

Grade 1 Multimodality Modular Instruction Towards Pupils' Academic Success Framework

Rosalie B. Ila

<https://orcid.org/0009-0007-3080-7672>

keisalie09@gmail.com

Department of Education, Philippines

Abstract

This study explored the influence of multimodality instruction on the academic performance of Grade 1 learners in Congressional II, Batangas Province. The objectives were to assess the implementation of multimodality instruction and its consequences on students' academic achievements, aiming to enhance educational practices. A descriptive quantitative research approach was adopted, using a questionnaire for data collection. This approach focused on systematically describing phenomena, emphasizing the "what, when, where, and how" aspects of the research problem. The research, quantitative in nature, aimed to enhance understanding through systematic data collection and analysis of sensory experiences. It sought answers to quantifiable questions, yielding numerical data for analysis. The questionnaire, a structured research tool, effectively gathered data, including closed and open-ended questions. The efficiency of this method ensured a substantial dataset for analysis, facilitating the exploration of shifts in respondents' choices and experiences over time. The active integration of multimodal strategies by teachers was a key finding. Visual and kinesthetic techniques, along with auditory practices, were well-established. Academic success in Grade 1 learners showed significant improvements in reading skills, writing proficiency, and fine motor skills, attributed to technology integration. Recommendations include ongoing professional development for educators, effective use of multimodality instruction, and meticulous planning and evaluation. In conclusion, this research underscores the positive impact of multimodality instruction on Grade 1 learners' academic achievements, providing insights to enhance teaching practices in Congressional II, Batangas Province.

Keywords: Education; Multimodality Instruction, Academic Performance, Grade 1 Learners; Descriptive Quantitative Research, Questionnaire; Philippines, Asia