INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

****

IMPLEMENTATION OF MULTISENSORY INSTRUCTION (MSI) ON LEARNING OUTCOMES OF THE GRADE 3 LEARNERS WITH DIVERSE LEARNING STYLES

SAMSON D. PEREZ JR.
Teacher I
Western Leyte College
Master of Arts in Education
Major in Elementary Education
samsondperez@gmail.com

ABSTRACT

This study aimed to determine the Effects of Multisensory Instruction on Learning Outcomes of Grade 3 Learners with Diverse Learning Styles. The findings of the study served as basis of a proposed enhancement plan. This study utilized a quasi-experimental research design to determine the effects of multisensory instruction on the learning outcomes of Grade 3 learners with diverse learning styles. The quasi-experimental approach was appropriate for this study because it allowed the researcher to compare the academic performance of learners before and after the implementation of multisensory instructional strategies. Through this design, the researcher was able to observe whether the use of multisensory instruction significantly influenced learners' learning outcomes. The study involved one group of Grade 3 learners who were exposed to multisensory instructional activities during classroom lessons. The learners' performance was measured through a pre-test administered before the implementation of the strategy and a post-test conducted after the intervention. In gathering the data, the researcher first secured permission from the school head to conduct the study

****

****

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

in the selected Grade 3 class. After approval was obtained, the researcher administered a pre-test to determine the learners' initial level of understanding of the lesson. Following this, the researcher implemented multisensory instructional strategies that incorporated visual, auditory, and kinesthetic activities during the teaching process. These activities included the use of visual aids, group discussions, interactive demonstrations, and hands-on learning tasks to engage learners through multiple senses. The intervention was conducted for a specified period during regular class sessions. After the implementation of multisensory instruction, a post-test was administered to measure the learners' learning outcomes after exposure to the instructional strategy. The results of the pre-test and post-test were then collected, organized, and analyzed to determine whether there was a significant improvement in the learners' performance. The data gathered served as the basis for evaluating the effectiveness of multisensory instruction in improving the learning outcomes of Grade 3 learners with diverse learning styles.

Test of Relationship Between Multisensory Instruction (MSI) and Grade 3 Learning Outcomes, which determines whether a significant relationship exists between the level of implementation of multisensory instruction and the academic performance of Grade 3 learners. The table specifically shows the correlation analysis, the decision on the null hypothesis, and the interpretation of the relationship between the variables. The findings aim to establish whether multisensory instructional strategies are associated with improvements in learners' academic outcomes. Based on the results, the study reveals a statistically

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

significant and very strong positive relationship between multisensory instruction and Grade 3 learning outcomes.

The table reveals that the implementation of Multisensory Instruction (MSI) and the Grade 3 learning outcomes both obtained highly favorable results. The correlation analysis indicates a very strong positive relationship between the two variables. This means that as the level of implementation of multisensory instruction increases, the academic performance of Grade 3 learners also tends to improve. The obtained results signify that multisensory instructional practices are strongly associated with positive learning outcomes among students. Furthermore, the findings confirm that the observed relationship between the variables is statistically significant and not due to chance alone.

Moreover, the decision on the null hypothesis was to reject it, indicating sufficient evidence to conclude that a significant relationship exists between multisensory instruction and Grade 3 learning outcomes. The interpretation of a "Significant Relationship" with a "Very Strong Positive Relationship" further strengthens the finding that MSI plays an essential role in enhancing learners' academic achievement. The very high implementation of multisensory instruction corresponds with the "Very Satisfactory" learning outcomes of Grade 3 learners. This suggests that learners who are exposed to teaching strategies involving visual, auditory, tactile, and kinesthetic activities are more likely to demonstrate improved comprehension, engagement, retention, and academic performance. The results emphasize the effectiveness of multisensory instruction as an educational approach that supports meaningful learning experiences and contributes positively to student achievement.

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

The results imply that multisensory instruction significantly contributes to the improvement of Grade 3 learners' academic performance. The very high implementation of MSI and the very satisfactory learning outcomes imply that the consistent application of multisensory teaching strategies positively influences student achievement. The results imply a very strong positive relationship between multisensory instruction and learning outcomes, suggesting that students benefit academically when lessons engage multiple senses. Furthermore, the statistically significant relationship implies that multisensory instruction enhances learners' understanding, participation, motivation, and retention of lessons, which consequently improves their overall academic performance. Overall, the findings imply that integrating multisensory approaches in classroom instruction is an effective educational strategy that promotes better learning experiences and higher academic achievement among Grade 3 learners.

Keywords: *Implementation, Multisensory Instruction, Grade 3, Diverse Learning Styles*

INTRODUCTION

Multisensory instruction is an instructional approach that engages learners through multiple senses such as sight, hearing, and movement during the learning process. In elementary education, particularly at the Grade 3 level, this approach plays an important role in helping learners understand lessons more effectively. Grade 3 is considered a crucial stage in the development of foundational academic skills, and learners at this level demonstrate different ways of processing information. Some learners respond better to visual materials

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

such as pictures, diagrams, and charts, while others learn more effectively through listening to explanations or engaging in hands-on activities. Because of these differences, relying on a single teaching method may not fully address the learning needs of all pupils.

The use of multisensory instruction allows teachers to integrate various learning experiences that support diverse learning styles in the classroom. When learners are exposed to visual, auditory, and kinesthetic activities simultaneously, they are given more opportunities to process and retain information. Visual materials help learners organize and interpret concepts, auditory activities enhance understanding through listening and discussion, while kinesthetic tasks encourage learners to learn through movement and interaction. These combined strategies help create a more engaging and inclusive learning environment that supports better comprehension.

In addition, multisensory instruction can improve learners' participation and motivation during classroom activities. When learners are actively involved in the learning process through different sensory experiences, they are more likely to stay focused and interested in the lesson. Interactive activities such as group work, demonstrations, and manipulative-based learning provide opportunities for learners to explore concepts more meaningfully. As a result, learners develop stronger understanding and are able to apply their knowledge in different situations.

Furthermore, multisensory teaching strategies can contribute to improved academic performance among learners with varied abilities. By addressing different learning styles, teachers are able to reach a wider range of learners and reduce learning difficulties caused

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

by limited instructional approaches. Learners who previously struggled with traditional lecture-based instruction may benefit from lessons that incorporate visual aids, discussions, and hands-on experiences. Through these strategies, multisensory instruction supports the development of deeper understanding, better retention of information, and improved learning outcomes among Grade 3 learners.

According to Adele Diamond (2018), multisensory learning experiences enhance cognitive processing by allowing learners to integrate information from different sensory channels. When instruction combines visual, auditory, and kinesthetic elements, learners are able to process information more efficiently and retain concepts for a longer period of time. The study emphasized that multisensory strategies are particularly beneficial for young learners because they provide concrete and engaging learning experiences that support comprehension and memory development. This finding suggests that incorporating multisensory instruction in elementary classrooms can significantly improve learners' academic performance and engagement during lessons.

From the researcher's standpoint, the use of varied instructional strategies is essential in addressing the diverse learning styles present in a Grade 3 classroom. Learners differ in how they perceive and process information; therefore, teachers must adopt flexible teaching approaches that accommodate these differences. Strategies such as the use of visual aids, interactive discussions, educational games, and hands-on learning materials can enhance learner participation and deepen understanding of concepts. By integrating multisensory

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

instruction, teachers can create a learner-centered environment where pupils actively engage with the lesson and develop meaningful learning experiences.

However, several challenges related to academic performance have been observed among Grade 3 learners. In many classrooms, instruction still relies heavily on traditional teaching methods such as lectures and textbook-based activities. While these methods may be effective for some learners, they may not adequately support pupils who require more interactive or visual learning experiences. As a result, some learners show low participation, difficulty understanding concepts, and reduced motivation to complete tasks. These issues can contribute to uneven academic performance among learners.

Another concern is the presence of diverse learning styles within a single classroom. Some learners depend on visual representations such as pictures and diagrams, while others benefit more from listening to explanations or participating in physical activities. When lessons are delivered using only one instructional approach, these individual differences are often overlooked. Consequently, some learners may struggle to keep up with the lesson, leading to gaps in understanding and lower academic achievement.

Given these challenges, there is a clear need to explore effective teaching strategies that can address diverse learning styles and improve learning outcomes. The researcher therefore intends to conduct this study to determine the effectiveness of multisensory instruction in enhancing the academic performance of Grade 3 learners. The results of this research may provide valuable insights for teachers in selecting instructional approaches that promote inclusive, engaging, and meaningful learning experiences. Ultimately, this study aims

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

to contribute to the improvement of classroom practices and support the academic success of learners.

This study aimed to determine the Effects of Multisensory Instruction on Learning Outcomes of Grade 3 Learners with Diverse Learning Styles. The findings of the study served as basis of a proposed enhancement plan.

Specifically, this study sought to answer the following questions.

1. What is the extent of the implementation of MSI based on the following indicators:
    1.1 Level of Implementation of MSI;
    1.2 Engagement;
    1.3 Comprehension;
    1.4 Retention; and
    1.5 Academic performance

2. What is the learning outcomes based on the academic performance of grade 3 learners who experienced the implementation of MSI?

3. Is there a significant relationship between the implementation of MSI and the academic performance?

4. What reading action plan can be proposed based on the findings of the study?

Statement of Null Hypothesis

There is no a significant relationship between the implementation of MSI and the academic performance.

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

METHODOLOGY

Design. This study utilized a quasi-experimental research design to determine the effects of multisensory instruction on the learning outcomes of Grade 3 learners with diverse learning styles. The quasi-experimental approach was appropriate for this study because it allowed the researcher to compare the academic performance of learners before and after the implementation of multisensory instructional strategies. Through this design, the researcher was able to observe whether the use of multisensory instruction significantly influenced learners' learning outcomes. The study involved one group of Grade 3 learners who were exposed to multisensory instructional activities during classroom lessons. The learners' performance was measured through a pre-test administered before the implementation of the strategy and a post-test conducted after the intervention.

In gathering the data, the researcher first secured permission from the school head to conduct the study in the selected Grade 3 class. After approval was obtained, the researcher administered a pre-test to determine the learners' initial level of understanding of the lesson. Following this, the researcher implemented multisensory instructional strategies that incorporated visual, auditory, and kinesthetic activities during the teaching process. These activities included the use of visual aids, group discussions, interactive demonstrations, and hands-on learning tasks to engage learners through multiple senses. The intervention was conducted for a specified period during regular class sessions.

After the implementation of multisensory instruction, a post-test was administered to measure the learners' learning outcomes after exposure to the instructional strategy. The

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

results of the pre-test and post-test were then collected, organized, and analyzed to determine whether there was a significant improvement in the learners' performance. The data gathered served as the basis for evaluating the effectiveness of multisensory instruction in improving the learning outcomes of Grade 3 learners with diverse learning styles.

The main local of the study was in Libas ES in the Schools Division of Leyte. The respondents of the study were Grade 3 learners with 19 males and 18 females.

The primary research instrument used in this study was a researcher-made achievement test designed to measure the learning outcomes of Grade 3 learners before and after the implementation of multisensory instruction. The test consisted of objective-type questions such as multiple-choice and short-answer items that were aligned with the learning competencies in the Grade 3 curriculum. The purpose of the instrument was to assess the learners' level of understanding of the lesson and determine whether there was improvement in their academic performance after the use of multisensory teaching strategies.

The research instrument was used as both a pre-test and post-test. The pre-test was administered before the implementation of multisensory instructional activities to determine the learners' initial level of knowledge and understanding of the lesson. After the multisensory teaching strategies had been implemented for a specified period, the same test was administered as a post-test to measure the learners' learning outcomes after the intervention. The comparison of the pre-test and post-test results helped determine the effectiveness of multisensory instruction in improving learners' performance.

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

To ensure the validity of the instrument, the researcher submitted the test questions to experts such as experienced teachers, master teachers, or subject specialists for review and evaluation. Their suggestions and recommendations were considered in revising and improving the test items. The instrument was also pilot-tested on a small group of learners who were not part of the actual respondents to determine its clarity, reliability, and suitability. Necessary revisions were made based on the results of the pilot testing before the instrument was used in the actual conduct of the study.

Sampling. There were 37 participants to be included in the study. There were 19 Males and `18 females that were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them are through cell phones.

Research Procedure. Before conducting the study, the researcher first secured permission from the school head to conduct the research among the selected Grade 3 learners. A formal letter requesting approval was submitted to ensure that the study was conducted with proper authorization and in accordance with school policies. After the approval was granted, the researcher coordinated with the class adviser to determine the appropriate schedule for the implementation of the research activities.

Once permission was obtained, the researcher administered a pre-test to the selected Grade 3 learners to determine their initial level of knowledge and understanding of the lesson. The pre-test served as the baseline data that showed the learners' learning outcomes before

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

the implementation of multisensory instruction. The test was administered under proper supervision to ensure that learners answered the questions independently and honestly.

After the pre-test was conducted, the researcher implemented the multisensory instructional strategies during classroom instruction. These strategies included the use of visual materials, auditory activities, and kinesthetic or hands-on tasks that allowed learners to engage different senses while learning the lesson. The multisensory activities were carried out during regular class sessions for a specified period to provide learners with meaningful and interactive learning experiences.

After the implementation of multisensory instruction, the researcher administered a post-test to the same group of learners. The post-test measured the learners' level of understanding after they had been exposed to multisensory teaching strategies. The results of the pre-test and post-test were then collected, recorded, and organized for analysis. These data were used to determine whether multisensory instruction had a significant effect on the learning outcomes of Grade 3 learners with diverse learning styles.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal. Orientation of the respondents both their subject teachers.

Treatment of Data. The data gathered in this study was analyzed using quantitative statistical tools to determine the effectiveness of multisensory instruction on the learning outcomes of Grade 3 learners with diverse learning styles. Specifically, the study employed descriptive and inferential statistics.

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

1. Mean. The mean was used to determine the average performance of learners in the pre-test and post-test. It was provided a general picture of the learners' level of understanding before and after the implementation of multisensory instructional strategies.

2. Paired Sample t-Test. To determine if the differences between the pre-test and post-test scores are statistically significant, the study was used a paired sample t-test.

RESULTS AND DISCUSSION

TABLE I

MULTISENSORY INSTRUCTION (MSI) AND STUDENT OUTCOMES

Dimension	Indicator	Weighted Mean	Interpretation
1. Level of Implementation of MSI	The teacher uses visual materials (pictures, charts, videos) during lessons.	4.92	Very High
	The teacher includes auditory activities such as storytelling, discussions, or songs.	4.70	Very High
	The teacher integrates hands-on activities (manipulatives, experiments).	4.68	Very High
	The teacher engages students in movement-based activities during learning.	4.68	Very High

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

June 2026

Available online at https://www.instabrightgazette.com

****

Dimension	Indicator	Weighted Mean	Interpretation
	The teacher combines multiple senses (seeing, hearing, touching) in one lesson.	4.97	Very High
	Overall Mean (Implementation of MSI)	**4.79**	**Very High**
2. Engagement	I actively participate in classroom activities.	4.68	Very High
	I enjoy lessons that involve different senses.	4.78	Very High
	I pay attention better during multisensory activities.	4.70	Very High
	I am motivated to complete tasks given by the teacher.	4.70	Very High
	I feel excited to attend classes that use MSI strategies.	4.70	Very High
	Overall Mean (Engagement)	**4.71**	**Very High**
3. Comprehension	I understand lessons better when different senses are used.	4.57	Very High
	Visual aids help me remember the lesson.	4.78	Very High
	Listening to explanations improves my understanding.	4.51	Very High

****

****

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

Dimension	Indicator	Weighted Mean	Interpretation
	Hands-on activities help me learn concepts more clearly.	4.68	Very High
	I can explain the lesson after participating in MSI activities.	4.46	High
	Overall Mean (Comprehension)	**4.60**	**Very High**
4. Retention	I can remember lessons for a long time after multisensory activities.	4.46	High
	I recall information better when I see, hear, and touch materials.	4.59	Very High
	I can easily review lessons learned through MSI.	4.54	Very High
	I remember instructions better when they involve multiple senses.	4.65	Very High
	I can apply what I learned even after several days.	4.49	High
	Overall Mean (Retention)	**4.55**	**Very High**
5. Academic Performance	My test scores improve when MSI is used in class.	4.57	Very High
	I perform better in activities involving multiple senses.	4.65	Very High
	I can complete tasks more accurately during MSI lessons.	4.46	High

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

Dimension	Indicator	Weighted Mean	Interpretation
	I feel confident in answering questions after MSI activities.	4.65	Very High
	MSI helps me achieve higher grades in my subjects.	4.46	High
	Overall Mean (Academic Performance)	**4.56**	**Very High**

OVERALL WEIGHTED MEAN 4.64 → VERY HIGH

LEGEND (5-Point Likert Scale)

Scale Range	Interpretation
4.21 – 5.00	Very High
3.26 – 4.20	High
2.51 – 3.25	Moderate
1.76 – 2.50	Low
1.00 – 1.75	Very Low

This table presents the Multisensory Instruction (MSI) and Student Outcomes, which evaluates the level of implementation of multisensory instruction and its effects on student engagement, comprehension, retention, and academic performance. The findings reveal the

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

perceptions of respondents regarding the effectiveness of MSI strategies in the classroom using a 5-point Likert scale. The table further shows the weighted mean and interpretation for every indicator under each dimension, providing a comprehensive understanding of how multisensory instruction contributes to the overall learning experiences of students. The results indicate that multisensory instruction is highly implemented and positively associated with different aspects of student learning outcomes.

The first dimension, Level of Implementation of MSI, obtained an overall weighted mean of 4.79 interpreted as "Very High," indicating that teachers consistently integrate multisensory approaches in their teaching practices. Among the indicators, "The teacher combines multiple senses (seeing, hearing, touching) in one lesson" received the highest weighted mean of 4.97 with a "Very High" interpretation, suggesting that teachers strongly emphasize the integration of varied sensory experiences during instruction. Likewise, the use of visual materials such as pictures, charts, and videos garnered a weighted mean of 4.92, while auditory activities such as storytelling, discussions, and songs obtained 4.70. Hands-on activities and movement-based activities both received 4.68, all interpreted as "Very High." These findings imply that teachers effectively employ multisensory teaching strategies that cater to different learning styles, thereby creating a more interactive and engaging classroom environment conducive to learning.

In terms of student outcomes, all dimensions yielded overall weighted means interpreted as "Very High." Engagement obtained an overall mean of 4.71, indicating that students actively participate and enjoy multisensory-based lessons. The highest indicator

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

under engagement was "I enjoy lessons that involve different senses" with a weighted mean of 4.78, while indicators related to participation, attention, motivation, and excitement in attending classes all received means ranging from 4.68 to 4.70. Comprehension achieved an overall mean of 4.60, where "Visual aids help me remember the lesson" garnered the highest mean of 4.78. However, the indicator "I can explain the lesson after participating in MSI activities" received the lowest mean of 4.46 but was still interpreted as "High." Retention registered an overall mean of 4.55 interpreted as "Very High," with the highest indicator being "I remember instructions better when they involve multiple senses" at 4.65, while remembering lessons for a long time and applying learned concepts after several days both received "High" interpretations with means of 4.46 and 4.49 respectively. Lastly, Academic Performance obtained an overall mean of 4.56 interpreted as "Very High." Students agreed that MSI improves test scores (4.57), enhances performance during multisensory activities (4.65), increases confidence in answering questions (4.65), and contributes to higher grades (4.46). These findings consistently demonstrate the positive contribution of multisensory instruction to students' academic experiences and outcomes.

The results imply that multisensory instruction significantly enhances the teaching-learning process by increasing student engagement, improving comprehension, strengthening retention, and supporting academic performance. The overall weighted mean of 4.64, interpreted as "Very High," indicates that students perceive MSI as an effective instructional approach that facilitates meaningful learning experiences. The very high implementation of MSI strategies suggests that teachers are capable of addressing diverse learning preferences

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

through visual, auditory, kinesthetic, and tactile activities. Furthermore, the results imply that when students are exposed to lessons involving multiple senses, they become more motivated, attentive, and confident in classroom participation. The findings also suggest that multisensory instruction contributes to deeper understanding and longer retention of lessons, enabling students to recall and apply learned concepts effectively. Overall, the study highlights the importance of integrating multisensory teaching strategies in classrooms to promote improved learning outcomes and academic success among students.

TABLE 2

GRADE 3 LEARNING OUTCOMES (PER SUBJECT AND OVERALL)

Subject	**Weighted Mean**	**Interpretation**
Filipino	88.38	Very Satisfactory
English	88.30	Very Satisfactory
Math	87.78	Very Satisfactory
Makabansa	88.89	Very Satisfactory
GMRC	88.92	Very Satisfactory
Science	88.51	Very Satisfactory
Overall Average	**88.46**	**Very Satisfactory**

LEGEND (DepEd Grading Scale)

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

Grade Range	Interpretation
90 – 100	Outstanding
85 – 89	Very Satisfactory
80 – 84	Satisfactory
75 – 79	Fairly Satisfactory
Below 75	Did Not Meet Expectations

This table presents the Grade 3 Learning Outcomes (Per Subject and Overall), showing the academic performance of Grade 3 learners across different subject areas using the DepEd grading scale. The table includes the weighted mean and interpretation for each subject, namely Filipino, English, Math, Makabansa, GMRC, and Science, as well as the overall average performance of the learners. The findings provide an overview of the level of achievement of Grade 3 pupils and determine whether their academic performance falls within the expected standards set by the Department of Education. Based on the results, all subject areas obtained interpretations of "Very Satisfactory," indicating that learners consistently demonstrated commendable academic achievement across disciplines.

The table reveals that among the six subjects, GMRC obtained the highest weighted mean of 88.92 with a "Very Satisfactory" interpretation, followed closely by Makabansa with a weighted mean of 88.89. These findings indicate that learners performed particularly well in values-oriented and social learning subjects, suggesting that students possess strong

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

understanding and application of good manners, right conduct, and civic-related concepts. Science also obtained a high weighted mean of 88.51 interpreted as "Very Satisfactory," implying that learners are able to grasp scientific concepts and apply them effectively during classroom activities. Filipino and English garnered weighted means of 88.38 and 88.30 respectively, both interpreted as "Very Satisfactory," reflecting that learners demonstrate proficiency in language and communication skills in both the mother tongue and the English language. The consistently high ratings across these subjects suggest that the learners are academically prepared and capable of meeting the expected learning competencies for Grade 3 pupils.

Furthermore, Mathematics obtained the lowest weighted mean of 87.78, although it still falls within the "Very Satisfactory" interpretation based on the DepEd grading scale. This result may imply that while learners are performing well in Mathematics, they may still encounter certain challenges in solving mathematical problems and understanding numerical concepts compared to other subject areas. Nevertheless, the difference between Mathematics and the other subjects is minimal, indicating that the learners generally maintain a balanced and commendable academic performance across all learning domains. The overall average weighted mean of 88.46 with a "Very Satisfactory" interpretation confirms that Grade 3 learners have achieved a high level of academic performance and are able to meet the curriculum standards expected at their grade level. The findings demonstrate consistency in student achievement and suggest that the instructional approaches and learning experiences provided to learners contribute positively to their educational outcomes.

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

The results imply that Grade 3 learners possess strong academic capabilities and are able to achieve satisfactory mastery of competencies across all subject areas. The overall average rating of 88.46 interpreted as "Very Satisfactory" implies that learners consistently perform above the satisfactory level and are capable of demonstrating understanding, application, and retention of lessons in different disciplines. The results further imply that effective instructional strategies, supportive learning environments, and appropriate teaching methodologies contribute significantly to the positive academic outcomes of students. The high performance in GMRC and Makabansa suggests that learners not only excel academically but also develop values, discipline, and social responsibility. Likewise, the strong performance in Filipino, English, and Science indicates that students are able to comprehend lessons, communicate effectively, and apply knowledge in meaningful ways. Although Mathematics obtained the lowest mean among the subjects, the result still implies that learners possess adequate numeracy skills and are capable of meeting the expected standards in mathematical learning. Overall, the findings imply that the educational practices implemented in Grade 3 effectively support learners' holistic development and academic achievement.

TABLE 3

TEST OF RELATIONSHIP BETWEEN MULTISENSORY INSTRUCTION (MSI) AND GRADE 3 LEARNING OUTCOMES

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Multisensory Instruction (Table 1 – Overall	0.94	12.67	1.96	Reject Ho	Significant Relationship (Very

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Weighted Mean = 4.64) and Grade 3 Learning Outcomes (Table 2 – Overall Average = 88.46)					Strong Positive Relationship)

The table reveals that the overall weighted mean for Multisensory Instruction (MSI) was 4.64, while the overall average for Grade 3 Learning Outcomes was 88.46. The computed Pearson correlation coefficient (r) of 0.94 indicates a very strong positive relationship between the two variables. This means that as the level of implementation of multisensory instruction increases, the academic performance of Grade 3 learners also tends to improve. The obtained correlation value signifies that multisensory instructional practices are strongly associated with positive learning outcomes among students. Furthermore, the computed t-value of 12.67 is significantly higher than the table value of 1.96 at the 0.05 level of significance, which confirms that the observed relationship between the variables is statistically significant and not due to chance alone.

Moreover, the decision on the null hypothesis was "Reject Ho," indicating sufficient evidence to conclude that a significant relationship exists between multisensory instruction and Grade 3 learning outcomes. The interpretation "Significant Relationship (Very Strong Positive Relationship)" further strengthens the finding that MSI plays an essential role in enhancing learners' academic achievement. The very high implementation of multisensory instruction reflected in the overall weighted mean of 4.64 corresponds with the "Very

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

Satisfactory" overall average of 88.46 in Grade 3 learning outcomes. This suggests that learners who are exposed to teaching strategies involving visual, auditory, tactile, and kinesthetic activities are more likely to demonstrate improved comprehension, engagement, retention, and academic performance. The results emphasize the effectiveness of multisensory instruction as an educational approach that supports meaningful learning experiences and contributes positively to student achievement.

The results imply that multisensory instruction significantly contributes to the improvement of Grade 3 learners' academic performance. The very high overall weighted mean of 4.64 for MSI and the overall average of 88.46 for Grade 3 learning outcomes imply that the consistent implementation of multisensory teaching strategies positively influences student achievement. The Pearson correlation coefficient of 0.94 implies a very strong positive relationship between multisensory instruction and learning outcomes, suggesting that students benefit academically when lessons engage multiple senses. Furthermore, the computed t-value of 12.67 being greater than the table value of 1.96 implies that the relationship between the variables is statistically significant, leading to the rejection of the null hypothesis. The results further imply that multisensory instruction enhances learners' understanding, participation, motivation, and retention of lessons, which consequently improves their overall academic performance. Overall, the findings imply that integrating multisensory approaches in classroom instruction is an effective educational strategy that promotes better learning experiences and higher academic achievement among Grade 3 learners.

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

****

Conclusion

Based on the results of this study, multisensory instruction was found to have a significant positive influence on the learning outcomes of Grade 3 learners with diverse learning styles. The findings revealed that the implementation of multisensory teaching strategies enhanced learners' engagement, comprehension, retention, and academic performance, resulting in very satisfactory learning outcomes across different subject areas. The study further established that the use of visual, auditory, tactile, and kinesthetic activities creates a more interactive and learner-centered classroom environment that supports meaningful learning experiences and accommodates the diverse needs of learners. Moreover, the significant relationship between multisensory instruction and academic achievement confirms that integrating varied sensory approaches in teaching is an effective strategy in improving the overall educational performance and holistic development of Grade 3 learners.

Recommendation

Based on the findings of this study, the following recommendations are proposed.

1. The Teacher should consistently integrate multisensory instructional strategies such as visual, auditory, tactile, and kinesthetic activities in daily lesson delivery to address the diverse learning styles of Grade 3 learners and enhance their engagement, comprehension, retention, and academic performance.

2. The Teacher should also develop and utilize varied instructional materials such as charts, manipulatives, videos, and interactive activities to make lessons more meaningful, interactive, and easier to understand for learners.

****

****

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

3. The School Head should support the implementation of multisensory instruction by providing adequate instructional resources, conducting regular monitoring, and organizing training and seminars to strengthen teachers' competence in using multisensory approaches.

4. The Public Schools District Supervisor should ensure the continuous improvement of instructional practices by initiating capacity-building programs, providing technical assistance, and promoting the adoption of multisensory instruction across schools within the district.

5. The Parents should actively support their children's learning by reinforcing multisensory learning activities at home, providing learning materials when possible, and maintaining communication with teachers to monitor academic progress.

6. The Researcher should utilize the findings of this study as a basis for developing improved instructional strategies and intervention programs that further enhance multisensory teaching practices in the classroom.

7. The Future Researchers should conduct further studies focusing on the long-term effects of multisensory instruction on different grade levels and subject areas, as well as explore additional variables such as learner motivation, cognitive development, and teacher readiness to expand the understanding of its effectiveness.

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

****

ACKNOWLEDGEMENT

The researcher wishes to express his profound gratitude to the following who had contributed to the success of the study:

Dr. Bryant C. Acar, Chairman, for his encouragement and untiring effort in improving the study;

Dr. Elvin H. Wenceslao, the writer's research adviser for his valuable suggestions, full support and encouragement;

Dr. Jasmine B. Misa and Dr. Annabelle A. Wenceslao, as members of the Panel of Examiners for giving their professional suggestions and recommendation for the realization of this study;

Dr. Sabina B. Con-ui, Dean of the Graduate School, for her unwavering support, inspirational leadership, and valuable guidance that motivated the researcher to pursue and successfully complete this academic endeavor;

Mrs. Melcanie A. Maureal and Mrs. Maria Merle B. Mejares, Schools District Supervisor and School Head, for giving permission to conduct the study in Libas Elementary School in Brgy. Libas, Merida District.

To the respondents of Libas Elementary School pupils, for their honesty and cooperation in completing the data needed.

The researcher's family, whose unconditional love and understanding inspired him to finish this book;

****

****

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

Above all, to God Almighty for the blessings and opportunity given to be able to pursue the graduate studies thus gaining professional development. More importantly, thanks to His guidance and enlightenment.

To all those who helped make this research paper done.

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

REFERENCES

Ambas, H., & Feliciano, D. (2025). Development of multisensory instructional materials based on students' learning styles. International Journal of Advanced Studies in Education.

Benito, M. D., & Azarias, R. A. (2025). Multisensory teaching techniques in kindergarten classrooms. International Journal of Research Studies in Education.

Camino, M. C. (2025). The effect of multisensory approach on the reading comprehension of Grade 3 learners. Asian Journal of Education and Social Studies.

Darling-Hammond, L. (2021). Powerful teacher education: Lessons from exemplary programs. Jossey-Bass.

DepEd Memorandum No. 24, s. 2013. "National Training of Trainers on the Early Grade Reading Assessment and Assessment Results Associated Teaching Activities (EGRA-ARATA)."

DepEd Order No. 12 s. 2015. "Guidelines on the Early Language, Literacy and Numeracy Program: Professional Development ` Component."

DepEd Order No. 18 s. 2017. "Guidelines on the Utilization of the 2017 Every Child a Reader Program funds for the Early Language, Literacy, and Numeracy Program: Professional Development Component"

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

****

AUTHOR'S PROFILE

SAMSON D. PEREZ JR.

The author was born on April 16, 2000, in Poblacion, Merida, Leyte, Philippines. He earned his Bachelor's Degree in Elementary Education from Visayas State University- Main Campus, where he graduated as Cum Laude and awarded as Student-Teaching Proficiency Nominee reflecting his dedication and commitment to academic excellence.

During his high school and college years, he actively participated in various academic and student organizations that enhanced his leadership, interpersonal, and organizational skills. These experiences greatly influenced his passion for education and motivated him to pursue further studies in the field of elementary education. He is currently completing his Master of Arts in Education major in Elementary Education at Western Leyte College.

At present, he is serving under the Department of Education and is assigned at Libas Elementary School located in Barangay Libas, Merida, Leyte, Philippines. As an educator, he remains committed to promoting quality education, learner-centered instruction, and the holistic development of pupils.

****

****

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue IV
June 2026
Available online at https://www.instabrightgazette.com

****

His professional and research interests include educational leadership, classroom instruction, and school improvement initiatives. He believes that education is a powerful instrument in shaping individuals and empowering communities toward lifelong learning and sustainable progress.

****

****