Exploring Teachers' Preparedness and Attitudes Toward Multimedia-Based Reading Instruction

Marie Mae P. Alcoy[1], Ann Shazny E. Balane [2], Dazel Mae S. Cabo[3],
Reyvan A. Guinita[3], Rivika Alda[4*]

[1] IELTS and EFL Instructor, Philinter Academy, Lapu-Lapu City, Cebu, Philippines
[2] Instructor, La Consolacion College-Liloan, Cebu, Philippines
[3] EFL Teacher, QQEnglish CampusTop Lapu-Lapu City, Cebu, Philippines
[4] Faculty, Cebu Normal University, Cebu City, Philippines

Abstract

This study examined the preparedness and attitudes of junior high school teachers in private schools in Cebu, Philippines, in integrating multimedia-based reading instruction. As new media technologies continue to transform classroom practices, understanding how teachers adopt and apply multimedia tools in reading lessons has become increasingly important. Thirty-one junior high school reading teachers selected through purposive sampling participated in the study. Data were collected through a validated researcher-made questionnaire consisting of items measuring teachers' preparedness, attitudes, and perceived factors influencing multimedia integration. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to analyze the data. Results show that teachers demonstrate a high level of preparedness and confidence in using multimedia tools to enhance student engagement, comprehension, and motivation. They also hold positive attitudes toward multimedia as a means of enriching reading instruction and supporting diverse learners. However, several challenges were identified, particularly limited access to functional devices, insufficient professional development, and inconsistent technical support. These barriers hinder the optimal use of multimedia tools in reading instruction. Overall, the findings highlight the need for sustained professional development, improved access to technological resources, and stronger institutional support to maximize the potential of multimedia-based reading instruction in improving students' reading performance.

1. Introduction

Conventional reading approaches, which are based on printed material, represent a steady basis of reading education. But in an age of shrinking attention spans and digital natives, such techniques often don't resonate with students as deeply as we would like. It is when students are unable to retain attention and fail to create deeper associations with the content that the shortcomings of conventional methods become clear [1]. Hence, instructors are looking for new ways to create more understanding and interaction. One of these solutions is the use of multimedia tools, which allow for the combination of multiple types of digital content in order to augment the learning process. This shift reflects global educational trends emphasizing multimodal literacy and digital engagement [2, 3, 4]. As noted in recent literature, the move toward multimedia-based reading instruction (MBRI) responds to the need to adapt reading pedagogy to students who learn best through visual, auditory, and interactive formats rather than text alone.

The use of multimedia in reading instruction is becoming increasingly acknowledged as

*Corresponding author; e-mail: rivikacalda@gmail.com

beneficial for improving students' comprehension, engagement, and motivation. Likewise, multimedia reading tools may use interactive e-books, educational applications and platforms with gamification inclusion. These devices help students engage with the contents dynamically which will encourage greater comprehension, contribute to better retention [5]. It was found that gamified reading platforms significantly enhance learners' motivation and comprehension [6], while it was emphasized that digital media production technologies broaden learners' exposure to cultural and informational content, enriching reading experiences in media-rich contexts [7]. Incorporating visuals, audio, and interactive elements into text-based learning increases teachers' confidence while enhancing multimedia implementation in the classroom, particularly in text-based learning, which supports more profound literacy development [8]. In addition, empirical studies have found that multimedia—scaffolding in associating texts with related visuals and sounds can help learners build mental models effectively, enhance critical thinking, and improve their ability to remember information [5]. By accommodating learning preferences and minimizing cognitive demand through dual coding [9], the multimedia reading approach has become a pedagogical necessity, exceeding the conventional text-alone method in modern literacy education [1]. Similarly, [10] confirmed that multimedia-supported reading instruction effectively enhances reading comprehension among Filipino middle school students when paired with strong teacher guidance, highlighting the synergy between technology and pedagogy in literacy development.

Yet, while the benefits are well-documented, research has shown some challenges in bridging the gap between the theory of multimedia-oriented instruction and the reality of multimedia-rich instruction. Teachers often feel unskilled or lack training to integrate multimedia tools effectively and informatively

[11]. In the Philippine setting, specifically among public and private junior high school teachers, limited access to digital infrastructure and a lack of continuous professional development contributed to the challenge. This is supported by a study [12], that found that although Filipino teachers value multimedia integration, many are not sufficiently equipped with the digital literacy and resources needed to implement it effectively. Likewise, another study [13] emphasized the importance of staff development and technical support in ensuring the successful application of multimedia-based reading instruction in Philippine classrooms.

Teachers do not only experience difficulties in choosing appropriate multimedia resources, but also face problems in integrating multimedia resources that are aligned with the curriculum's objectives and in dealing with technology-based classroom situations [14]. This aligns with the observations of [15], who argued that while the integration of technology into the Philippine curriculum enhances learning outcomes, its implementation requires consistent teacher training and institutional guidance.

In addition to technical capability, attitudinal barriers play a crucial role in the integration process. Instructors may experience apprehension due to a lack of familiarity with new and emerging technologies, leading them to be anxious about the pressure of content creation, or may also be afraid of losing control of instruction [16]. This finding resonates with [17] and [18], who reported that teachers' negative perceptions toward multimedia often stem from limited training, unreliable internet connections, and fears of classroom implementation errors.

Such psychological barriers could limit the depth and reach of the multimedia use even in the presence of available multimedia content. Furthermore, researchers [19, 20] stated that teachers' perceived preparedness significantly determines the chance, influencing their decision to implement innovative pedagogies. In contrast, studies such as [21, 22] highlight

that when teachers hold positive attitudes toward multimedia tools, they experience improved classroom dynamics, greater student engagement, and higher academic performance. These contrasting findings underscore the importance of preparedness and attitude as dual determinants of successful multimedia-based reading instruction.

This paper focuses on investigating the level and relationship of preparedness and attitudes of junior high school teachers in private schools in the Philippines toward the utilization of multimedia-based reading instruction in the classroom. It examines the factors affecting the influence of using multimedia, including age, gender, teaching experience, and access to technology. This study is anchored on the premise that the implementation of multimedia-based reading instructions in the classroom has substantial potential for refining students' reading skills; however, its effectiveness depends on teachers' preparedness and attitudes in integrating technological tools. Thus, an in-depth analysis of the relationship between teachers' preparedness and attitude in mitigating students' reading difficulties, providing a clear picture of how these variables are interconnected. This study shares valuable insights beneficial for teachers, education stakeholders, and policymakers in developing professional development programs about the integration of multimedia-based instruction. Curriculum alignment and time management have also been identified in previous studies as factors influencing teachers' capacity to integrate multimedia in reading instruction.

1.1 Problem Objectives

This study determines teachers' preparedness and attitudes toward the use of multimedia tools in the teaching of reading. Specifically, it seeks to identify the following:

1. Teachers' preparedness in multimedia-based reading instruction.

2. Teachers' attitudes in the use of multimedia tools in reading instruction.

3. Perceived factors affecting their preparedness and attitudes.

2. Methodology
2.1 Research Design

This study utilized the descriptive quantitative research design to examine the teachers' preparedness and attitudes towards multimedia-based reading instruction. The data collection tool being used was a survey questionnaire, which was distributed to secondary school teachers in private schools who are involved in teaching reading.

2.2. Research Instrument

The instrument used was a validated survey questionnaire to get the necessary data relevant to the study. The instrument consisted of three parts: (1) items measuring teachers' preparedness in multimedia-based reading instruction, (2) items assessing teachers' attitudes toward the use of multimedia tools, and (3) items identifying perceived factors influencing their preparedness. All items were rated on a four-point Likert scale. The third part of the instrument specifically measured the perceived factors affecting teachers' preparedness and attitudes. This section included items clustered under access to resources, professional development, curriculum integration, technical support, and time-related concerns. These categories were developed based on recent literature on multimedia-based reading instruction.

2.3 Research Participants

The respondents were purposely selected and identified as reading teachers in private institutions in Cebu. The 'reading teachers' in the context of this study are those who have been teaching reading with or without the use of multimedia tools in a formal setting. Thirty-one teachers answered the survey, and they are dominantly young (20-30 years old), female, and have a short service of 1-5 years of teaching experience. All are Bachelor's degree holders, dominantly in Language Education. While most had

attended training related to reading instruction, which supported their professional development, nearly 40% had not participated in such training. The respondents' schools generally support the use of computers, the Internet, and educational software; however, access to tablets and e-boards was neither funded by the government nor by the institution.

2.4 Data-gathering Procedure

Prior to the actual collection of data, the researcher sought approval for the study. Upon obtaining consent, copies of the questionnaires were distributed to the selected teachers who are handling reading classes with or without the use of multimedia tools. After the retrieval of the questionnaires, data tabulation followed for statistical treatment to identify the teachers' attitudes and level of preparedness in using multimedia integration for reading instructions to Junior High Schools in private schools. The data were then analyzed, and interpreted. Moreover, short follow-up interviews were conducted with selected participants (coded as R1, R2…) to validate certain responses.

2.5 Data Analysis

Data were analyzed using descriptive statistics, including frequency, percentage, mean, and standard deviation. Weighted mean scores were computed to determine the overall trends and interpret teachers' levels of preparedness, attitudes, and perceived factors affecting multimedia-based reading instruction. Descriptive thematic notes from validation interviews were also considered to contextualize quantitative responses.

3. Results and Discussion

3.1. Teachers' Preparedness in Integrating Multimedia Tools for Reading Instruction

Teachers' preparedness in the integration of multimedia tools in reading instructions is paramount. Preparing teachers to espouse and understand that digital resources are prevalent in education is essential.

Table 1. Teacher's preparedness in integrating multimedia tools.

Item	Mean	Interpretation
Using multimedia tools would significantly improve my students' reading comprehension or engagement.	3.54	SA
I am ready to use multimedia tools to present reading content in new and effective ways that cater to diverse learners.	3.54	SA
I am confident that I can effectively teach reading when using multimedia tools.	3.45	A
I am confident in integrating multimedia tools to meet specific reading objectives in my classroom.	3.45	A
Learning to use new multimedia tools specifically for reading instruction is easy for me.	3.35	A
My school has supported the use of multimedia tools (e.g., educational videos, interactive stories, audiobooks) to enhance reading instruction.	3.29	A
My interaction with multimedia tools for reading instruction (e.g., navigating online reading platforms, playing educational videos) is clear and understandable.	3.29	A
I am ready to design reading lessons that effectively integrate multimedia tools (e.g., videos, audio, interactive texts) to enhance student learning.	3.2	A
I am confident in my ability to modify my reading teaching approaches to effectively use multimedia resources.	3.29	A
I perceive that there is sufficient access to appropriate multimedia tools (e.g., functional devices, internet connectivity for online resources) for reading instruction.	3.23	A
Total	3.37	A

Legend: 3.50-4.00= Strongly Agree; 2.50–3.49 = Agree; 1.50–2.49 = Disagree; 1.00–1.49 = Strongly Disagree

This aligns with [2, 3], who noted that the success of multimedia-based instruction depends largely on teachers' preparedness to adopt technology, as it enhances comprehension through interactive and multimodal learning experiences. The data reflect teachers' level of preparedness toward multimedia-based reading instruction. These are systematized from the highest to the lowest weighted mean, resulting in the interpretation of the gathered data.

The first statement that gained the highest weighted mean (WM = 3.54) is, *"Using multimedia tools would significantly improve my students' reading comprehension or engagement,"* noting a strong agreement from the selected respondents. Moreover, the second statement conferred (WM = 3.54) is *"I am ready to use multimedia tools to present reading content in new and effective ways that cater to diverse learners,"* denoting that preparedness among teachers is procured in integrating innovative and extensive teaching approaches in multimedia. Notably, this entails that confidence and enthusiasm leveraging multimedia tools are elevated and primed to espouse diverse instructional approaches to ameliorate students' learning in reading. Similarly, [6] and [7] found that students exhibited higher engagement and comprehension levels when teachers implemented gamified and multimedia-rich reading activities, underscoring the link between teacher preparedness and student motivation.

Conversely, the last two statements are the lowest on account of relatively limited access to multimedia and school support. This limitation echoes the findings of [12] that reported that Filipino teachers recognize the importance of multimedia but often lack sufficient training and infrastructure to apply it effectively. The lowest statement procures a WM = 3.23, *"I perceive that there is sufficient access to appropriate multimedia tools (e.g., functional devices, internet connectivity for online resources) for reading instruction"*, construed as Agree (A), but prominently lower in contrast. In addition, the second statement that fairly gained a weighted mean WM = 3.29, appraised an Agree (A) *"I am confident in my ability to modify my reading teaching approaches to effectively use multimedia resources"*. This entails that while teachers are fairly confident in modifying their teaching strategies to accommodate multimedia use, their ability to fully implement such approaches may be relatively constrained by external limitations, particularly in terms of technological resources and institutional support.

A substantial response from the respondents for reading instructions that entail the need for enhanced access and training in multimedia tools is affirmed. This highlights the eminent importance of stable devices and multimedia materials for adept learning outcomes. Consistent with [10, 13], continuous professional development and guided assistance are critical in ensuring that multimedia integration leads to improved reading comprehension outcomes among students. The teacher-respondents when interviewed (R1, R5, R20, and R29) asserted that functional devices and stable internet availability are required. As highlighted in R2, R11, and R25, premium accounts for educational sites and apps were quoted as an advantage for student engagement.

Moreover, professional development and intensive training that addresses effective integration of multimedia tools are accentuated in R1, R3, R6, R12, R27, and R31, sequentially, organized action plans, insinuated strategies and readily accessible, curriculum-aligned multimedia materials are what the teacher is hankering for. Significantly, R7 and R18 mentioned that it is greatly beneficial for schools to have support in multimedia tools.

All in all, multimedia tools amplify the eagerness and preparedness of the Filipino teachers in students' reading comprehension. They firmly deem the advantages; however, a prominent challenge persists, such as inadequate access to devices, stable internet, and insufficient training. Concurrently, teachers are hindered by limited resources to fully acclimate their capacity to incorporate multimedia. As effective multimedia use requires thoughtful pedagogical adjustments that integrate visuals and sounds meaningfully with text to support multimodal reading [23]. Continuous learning among teachers and multimedia investment in reading instruction are pivotal. Although the overall mean for preparedness was interpreted as "Agree," the lowest-rated items reveal important weaknesses. In particular, limited access to multimedia tools (WM = 3.23) and inconsistent school support (WM = 3.29) indicate areas where teachers feel less empowered. These lower values highlight structural barriers that may hinder full multimedia integration despite teachers' positive dispositions.

3.2. Teachers' Attitudes in Integrating Multimedia Tools for Reading Instruction

The inclusion of multimedia materials in reading activities is increasingly important in fostering student interest and achievement in reading. With respect to the integration of media into the classroom, educators play a crucial function; teachers' attitudes regarding multimedia use in the classroom exert a significant influence. This positive attitude corresponds to findings by [21] and [24], who emphasized that teachers' confidence and enthusiasm toward digital tools significantly enhance students' participation and comprehension.

Table 2. Teachers' attitudes in integrating multimedia tools for reading instruction.

Item	Mean	Interpretation
I am in favor of integrating multimedia tools (e.g., text, audio, video, images, animation, annotation, 3-D) as an essential part of the reading curriculum.	3.61	A
I am willing to improve my skills in using multimedia tools for better reading instruction.	3.61	A
I am confident that my students benefit from using multimedia tools in reading activities.	3.48	A
Integrating multimedia tools enhances the quality of the reading teaching and learning process.	3.45	A
Multimedia tools help me deliver reading lessons more effectively and efficiently.	3.29	A
Traditional tools are more effective than multimedia tools as teaching methods for reading instruction.	3.26	A
I think multimedia tools are suitable for the reading level of most of my students.	3.16	A
I believe that using multimedia tools in reading instruction does not create more distractions than benefits.	2.84	A
I find it easy to integrate multimedia tools into my lesson plans due to the support or training.	2.74	A
I feel confident when I am required to use multiple multimedia formats in my teaching.	1.90	D
Average	3.13	A

Legend: 3.50-4.00= Strongly Agree; 2.50–3.49 = Agree; 1.50–2.49 = Disagree; 1.00–1.49 = Strongly Disagree

The data presents teachers' attitudes on the use of multimedia tools in reading instruction. It focuses on the positive and negative factors influencing their preparedness and confidence in terms of utilizing such tools in teaching sessions. Among the ten statements regarding Teachers' Attitudes in Integrating Multimedia Tools, *"I am in favor of integrating multimedia tools (e.g., text, audio, video, images, animation, annotation, 3-D) as an essential part of the reading curriculum."* and *"I am willing to upgrade my skills level to enable the use of multimedia tools for better reading instruction"* were ranked first with a weighted mean of 3.61, suggestive of strong agreement from the respondents, respectively. This indicates that most teachers are favorable for integrating multimedia tools in reading lessons, and are also prepared to develop their competence for more effective utilization of these tools in teaching.

Similarly,[2] and [22] revealed that the integration of digital storybooks, reading apps, and interactive videos fosters motivation and academic improvement among learners. On the other hand, the bottom two statements were, *"I feel confident when I am required to use multiple multimedia formats in my teaching."* and *"I find it easy to integrate multimedia tools into my lesson plans due to the support or training,"* with weighted means of 1.90 and 2.74, respectively, indicating a significant amount of lack of confidence and agreement. This suggests that teachers either lack confidence in their understanding and ability to use various multimedia formats in teaching,/or that they do not feel they are adequately supported or trained to incorporate such tools into their

teaching. Studies found that teachers with limited training and weak internet access often exhibit hesitation in multimedia use [17, 18], mirroring the challenges reported by participants in this study Results such as these indicate a significant deficiency in teacher professional training, thereby highlighting the need for feasible and ongoing scaffolding to improve teachers' skills and confidence in the integration of multimedia approaches within their practice. Notably, the lowest mean score (WM = 1.90) shows teachers' lack of confidence when required to use multiple multimedia formats. This weakness suggests insufficient training and indicates that despite generally positive attitudes, teachers still require capacity-building to handle more complex multimedia tasks effectively.

Most notably, the data demonstrate teachers' enthusiasm for using multimedia in teaching reading and their interest in becoming more proficient in their use of technology in reading. But the results also reveal major challenges when it comes to teachers' comfort in utilizing multiple multimedia types and inadequacies in training and support. Researchers also cautioned that excessive reliance on audiovisual materials may cause students to depend on visuals rather than engaging deeply with written text, affecting comprehension development [25, 26]. These findings suggest the necessity of continuing professional development, improved access to resources, and clear guidance to enable teachers to integrate multimedia tools meaningfully into their teaching.

3.3. Factors Affecting Teachers' Preparedness and Attitudes in Implementing Multimedia-Based Reading Instruction

Teachers play an important role in this implementation because their preparedness and attitudes depend on the effectiveness of the adopted multimedia tools in the classroom for reading instruction. This study investigates the teachers' preparedness and attitudes toward multimedia-based reading instruction, highlighting key factors that support or hinder the effective use from the review of related literature. Illustrated in the table below are the factors affecting the implementation, such as time constraints, access to resources, personal development, technical support, and curriculum integration.

Table 3. Factors affecting teachers' preparedness and attitudes in implementing multimedia-based reading instruction.

No.	Item	Mean	Interpretation
	A. Access to Resources		
1	I feel that the availability of educational software and applications in my school will help me integrate multimedia tools into reading instruction effectively.	3.58	SA
2	I believe that having access to digital books and interactive platforms will enhance my preparedness to use multimedia tools in reading lessons.	3.58	SA
3	I believe that with stable internet connection and functional multimedia devices, I will be better equipped to integrate multimedia tools in my reading lessons.	3.55	SA
4	I believe that with available resources like laptops, computers, and internet connectivity, I will be ready to use multimedia tools in the teaching of reading.	3.52	SA
	Average	3.56	SA
	B. Professional Development		
5	I believe that attending training or workshops related to multimedia tools will enhance my ability to integrate these tools into my reading instruction.	3.81	SA
6	I feel that additional professional development in multimedia-based instruction would improve my confidence in using multimedia tools for reading lessons.	3.65	SA
7	I believe that training in specific multimedia tools for reading will help me better address diverse learning needs in my classroom.	3.65	SA
8	I am unsure in using multimedia tools due to a lack of professional development.	3.16	D
9	I do not have the necessary training/skills in using multimedia tools for reading instruction.	2.06	D
	Average	3.07	A
	C. Curriculum Integration		
10	The new educational curriculum encourages me to use multimedia tools in reading classes.	3.36	A
11	It helps me to tailor diverse learning needs of my students in the reading classroom.	3.29	A
12	Multimedia integration improves the curriculum implementation in reading instruction.	3.19	A
13	I believe not all reading lessons need multimedia tools because it is difficult to align.	2.58	A
14	I find difficulty in finding specific multimedia tools that match my reading objectives.	2.52	A
	Average	2.99	A
	D. Technical Support		
15	I believe that with my current skills, I am capable of troubleshooting basic technical issues related to multimedia tools in reading instruction.	3.00	A
16	I can directly ask my school for assistance when I face technical challenges.	2.90	A

No.	Item	Mean	Interpretation
17	Unforeseen technical issues often interrupt my multimedia-based reading lessons.	2.74	A
18	I am confident in troubleshooting basic technical problems on my own.	2.74	A
19	I seek assistance from my students when I encounter problems with multimedia tools.	2.32	D
20	Insufficient technical support discourages me from implementing multimedia-based reading instruction.	2.06	D
	Average	2.63	A
	E. Time Constraints		
21	I can handle my teaching time effectively even when using multimedia tools.	3.19	A
22	I find it challenging to spare ample time learning new multimedia tools for reading.	2.32	D
23	I feel burdened with multimedia preparations due to my heavy workload.	2.23	D
24	I cannot fully implement multimedia tools in my lessons due to insufficient time.	2.06	D
25	I prefer traditional methods because multimedia tools are time-consuming.	2.00	D
	Average	2.36	D
	Overall Average	2.88	A

Legend: 3.50-4.00= Strongly Agree; 2.50–3.49 = Agree; 1.50–2.49 = Disagree; 1.00–1.49 = Strongly Disagree

The data shows a comprehensive overview of the factors, positive and negative, that affect teachers' preparedness and attitudes toward integrating multimedia tools in reading lessons.

Among the five factors as mentioned in the review of related literature, Access to Resources got the first rank (WM = 3.56) as the most influential factor in implementing the aforementioned teaching pedagogy for reading. These statements, *"I feel that the availability of educational software and applications in my school will help me integrate multimedia tools into reading instruction effectively."* and *"I believe that having access to digital books and interactive platforms will enhance my preparedness to use multimedia tools in reading lessons."* alongside it gained 3.58 resulting in strong agreement from the respondents, respectively. This entails that having access to applications, educational software, digital books, and other interactive factors will enhance teachers' preparedness and attitudes toward multimedia-based reading instruction. The importance of providing stable connectivity and digital devices resonates with [27, 28, 29], who noted that inadequate infrastructure in schools undermines teachers' preparedness for technology-based instruction.

R3 and R11 point out the advantages of *"premium user access to software applications and educational sites, applications, and software to access more resources"* without any limitations. R1, R22, R29, and R31 point out the *"necessity of access to the e-library to the age-appropriate multimedia materials, fun reading videos, apps, and a wider variety of multimedia resources"*. Moreover, R8 highlights *"the benefit of the school-paid online media"* that caters to diverse learning and reading materials. R25 and R27 also mentioned the *"access to premium accounts and tools provided freely by the school,"* and R12 mentions that *"student access to these tools is crucial."*

Notwithstanding, Professional Development (WM = 3.07) of teachers follows as the second leading factor influencing the effectiveness of multimedia-based reading instruction in the classroom, which shows a positive outlook. The statement that gains the highest

weighted mean (3.81) for this is, *"I believe that attending training or workshops related to multimedia tools will enhance my ability to integrate these tools into my reading instruction."* This purports that teachers recognized the significance of personal development to improve their confidence level and capability to fully implement multimedia tools in the classroom for reading instruction.

R1 shares that *"training on how to use new tools effectively would also make integration smoother and more meaningful."* R3 points out the necessity of having an *"up-to-date training and organized action plan of appropriate multimedia tools for each reading lesson,"* along with R6, that such training *would be very beneficial"* with a strong and stable internet connection. Furthermore, R15 points out the importance of *"intensive seminars and training,"* particularly for multimedia-based reading implementation. R27 strongly suggests that *"professional training"* as a key factor can really improve teachers' skills and confidence for effective reading instruction.

This finding parallels [13] and [30], emphasizing that sustained training and capacity-building programs significantly strengthen teachers' multimedia competence and confidence. Furthermore, next in rank is the Curriculum Integration (WM = 2.99) factor, which shows that multimedia resources can align with the curriculum framework to enrich reading instruction. However, some teachers still struggle to find varied and accurate tools that can tailor to the learning objectives. The statement under this category, *"The new educational curriculum encourages me to use multimedia tools in reading classes,"*

gained the highest weighted mean (WM = 3.36), suggesting a fair agreement with the statement compared to the first two factors. This implies that teachers are not confident enough in implementing multimedia tools to align with the target competencies. As [15] and [32] pointed out, technology integration within curriculum frameworks modernizes instructional practices and aligns them with 21st-century learning outcomes.

In contrast, the second least influential factor is Technical Support (WM = 2.63), suggesting a moderate level of agreement among all the other factors. The statement that received the highest weighted mean (WM = 3.00) recorded was, *"I believe that with my current skills, I am capable of troubleshooting basic technical issues related to multimedia tools in reading instruction,"* pointing out that most teachers nowadays are multimedia literate individuals. Teachers already know the fundamental technology skills, such as basic troubleshooting. Teachers' moderate ability to troubleshoot technical issues mirrors [33] findings that pre-service teachers' ICT literacy and confidence improve with exposure and guided practice. It is possible that these skills were largely strengthened during the COVID-19 pandemic due to the shift to online classes to ensure education continuity amid the global pandemic. Many respondents show that they know basic technical issues related to multimedia-based reading instruction. R2 mentioned that she can handle typical technical problems; however, when they are beyond her control, she would have difficulty with them. R6 also points out the use of *"PowerPoint, video clips, Canva, and Google Docs*

regularly," and R20 supports the integration of *"voice recorders and clips"* in the classroom during reading lessons, suggesting familiarity with basic troubleshooting. Moreover, R20 purports that they can *"always ask their IT staff when technical issues arise,"* entailing a strong support system rather than technical support. Moreover, some tools that are easier for teachers to manipulate are *"interactive e-books (R1 & R28), audio recordings (R1), animated read-aloud videos (R22 & R28), Kahoot (R2 & R25), Raz-Kids (R2), podcasts (R6), Canva (R6), and YouTube videos (R6 & R22)."* This explains why technical support is not a problem that can hinder their implementation of multimedia-based reading instruction.

Finally, the lowest part is the Time Constraints (WM = 2.36), highlighting that time is not a factor that can hinder teachers' preparedness and attitudes. Since most items under the Time Constraints factor were negatively stated, the 'Disagree' interpretation indicates that teachers do not perceive time limitations as a major barrier. The statement that receives the highest weighted mean of 3.19, *"I can handle my teaching time effectively even when using multimedia tools,"* suggests a strong outlook on the respondents' responses that they can integrate it effectively regardless of their teaching time. This supports the idea that time is not the biggest factor for our respondents. R13 highlights that using multimedia tools can make the teaching process become *"convenient and efficient,"* and R21 supports that it can make lesson delivery *"simpler and easier,"* which means that it does not consume a lot of time when implementing it. R25 suggests that multimedia is a *"crucial tool"* that can

improve student learning and teacher delivery for reading lessons into classroom routines. R25 comments that multimedia tools can *"gauge students' interest,"* leading to a *more convenient and interactive learning (R16).* This indicates that multimedia tools are manageable within the teaching hours and can optimize teaching time.

This corresponds with insights from [31], indicating that while teachers are generally open to innovation, competing workloads and lack of time often restrict effective multimedia preparation. Overall, the findings reveal that teachers are generally ready and have a positive outlook on multimedia-based reading instruction. With the gathered data, Access to Resources is the chief factor that can affect teachers' preparedness and attitudes toward multimedia-based reading instruction in the classroom. It highlights the necessity of educational software, school-provided tools, and digital books. Professional Development follows, suggesting the importance of training to enhance teachers' confidence level and technical skills. Although the Curriculum Integration factor shows a moderate agreement, it has great potential for aligning it with the current changes in the DepEd curriculum. On the other hand, Technical Support and Time Constraints received the lowest, meaning they cannot negatively affect their teaching when integrating multimedia tools in reading classes. Most teachers are capable of doing basic troubleshooting and managing their time well. Therefore, integrating multimedia tools in reading classes can be perceived as practical, engaging, and supportive in the modern classroom.

4. Conclusion and Recommendations

The study concludes that teachers demonstrate a high level of preparedness and positive attitudes toward the integration of multimedia tools in reading instruction. Respondents perceived multimedia as effective in enhancing students' engagement, comprehension, and motivation, indicating strong willingness and ability to use these tools when adequate resources and support are available. Results also highlight several key factors influencing teachers' preparedness and attitudes, particularly access to functional devices, availability of professional development, curriculum alignment, and technical support. Although time constraints were reported, they did not significantly hinder teachers' use of multimedia resources, as reflected in the lowest mean scores for this factor. Furthermore, teachers expressed high confidence in integrating basic multimedia tools, though confidence varied when tasks required the use of multiple or more advanced formats, often depending on their training and experience.

Respondents also recommended improving access to multimedia devices, premium digital platforms, and stable internet connectivity. They emphasized the need for regular hands-on training, updated digital resources aligned with instructional requirements, and reliable technical assistance to support the consistent use of multimedia tools in reading instruction. Ensuring these conditions may help strengthen teachers' multimedia integration practices and contribute to more engaging and effective reading lessons.

Future research may explore classroom-based observations to validate self-reported levels of preparedness and attitudes, compare practices across different school settings, or design and test multimedia-based reading intervention models. Longitudinal studies may also be conducted to examine how continuous professional development influences teachers' preparedness, confidence, and instructional outcomes over time.

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