

Use of Instructional Materials on Student Engagement: A Study among Intermediate Pupils

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ABSTRACT

This study investigated the use of instructional materials on student engagement among intermediate pupils at selected school in Guiuan and Quinapondan, Eastern Samar in the school year 2024-2025. The research specifically examined the use of instructional materials on student engagement. A descriptive-correlational research design was employed, involving a total of 80 intermediate pupils. The respondents in this study accomplished a questionnaire designed to determine the use of instructional materials on student engagement. The data gathered were tallied, tabulated, and analyzed using descriptive statistics. Pearson's r was utilized to find out the significant relationship between the two variables of the study which are the use of instructional materials and student engagement.

INTRODUCTION

Educators play a crucial role in teaching students about various knowledge, skills, and attitudes. Educators face many challenges in the teaching process. One of the most significant challenges educators face is ensuring that all students are actively involved in the learning journey.

According to The Glossary of Education Reform, student engagement “refers to the level of focus, curiosity, and enthusiasm that students show during the learning process, which motivates them to succeed and thrive.” Student engagement is a key factor in the learning process. When students are actively engaged, they develop a better understanding of the discipline, which simultaneously improves their ability to think critically, solve problems, and makes them more likely to perform well. Supporting this, a 2018 Gallup study titled *School Engagement Is More Than Just Talk* found that “Compared to disengaged students, engaged students are 2.5 times more likely to say that they get better grades and perform well in school, and they are 4.5 times more likely to feel positive about their future.”

One effective way to foster student engagement is through the use of instructional materials. These materials are resources used to facilitate both the teaching and learning process. They may include items provided by the school, created by the teacher, or even contributed by the students themselves (Brooks et al., 2023). Instructional materials serve as essential tools that can accommodate diverse learning styles, simplify complex ideas, and make lessons more interactive and relatable.

When used strategically, instructional materials connect complex ideas to real-world scenarios, which makes learning more meaningful (Lane, 2022). Examples include visual aids, digital resources, flashcards, games, charts, and storybooks. According to Oden (n.d.), instructional materials are essential tools in teaching, without instructional materials, it is impossible to meet the teaching and learning objectives. Instructional materials make teaching and learning possible. They help students learn and gain a better understanding of different subjects.

In the study of Soetan et al. (2010), it highlights that incorporating visual elements such as cartoons, drawings, graphs, and posters in instructional materials enhances learners’ understanding and could help them communicate information and ideas clearly. These help learners to conceptually visualize the information they acquired. Furthermore, audio-visual materials such as podcasts, presentations, and videos improve students’ educational experiences by helping them understand complex topics more effectively. According to Tang (2018), integrating audio-visual resources into traditional teaching methods is a valuable strategy for engaging students and maintaining their focus.

Instructional material is very important. It may act as a channel or a way between the teacher and the students during instruction. They could also act as the motivation in the teaching-learning process. Wherein it can be used to get the attention of the students and to eliminate boredom. By using instructional materials, the teacher could encourage active participation in class (Umar, H. et al., 2019).

Despite their benefits, the implementation of instructional materials is not easy; there is always a challenge. Common challenges include insufficient resources, lack of teacher training, time constraints, and the difficulty of aligning materials with curriculum standards (National Math and Science Initiative, 2023).

Given these points, it is clear that instructional materials play a vital role in enhancing student engagement and improving the overall quality of education. For Bachelor of Elementary Education (BEED) students who will be educators, it is particularly essential to understand its significance. Since they will be responsible for designing and utilizing such tools in their own classrooms, gaining insights into their effectiveness is essential.

Although, several studies were conducted within and outside the Philippines on the use of instructional materials, most of the studies focus on the use of instructional materials on students' academic performance rather than student engagement. Therefore, this research aims to determine the perceptions of intermediate pupils regarding the use of instructional materials on student engagement.

THEORETICAL REVIEW

Instructional materials are very significant in education; they serve as a support for an effective and successful learning and teaching process. Instructional materials play a crucial role in enhancing active learning and student engagement in the classroom. These resources help teachers effectively explain and deliver complex concepts, ideas, and skills, which makes it easier for learners to understand (Chisunum & Nwadiokwo, 2024).

One of the primary goals of instructional materials is to increase student engagement. Engagement goes beyond just being physically present in the classroom and it involves active participation, in-depth understanding, and intrinsic motivation in the learning process (Aulia et al., 2024).

There are many types of instructional materials, such as audio-visual materials, visual aids, manipulative materials, and others. According to Chisunum & Nwadiokwo (2024), instructional materials encompass a broad range of resources such as assessment, educational software, textbooks and quizzes, which count as media, but not all media are considered as educational. Media materials, in fact, can serve purposes beyond instruction, such as entertainment and information dissemination.

Educational games, quizzes, and multimedia presentations are examples of interactive media which helped in creating a dynamic learning environment that encouraged students to interact with the content actively. Higher levels of active participation and enthusiasm in learning are shown by students who were exposed to interactive learning materials (Saputra, 2023).

Visual aids, in particular, are instructional materials that help captivate students' attention and assist teachers in presenting concepts more effectively. In the study of Shabiralyani et. al. (2015) Burton defines visual aids as sensory objects or visuals that inspire learning. These aids, including pictures, models, charts, maps, and videos, help make lessons clearer and easier to understand.

Additionally, audio-visual resources are increasingly significant. According to Ashikuzzaman (2024), traditional instructional methods, such as lecturing and texts, usually struggle to engage learners in today's world, who are familiar with interactive media. Audio-visual resources such as films, animations, and virtual simulations bring learning to a new level by making complex concepts more simple. They also successfully maintain students' attention while improving retention.

Manipulative materials, which are physical tools like coins, blocks, and puzzles, also play an essential role in engaging students. These hands-on materials align with constructivist learning theories, as they encourage students to actively engage in discovery and problem-solving (McCarthy et al., 2023). Incorporating manipulative materials into the curriculum offers learners an interactive and engaging experience, which is significant for understanding complex concepts and solving complex problems (Linaza et al., 2025).

By using various instructional materials such as visual aids, 3-D models, and tactile tools. Educators can break down complex topics and encourage active participation, as well as promote critical thinking and problem-solving skill. This approach does not only foster creativity and innovation, but also improves academic performance and retention of information. Through these teachers can change the paradigm of education, allowing all students to become more motivated and successful learners. In the future, the development of new materials, tools, and pedagogies contributing to both the engagement and learning outcomes of students needs to be investigated. In doing so, education can remain proactive, flexible, and learner-centered, tailored to meet today's challenges and changing needs (Chisunum & Nwadiokwo, 2024).

The National Policy on Education in Nigeria emphasizes the need for instructional materials to meet the intended learning outcomes. This supports the distribution of sufficient learning resources as a way to ensure an interactive learning environment (Federal Republic of Nigeria, 2020).

A study conducted by Okafor (2024) investigated the role of instructional materials on students' academic performance in Biology in high schools in Orumba North Local Government Area. The study found that students taught with instructional materials did better than those who were not. The study suggests that teachers should incorporate instructional materials into the teaching process to enhance student engagement.

Despite the positive impact of using instructional materials, there are still challenges. These include the lack of availability of quality instructional materials, inadequate training for teachers in their integration, budget and resource constraints in various educational institutions, all of which hinder the optimal use of instructional materials.

According to a study by Adiyono et al. (2024), the study suggests that education management strategies should prioritize ongoing professional development. In order to ensure that the teachers are up-to-date with the latest trends in education. To improve student engagement and learning outcomes, school administrators should prioritize continuing professional development programs to equip teachers with how to effectively integrate technology into the teaching and learning process while promoting student engagement. This will also help teachers

develop relevant and interesting materials appropriate for students and make the benefits of using technology in learning immediately clear to students, while providing teachers with opportunities for ongoing professional development. By implementing these, school administrators can help enhance student engagement, motivation, and academic performance.

METHODOLOGY

This study employed a quantitative descriptive-correlational research design to examine the relationship between the use of instructional materials and student engagement among intermediate pupils in selected elementary schools in Guiuan and Quinapondan, Eastern Samar. The study was conducted in four public elementary schools, namely Lupok Central Elementary School, Rizal Elementary School, San Vicente Elementary School, and Sta. Cruz Elementary School, involving 80 Grade IV, V, and VI pupils selected through random sampling, with 20 respondents from each school. Data were collected using an adapted structured questionnaire based on the studies of Kaku et al. (2022) and Hart et al. (2011), consisting of items on the types and use of instructional materials and student engagement. Responses were measured using a 5-point Likert scale ranging from Never to Always. Prior to data collection, the researchers secured the necessary approvals and permissions from school authorities and informed the respondents about the purpose of the study while ensuring confidentiality and voluntary participation. The gathered data were encoded and analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to describe the variables, while Pearson's *r* correlation coefficient was employed to determine the relationship between the use of instructional materials and student engagement at a 0.05 level of significance.

RESULTS AND DISCUSSION

Commonly Used Instructional Materials on Teaching

The bar chart presents the instructional materials used by teachers in teaching. This chart shows the responses of the students regarding the commonly used instructional materials by their teachers. The results show that traditional visual and audio-visual materials, such as printed materials, television, and pictures, play a significant role in the teaching and learning process.



Figure 1. Commonly Used Instructional Materials on Teaching

This supports the claim of Chisunum and Nwadiokwo (2024) that instructional materials encompass a wide range of resources used to assist the teaching and learning process, enabling teachers to easily and effectively deliver complex concepts, ideas, and skills to students. This aligns with the study of Kaku et al. (2020), who found that instructional materials are useful and have a positive effect on the teaching-learning process. Furthermore, this study shows that despite the rampant use of technology in the teaching-learning process, instructional materials such as print materials are commonly used and remain accessible within local settings.

Profile of the Respondents on Use of Instructional Materials

This section provides an overview of the respondents' profiles regarding their teachers' integration of instructional materials. The tables that follow show the perceptions of the respondents regarding their teachers' integration of instructional materials.

Table 1. Perception of the Respondents on the Use of Instructional Materials

<u>Level of Instructional Materials Use</u>	<u>Mean</u>	<u>Description</u>	<u>Interpretation</u>
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Instructional materials arouse interest to learn.	4.825	Always	Very High
Instructional materials provide better understanding of concept.	4.5125	Always	Very High
Instructional materials provide practicality to the learning of concepts.	4.525	Always	Very High
Instructional materials promote attention in class and involve students in lessons.	4.6875	Always	Very High
Instructional materials help to easy recall concepts and principles learn.	4.55	Always	Very High
I am always motivated whenever the teacher uses materials to teach.	4.575	Always	Very High
Instructional materials facilitate learning of concepts and principles.	4.525	Always	Very High
Instructional materials motivate students to learn.	4.7	Always	Very High
Instructional materials help in easy recall of facts.	4.425	Always	Very High
Instructional materials make lesson delivery interesting.	4.6875	Always	Very High
	4.60125	Always	Very High

Table 1 presents the respondents' perceptions regarding their teachers' integration of instructional materials. The table indicates that item no. 1 obtained the highest mean score of 4.825, indicating a very high level of instructional materials usage. This suggests that the majority of respondents' teachers use instructional materials to arouse interest in learning. However, item no. 9 received the lowest mean score of 4.425, which still reflects a very high level of instructional materials usage. Despite its lower mean score, this indicates that the teachers' integration of instructional materials in the four walls of the classroom is at a high level. The overall mean score is 4.60125, interpreted as very high, which signifies that teachers consistently use instructional materials to arouse interest and enhance learning among the respondents. These results suggest that the use of instructional materials plays a significant role in enhancing student engagement and understanding.

Table 2. Distribution of Respondents according to the Level of Instructional Materials Use

Level of Instructional Materials Use	Frequency	Percentage
Very High	68	85%
High	12	15%
Moderate	0	0%
Low	0	0%

Very Low	0	0%
Total	80	100%

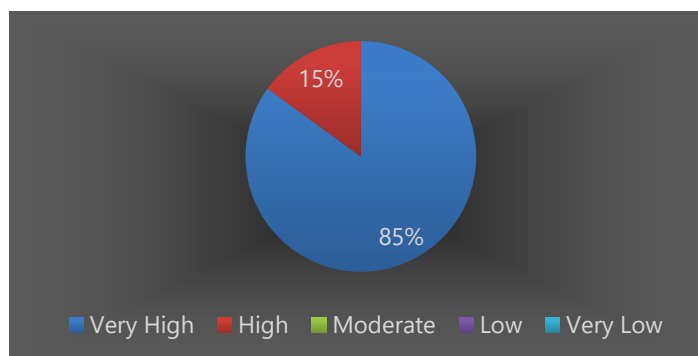


Figure 2. Distribution of Respondents according to the Level of Instructional Materials Use

The table above shows the distribution of respondents regarding their teachers’ use of instructional materials. Based on the findings of the study, 68 or 85% out of 80 respondents indicated a very high level of their teachers’ integration of instructional materials, while 12 or 15% of the respondents indicated a high level of their teachers’ integration of instructional materials.

Profile of the Respondents on Student Engagement

This section provides an overview of the respondents’ profiles in terms of the level of student engagement. The table shows the respondents’ perceptions regarding their level of engagement. Specifically, the table contains items on student engagement with their corresponding mean scores, descriptions, and interpretations as perceived by the respondents.

Table 2. Perception of the Respondents on Student Engagement

	Mean	Description	Interpretation
I am very interested in learning when teacher uses instructional materials.	4.7875	Always	Very High
When I’m in class, I participate in class activities especially when my teacher uses instructional materials like manipulatives object.	4.7625	Always	Very High
I enjoy learning new things in class when my teacher incorporates interactive instructional materials.	4.775	Always	Very High
I pay attention in class when my teacher uses instructional materials.	4.525	Always	Very High
I think what we are learning in school is more effective especially when my teacher uses instructional materials.	4.55	Always	Very High
I like what I am learning in school especially when my teacher integrates instructional materials.	4.6125	Always	Very High

I think learning is boring without instructional materials.	3.7875	Often	High
I like my school because there are many learning materials.	4.65	Always	Very High
When I'm in class, I learn better when my teacher uses instructional materials.	4.375	Always	Very High
I am happy to be at this school because there are many learning materials that can be used.	4.675	Always	Very High
Overall Mean	4.55	Always	Very High

Table 2 presents the perception of respondents on their level of student engagement when teacher use instructional materials. This table indicates that item no. 1 obtained the highest mean score of 4.7875, which can be interpreted as a very high. This indicates the respondents feel actively engaged when their teacher used instructional materials. Whereas, item no. 7 received the lowest mean score of 3.7875, also interpreted as high. Although this items has lowest mean score than other it still suggest that the students feel less engaged when their teacher never use instructional materials. Overall, the total mean score is 4.55 which is described as always and interpreted as very high, which signifies that the student engagement is at high level when their teacher used instructional materials in the teaching-learning process.

This result suggests that the use of instructional materials has a big contribution on enhancing student engagement in the teaching and learning process. As stated by Paglinawan & Rabanes (2025), instructional materials are very important for learners' engagement because it shows how the presence and use of teaching materials influence student engagement. Similarly, Abdulkadir et al (2021) stated that instructional materials motivates students to learn. Moreover, Okafur (2024) stated that instructional materials not only motivates learners but also enhance learning outcomes through engaging relevant senses and making instruction clear and meaningful. Therefore, the highest mean score in this study indicates that the consistent use of instructional materials promote interest, which serves as a key indicator for enhancing student engagement. Thus, teachers should utilize various instructional materials to enhance student engagement in the teaching-learning process.

Table 3. Distribution of Respondents according to the Level of Student Engagement

Level of Student Engagement	Frequency	Percentage
Very High	65	81.25%
High	15	18.75%
Average	0	0%
Low	0	0%
Very Low	0	0%

Total	80	100%
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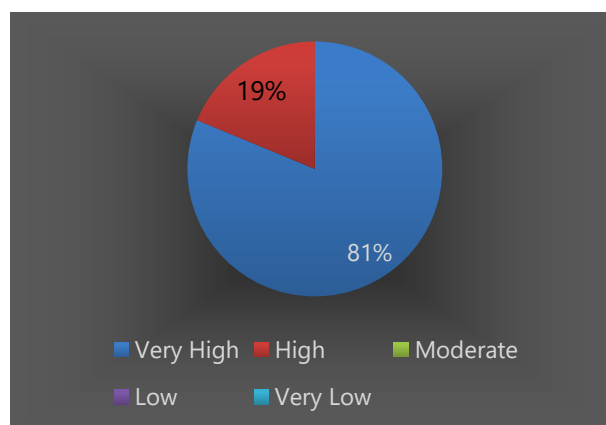


Figure 3. Distribution of Respondents according to the Level of Student Engagement

Table 3 showed the distribution of respondents on their level of student engagement. Based on the finding of the study 65 or 81.25% out of 80 respondents, indicated a very high level of student engagement. While, 15 or 18.75% of the respondents, indicated a high level of student engagement. Such findings underscore that the use of instructional materials enhance student engagement.

Relationship between Use of Instructional Materials and Student Engagement

This last portion of the chapter presents the relationship between use of instructional materials and student engagement as self-perceived by the students in the participating schools.

Table 4. Correlation between Use of Instructional Materials and Student Engagement

Variable 1	Variable 2	Correlation Coefficient	Interpretation	P-value	Interpretation
Use of Instructional Material	Student Engagement	.375	Low Correlation	.001	Significant

Table 4 illustrates the relationship between use of instructional materials and student engagement. The computed r- value was .375 which is interpreted as a low correlation. These resulted in a p-value of .001 which is statistically significant. Therefore, the null hypothesis was rejected.

These statistics provide compelling evidence of a strong relationship between the studied variables. The significant correlation coefficient further highlights the strength of this association, aligning with previous research findings.

The current results are consistent with earlier research, such as the findings of Andres et al. (2025), which show a strong and statistically significant relationship between instructional materials and student engagement. Similarly,

Belisario and Paglinawan (2025) also found a moderately strong relationship between instructional materials availability and student engagement.

These findings underscore the importance of acknowledging and nurturing the importance of using instructional materials, as it evidently contributes to student engagement and understanding. Incorporating various instructional materials into the teaching and learning process had a great effect on enhancing student engagement, which leads to more successful outcomes.

CONCLUSIONS AND RECOMMENDATIONS

Based on the data and results presented and discuss, the researcher concludes;

1. The study revealed that the level of use of instructional materials is very high, they same with level of student engagement. Overall, the findings of study revealed that the use of instructional materials play a crucial part on enhancing student engagement among intermediate pupils at Guiuan and Quinapondan, Eastern Samar. Whereas the teachers frequently used instructional materials such as traditional visual and audio-visual materials in teaching intermediate pupils. Moreover, the significant relationship between the use of instructional materials and student engagement strengthens the result of the studies.

Recommendation

The following recommendations are drawn from the results of the study.

1. The researcher recommends that teachers continuously incorporate various instructional materials to enhance student engagement. Teachers should also attend seminars, training programs, and workshops on instructional materials development.
2. The researcher also recommends that school administrators allocate a budget for the procurement of various instructional materials. They should also implement seminars, training programs, and workshops on the effective use of instructional materials to enhance student engagement.
3. The researcher further recommends that future researchers conduct studies on the use of instructional materials and student engagement involving different grade levels. This study may serve as a useful reference for future research. Understanding the use of instructional materials in promoting student engagement is crucial in ensuring that the teaching and learning process is engaging and meaningful.

FURTHER STUDY

Future researchers are encouraged to conduct similar studies involving larger and more diverse populations and additional variables to further explore the factors influencing student engagement and the effective use of instructional materials.

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