily explained through verbal teaching alone, especially for visual learners.	3.62	Highly Utilized
6. incorporates infographics and other visual materials during guided practice, drills and other assessments.	3.64	Highly Utilized
7. makes use of PowerPoint presentations or Google slides to show variations of materials and organize key concepts for better learning.	3.77	Highly Utilized
8. utilizes visual materials which are either print or non-print, together with other materials to create a multimodal learning environment among students.	3.70	Highly Utilized
Composite Mean	3.68	Highly Utilized

Legend: 3.50-4.00- Highly Utilized 2.50-3.49-Moderately Utilized 1.50-2.49 Slightly Utilized 1.00-1.49 Least Utilized

The table shows the results gathered on teachers' extent of utilizing visual devices in teaching literature among junior high school students. It could be gleaned that among all the indicators, teachers were found to make use of PowerPoint presentations or Google Slides to show variations of materials and organize key concepts for better learning, which gained the highest weighted mean of 3.77, verbally interpreted as Highly Utilized. This implies that teachers continue to adapt to the changing demands in a technological setting, other than just utilizing print materials.

In addition, using pictures, graphs, and other illustrations to support students' understanding of abstract ideas yielded second to the highest weighted mean which was 3.72, while using either print or non-print together with other materials to create multimodal learning environment gained a weighted mean of 3.70. Both signified a verbal interpretation of Highly Utilized, too. With this finding, it could be gleaned that teachers do emphasize the huge role of visual devices and materials in making complex literary works accessible for learning among students.

On the other hand, although still verbally interpreted as Highly Utilized, integrating visual resources to support students' understanding which cannot be easily explained through verbal teaching alone, especially for visual learners gained the lease weighted mean of 3.64, while incorporating infographics and other visual materials during guided practice, drills and assessments attained 3.64 while employing visual aids to activate students' interests from the start of the lesson to the end obtained a weighted mean of 3.66. These findings suggest that despite the initiative of the teachers to integrate visual devices and resources among students, there might have been other more relevant and responsive tools to address needs exploring literature, which visual devices alone could not provide.

In general, the results showed a composite mean of 3.68, verbally interpreted as Highly Utilized. This finding suggests that teachers can effectively integrate visual resources in teaching literature among students. Thus, the strategic techniques such as combining print, non-print, and even incorporating nonlinear texts such as graphs to better present ideas related to the literary works had largely contributed to a rich and dynamic learning environment to support diverse learning styles. Likewise, intensify understanding abstract ideas which could be meaningful in appreciating what the literary contexts convey. True enough, these results strongly prove teachers' strong commitment in enhancing comprehension among students through organizing concepts.

Table 8

Extent of Utilization of Audio-Visual Device

Statement	Weighted Mean	Verbal Interpretation
The teacher...		
1. includes videos relevant to the concept as motivational tools or in any part of the lesson to capture students' attention.	3.71	Highly Utilized
2. integrates audio-visual resources address diverse learning styles of students and even respond to multiple intelligences.	3.57	Highly Utilized
3. employs audio-visual materials during guided practice, drills and other assessments.	3.60	Highly Utilized
4. purposefully uses audio-visual materials as an essential part of teaching-learning strategy.	3.58	Highly Utilized

5. presents audio-visual materials such as inspiring and entertaining video clips, or even documentaries to expose students to real-life situations and ideas that can be linked to the concepts discussed.	3.67	Highly Utilized
6. incorporate audio-visual resources to provide enhancement and remediation activities to students.	3.48	Moderately Utilized
7. includes audio-visual resources to activate students' listening, viewing and critical thinking skills towards what is conveyed.	3.60	Highly Utilized
8. utilizes audio-visual devices which are either print or non-print create a multimodal learning environment among students.	3.69	Highly Utilized
Composite Mean	3.61	Highly Utilized

Legend: 3.50-4.00- Highly Utilized 2.50-3.49-Moderately Utilized 1.50-2.49 Slightly Utilized 1.00-1.49 Least Utilized

The table presents teachers' extent of utilization on audio-visual devices in teaching literature among students. Based on the findings, teachers can include videos relevant to the concept as motivational tools or in any part of the lesson to catch students' attention. This yielded the highest weighted mean of 3.71 and interpreted as Highly Utilized. This emphasizes that teachers strategically initiate motivating students and maintaining students' attention throughout the discussion of a certain literary work.

In relation, utilization of print and nonprint resources was even done by teachers to create a multimodal learning environment among students. This highlights the combination of sounds and visual aids to support learning for literature where a weighted mean of 3.71 was attained. Hence, the use of inspiring and entertaining video clips, or even documentaries to expose students on real-life situations and ideas gained a weighted mean of 3.67. Both indicators were still verbally interpreted as Highly Utilized, implying high weighted mean among other indicators. Such findings suggest that teachers do not solely focus on engagement but even by providing meaningful real-life connections to support understanding and appreciation of literature.

Meanwhile, incorporating audio-visual resources to provide enhancements and remediation activities had reached the lowest weighted mean of 3.69, interpreted as Moderately Utilized. Perhaps, this responds to the time constraints among teachers by which simpler resources can be utilized to facilitate learning instead of extracting a lot of audio-visual resources. Likewise, teachers were also found to have less exposure to integrating such resources, address diverse learning styles and even respond to multiple intelligences which gained 3.57, and purposefully using the said materials as part of the teaching-learning strategy, where both are interpreted as Highly Utilized. Despite lower results on the said indicators, it could still be gleaned that the given findings express teachers' willingness and response among all students with diverse needs.

Overall, the table exemplified teachers' wide range of utilization of audio-visual resources which attained 3.61 composite mean and verbally interpreted as Highly Utilized. This proves that teachers strongly help students in enhancing motivation and willingness to strive as learning environment is interactive and inclusive at the same time.

Table 9

Relationship between the Level of Attainment of Competencies in Terms of Structural Context and the Extent of Utilization of Multimodal Instructional Resources

Devices	Structural Context			
	Pearson's r	p-value	Decision on H ₀	Interpretation
Audio	.378	<.000	Reject	Significant
Visual	.372	<.000	Reject	Significant
Audio-Visual Devices	.444	<.000	Reject	Significant
Overall Extent of utilization of multimodal instructional resources	.466	<.000	Reject	Significant

This table shows that in terms of structural context, teachers' extent of utilization of multimodal instructional resources proves a statistically significant and positive relationship with students' attainment of competencies. Specifically, audio devices had ($r=.378$) and visual devices had ($r=.372$) both yielded moderate positive correlations, while audio-visual devices exhibited a relatively stronger correlation ($r=.444$). Scrutinizing the results, it could be gleaned that the overall extent of utilization gained a coefficient ($r=.466$) which was categorized to moderate correlation range.

With this, since all computed p-values were less than .000 or .001, the results indicated a high level of statistical significance, therefore, the null hypothesis was rejected. More so, the figures emphasized that an increased exposure to multimodal instructional resources which is initially facilitated by the teachers and later explored by the students, can strongly strengthen students' ability to analyze structural elements such as the structure, appearance, themes, characters, and even literary devices embedded on the literary materials.

Considering this, the comparatively higher correlation of audio-visual devices implied that the integration and combination of sounds and imagery may likely provide better and more effective connections on structural components, than just merely focusing on a single-mode device. On top of this, it is significant to note that the significance of utilizing varied and combined materials can positively impact understanding of literature.

Table 10

Relationship between the Level of Attainment of Competencies in Terms of Historical Context and the Extent of Utilization of Multimodal Instructional Resources

Variable	Historical Context			
	Pearson's r	p-value	Decision on H_0	Interpretation
Audio	.411	<.000	Reject	Significant
Visual	.224	.011	Reject	Significant
Audio-Visual Devices	.307	<.000	Reject	Significant
Overall Extent of utilization of multimodal instructional resources	.375	<.000	Reject	Significant

The table demonstrates statistically significant positive relationships across all multimodal instructional resources. Based on the results, it could be gleaned that audio devices exhibited a moderate correlation ($r=.411$), noting its substantial impact to students' understanding of historical background embedded on literary texts. Meanwhile, audio-visual devices showed a low to moderate correlation ($r=.307$), and visual resources exhibited a weaker relationship ($r=.224$). Though statistically significant, it could be noted that more strategic remediations should take place to get closer to the target attainment, in relation to the use of visual and audio-visual resources.

Meanwhile, ($p=.375$) was attained as the overall utilization of multimodal instructional resources. Similar to structural context, this gained a moderate positive relationship which strongly supports the rejection of the null hypothesis. With such results, it could be implied that multimodal instructional resources, along with approaches on integration, can strongly improve students' ability to cope up and eventually contextualize ideas present on literary texts which could be associated with historical settings.

Audio devices, on the other hand, were observed to have strong relevance if documentaries and historical accounts are inculcated in the discussions of literary works. However, visual devices, which relatively has weaker correlations, implied that the utilization of images alone would not automatically translate to effective strategy in presenting historical contexts, unless otherwise, these are supplied with added facts, narrations or interactions from the group or other reliable sources.

Table 11

Relationship between the Level of Attainment of Competencies in Terms of Biographical Context and the Extent of Utilization of Multimodal Instructional Resources

Devices	Biographical Context			
	Pearson's r	p-value	Decision on H_0	Interpretation
Audio	.454	<.000	Reject	Significant
Visual	.279	.001	Reject	Significant
Audio-Visual Devices	.336	<.000	Reject	Significant
Overall Extent of utilization of multimodal instructional resources	.425	<.000	Reject	Significant

Table 11 discusses the findings on biographical context where all multimodal instructional resources were found to be significantly correlated with students' competence, however showing varied strengths. It could be gleaned that among the three devices, audio showed the strongest relationship ($r=.454$), suggesting a moderate positive correlation, which was followed by audio-visual devices ($r=.336$). This suggests that listening-based materials such as recorded or authentic clips, interviews, or storytelling formats may have strong associations and impact as to how life experiences of the authors can be discussed with the students. Such strategy and resources may largely help students create meaningful connections on the personal and historical backgrounds of different authors, leading to deeper engagement of the students to the literary materials.

Visual devices, on the other hand, showed a weak to moderate relationship ($r=.279$), which still showed real relationship despite being the lowest. Still, such devices and resources alone may show less applicability and effectiveness among students as it could only be passive rather than providing a more dynamic or narrative-driven media.

Meanwhile, in terms of the overall extent of utilization, it could be observed that ($r=.425$) showed a moderate positive relationship association, leading to the rejection of the null hypothesis. With this, it could be implied that multimodal approach on the use of devices can create meaningful impact towards understanding Literature.

Table 12

Relationship between the Level of Attainment of Competencies in Terms of Sociocultural Context and the Extent of Utilization of Multimodal Instructional Resources

Variable	Socio-cultural Context			
	Pearson's r	p-value	Decision on H_0	Interpretation
Audio	.346	<.000	Reject	Significant
Visual	.187	.033	Reject	Significant
Audio-Visual Devices	.327	<.000	Reject	Significant
Overall Extent of utilization of multimodal instructional resources	.341	<.000	Reject	Significant

The table revealed that the extent of utilization of multimodal instructional resources of teachers in relation to students' attainment of competencies was deemed significantly related. Audio device ($r=.346$) and audio-visual device ($r=.327$) both gained moderate positive correlations, while visual resources ($r=.187$) exemplified a weak but still significant relationship.

Such results suggest that it is through multimodal instructional resources that assist students to learn better in understanding societal norms, cultural values, and even societal influences which are present in various literary texts. It signifies that the combination of materials could largely help in understanding different literary pieces.

Meanwhile, the overall extent of utilization ($r=.341$) implied a moderate positive association, similar to other previously presented literary contexts. Thus, this confirms the rejection of the null hypothesis.

While audio and audio-visual devices can help provide more substantial representations of ideas through dialogues, and real-life scenarios to simplify complex ideas, visual resources alone could not fully capture the depth of cultural notions and dynamics without including supplemental discussions and explanations from various resources.

Table 13

Encountered Challenges in the Utilization of Multimodal Instructional Resources

Statement	Weighted Mean	Verbal Interpretation	Rank
<i>As a facilitator...</i>	2.95	Agree	2
1. I find it challenging to devise multimodal instructional resources (e.g., videos, audio clips and print materials) to support discussion of literary texts.			
2. I lack sufficient training in integration and combination of various modes such as visual, audio- and audio-visual resources in delivering instructions for literature class which makes the utilization less limited.	2.69	Agree	8
3. I struggle with preparing for varied resources as this requires more time for lessons and content development.	2.83	Agree	3.5
4. I have trouble in incorporating such resources as there is just limited access to materials provided despite being listed in the curriculum guide.	2.81	Agree	5
5. I face difficulty in modifying or adapting resources as students have diverse learning needs and styles.	2.83	Agree	3.5
6. I often encounter technical problems (e.g., internet instability, poor audio and video quality, and device incompatibility) when multimodal instructional resources are utilized in class.	3.02	Strongly Agree	1
7. I encounter difficulty in getting the students' attention as some become easily distracted when presented with multimodal resources, than getting focused on literary lessons.	2.78	Strongly Agree	6
8. I experience problems with the lack of available and functional equipment such as speakers and televisions which can present ideas through videos, recordings and visual texts or images.	2.77	Strongly Agree	7
Composite Mean	2.83	Agree	

The table reveals teachers' encountered challenges in teaching literature as multimodal instructional resources are believed to have strong significance. Based on findings, it can be observed that technical problems such as internet instability, poor audio and video quality, and device incompatibility ranked the top problem among all indicators. This gained a weighted mean of 3.02, verbally interpreted as Strongly Agree. Such struggle can indeed impact on teaching and learning process as the target goal as to why such devices are highly applied are highly relevant and captivating.

In addition, teachers also face difficulties in devising multimodal instructional resources such as video clips and print materials to support discussions on literary texts which yielded a weighted mean of 2.95, while preparation for varied resources as time constraints and content development are salient, thus this gained a weighted mean of 2.83. Along with this, teachers struggle in modifying or adapting resources due to varied learning needs and styles which also obtained a weighted mean of 2.83. These indicators are observed to have the highest rank among all indicators as huge challenges of teachers.

Meanwhile, teachers considered the lack of training in integration and combination of various modes such as visual, audio and audio-visual resources in delivering instructions for literature as the lowest rank among all the indicators which obtained a composite mean of 2.69, interpreted as Agree.

Furthermore, teachers also considered it the least to get students' attention as students become easily distracted when something unusual is encountered. Lack of available and functional equipment was found to be a challenge too, having 2.77 weighted mean. These findings suggest that both technical and pedagogical constraints limit the full implementation of multimodal instructions in teaching literature among students, thus urge for further innovative, yet practical solutions.

To conclude, the results on teachers' challenges yielded a composite mean of 2.83 which was verbally interpreted as Agree. This implies that despite the effort of the teachers to strategically innovate ways on teaching literature, challenges can be a factor that can hinder effective teaching among teachers and learning on the students' end.

5. Proposed Enhancement Activity

For students, to be able to attain higher level of attainment of competencies, reading enhancement programs which include pre-reading, while reading and post-reading may be strengthened among schools during the entire school year so that the students would have better reading and comprehension ability. Thus, integration of interactive storytelling and context-based analysis to all literary pieces may be considered to exercise familiarity on how literary pieces are and carefully analyzed.

Thus, for teachers, the integration of audio, visual and audio-visual resources, particularly audio devices, may be enhanced more to justify the changing needs and demands of the trends, particularly in strategic techniques to better facilitate literature classes. With this, teachers are suggested to participate in different training to boost skills.

Also, to further enhance students' understanding of literature and its context, the authorities may consider providing better provisions on the production of resources to alleviate the top problem of technical problems. Hence, devising alternatives such as offline, print and pre-recorded materials and resources may also be adapted to promote interactive and eventually enhance student learning.

Discussion

The given findings strongly justify that the utilization of multimodal instructional resources strongly affect students' attainment of competencies. Through such exposure and familiarity on the use of audio, visual and audio-visual resources, students were able to achieve satisfactory level of attainment, although certain measures need to take into account to achieve higher attainment.

Such results adhere to several existing studies. Lian (2025) emphasized that employing instructional resources in the current classrooms whose rapid transformation brought by the collaboration between print, technology, and creative techniques can contribute to valuable educational solutions in the existing challenges. This also encapsulates significant progress in the oral, auditory and vocabulary development of the students, especially when the said tools are actively used.

In addition, incorporating such multimodal resources and approaches is believed to provide comprehensible avenue of presenting information among teachers and students which eventually assist in making valuable insights and judgements towards ideas. Thus, this also augments learning capacities of students and even teaching abilities of teachers. Also, it is salient to realize that learning should not be restricted to traditional tools, since transformation takes place. Therefore, digital learning environment to which resources may be operated through different mediums can be used (Cukurova, Giannakos & Maldonado, 2020).

Moreso, Bouchey, Castek & Thygeson (2021) reiterated that a single strategy does not fit all students. Therefore, devising appropriate strategies and resources, even with technology-aid resources, can help shape meaningful exchange of learning experiences, and communication through different platforms. Likewise, through maximizing the use of these instructional resources, educators would be able to expound ideas and experiences and even come up with a fruitful reflection as to the tools that are highly appropriate to diverse learners.

Meanwhile, despite the positive impact of multimodal instructional resources to teaching and learning process, multiple obstacles have been raised and faced by the students along the way. When it was pandemic, one of the educational hardships was the adaptation of teachers and students in fulfilling the needs to absorb the competencies using various platforms and resources.

Thus, the lack of hands-on experience contributes to slowly allowing students to learn as effectively as possible.

Technical problems of teachers on the utilization of multimodal instructional resources were similarly found even on the results of other studies. This proved that further support from the educational authorities on availability of resources should set in.

Ferri, Grifoni & Guzzo (2020) pointed out that challenges are more centered on technological issues. Since, students would be trained to also utilize the resources, unstable internet connection and lack of necessary electronic devices are huge contributing factors along the process.

Challenges have also been set in the situations. These include poor internet connection, lack of students' consciousness and even fear when beginning the implementation of tasks in class. With proper solutions, it was further emphasized that students' language proficiency could be improved once remediations and adjustments were initiated (Muntaha, Chen & Dobinson, 2023).

Although challenges arise, the goal among teachers and students should remain intact. Both participants should work hand in hand to carefully realize how actions can be done to solve such challenges with contribute to difficulties in knowledge and skill acquisition. After all, strong support will lead to targeting the ultimate goal towards learning. With numerous difficulties that arise in the academic setting, students should be aided with technology-based learning, appropriate enough to meet the standards of the modern world. Teachers, on the other hand, should remain adaptive to such changes brought by different circumstances in the environment and even by the demands of the emerging education field. In the same way, the said challenges on multimodal instructional resources should not hinder learning progress but should be a challenge to create innovations for positive engagement and approach to literature.

5. Conclusion

In terms of students' attainment of literary competencies, the results demonstrated a moderate level of competence across structural, historical, biographical and socio-cultural context, however found to have excelled most in determining characters and their specific roles in various literary texts (structural) while distinguishing author's recognitions and achievements (biographical) was found to have the least result. These results imply that students need to develop higher sense of cognitive skill while teachers should cater appropriate instructional resources to support learning. With such initiative, higher level of mastery is likely to take place on students' performance and academic progress.

On the other hand, teachers' extent of utilization of multimodal instructional resources exhibited an impressive result by which the said devices are used strategically to address learners' needs and diversity. Visual devices are found to have the highest extent of utilization, noting teachers' familiarity with the appropriate visual materials to be used while audio devices scored the least. This result could have possibly rooted from the appropriateness of available audio resources which could have supported the instruction.

Meanwhile, considering the correlation of all variables, it was observed that there is a significant positive relationship between teachers' extent of utilization and multimodal instructional resources and students' level of attainment of competencies in literature, however, audio and audio-visual devices are found to have stronger relevance and impact towards attainment of higher level mastery if, continuously used, despite using visual devices more frequently in the instruction and discussion delivery of competencies. This strongly suggests that audio and audio-visual devices promote better listening skills, comprehension, and imagination which are all vital and key elements in understanding literary texts. Thus, the tone and emotion are grasped, helping students create deeper engagement towards the material while listening and viewing could play effective learning acquisition when utilized, too.

Lastly, teachers were found to face challenges in adapting to multimodal instructional resources moderately, primarily noting that technical problems and unavailability of available and relevant materials limit full potentials of implementing multimodal strategies, as these limitations display time constraints and applicability to the setting for diverse sets of learners.

Recommendations

In light of the results yielded, it is recommended that the following will be considered.

1. Implementation of the proposed enhancement activities may be considered by the schools, particularly the English teachers to yield better results of students' attainment.
2. Curriculum developers may continue to review and integrate multimodal instructional resources into the English subject where literature occupies a huge value through providing clearer frameworks on scaffolded competencies, sample activities, varied assessment tools that involve audio, visual and audio-visual devices.
3. School administrators may initially prioritize the provision of sufficient and functional resources such as speaker, television, printer for the print images, projectors or High-Definition Multimedia Interface (HDMI), and most especially stable internet connectivity which may be carefully planned through Annual Improvement Plan (AIP).
4. Junior high school English teachers may strongly adapt strategic construction of lesson exemplars and improvisation of differentiated instructions, while ensuring that the crafted activities respond to the learning objectives.
5. Parents are considered to have an integral part to students' growth; therefore, it is highly encouraged to provide a conducive learning environment where students could engage with reading literary texts while utilizing multimodal instructional resources meaningfully.
6. Students are highly encouraged to exercise active learning by ensuring an engagement with multimodal instructional resources when exploring different contexts in literature and all relevant concepts like videos, audio recordings, visual materials and interactive outputs to enhance understanding and comprehension.
7. Lastly, future researchers may conduct further studies and focus on other possible variables in exploring the applicability of multimodal instructional resources to provide additional comprehensive analysis of the study.

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