

Literature instruction and student engagement at Occidental Mindoro State College

Zabanal, Lita Marie A. ✉

Divine Word College of San Jose, Philippines (zabanallitamarie1997@gmail.com)

Rayton, Maria Pura C.

Divine Word College of San Jose, Philippines (maria.pura.crayton@gmail.com)

Galay-Limos, Jenny A.

Divine Word College of San Jose, Philippines (jennygalay05@gmail.com)



ISSN: 2243-7703
Online ISSN: 2243-7711

OPEN ACCESS

Received: 29 March 2026

Revised: 23 April 2026

Accepted: 25 April 2026

Available Online: 29 April 2026

DOI: 10.5861/ijrse.2026.26707

Abstract

This study investigated the challenges encountered in literature instruction and student engagement among students of Occidental Mindoro State College. Specifically, it examined the challenges in literature instruction in terms of teaching effectiveness, cultural context, and critical analysis, as well as student engagement in terms of literary devices, comprehension, and motivation. An exploratory sequential design, involving both qualitative and quantitative approaches, was utilized in this study with 287 students. In the qualitative phase, major themes identified included difficulties with understanding literary concepts, challenges in interpreting cultural values, challenges in critical analysis, difficulties with literary devices, comprehension issues, and motivational concerns. Results showed that engagement was significantly high among students in literature lessons, mainly with respect to motivation and participation; nonetheless, difficulties were encountered when students were engaged in critical analysis, interpretation of literary devices, and cultural context. Moreover, instructional effectiveness is crucial to students' involvement in the learning process. In contrast, difficulties with critical analysis and cultural context undermine students' understanding and independent interpretation. Despite students' engagement, they failed to develop critical thinking in analyzing literary works. Thus, the proposed action plan addresses students' priority needs, critical analysis, and comprehension, and integrates evidence-based strategies to enhance engagement. Teachers are the primary implementers, while students, administrators, and curriculum coordinators support implementation and sustainability. This study recommends that teachers, students, administrators, and curriculum coordinators collaborate to ensure the effective application of teaching strategies and engagement activities in literature classes. This collaboration can include regular feedback sessions, peer mentoring, and joint planning to enhance learning outcomes and sustain student engagement.

Keywords: literature instruction, student engagement, teaching effectiveness, critical analysis, cultural context

Literature instruction and student engagement at Occidental Mindoro State College

1. Introduction

Education serves as the foundation of national development, shaping learners' intellectual, emotional, and social growth. According to UNESCO (2024), it plays a central role in promoting sustainable development, social cohesion, and the lifelong learning competencies essential for the 21st century. Literature instruction exposes students to human experiences, emotions, and beliefs while fostering critical thinking, creativity, and cultural awareness. Despite its importance, literature is often perceived as complex, abstract, and/or irrelevant to future careers by most students who are not taking literature courses, especially at the College of Business, Administration, and Management in OMSC. Some learners struggle with analyzing texts, tracing themes, or interpreting literary devices, which sometimes results in low motivation, reduced participation, or poor engagement in class (Soy et al., 2023). As a result, teachers are challenged to design instructional strategies that capture students' interest and encourage them to become active participants in the learning process (Zhang et al., 2024; Soy et al., 2023). Student engagement is characterized by three distinct dimensions: behavioral engagement, which involves participation in learning experiences; emotional engagement, which shows interest in and enjoyment of the learning process; and cognitive engagement, which is demonstrated by exerting mental effort and a willingness to invest in understanding what is being taught. Research shows that students who are engaged in their learning generally outperform their peers, whereas those who are not engaged perform at a much lower level (Li & Xue, 2023; Zhang, 2024).

At Occidental Mindoro State College (OMSC), a number of College of Business, Administration, and Management (CBAM) students show low levels of involvement in literacy classes, indicating the need to explore how teaching approaches and learning activities affect their engagement and interest. Understanding these factors could help educators improve teaching approaches and make learning about literature more meaningful, inclusive, and enjoyable. In conclusion, this study investigated the relationship between literature instruction and student engagement among first-year and second-year students of the College of Business, Administration, and Management (CBAM) at Occidental Mindoro State College during the academic year 2025–2026. Specifically, it examined how instructional strategies, learning materials, and classroom activities used in literature instruction influence students' behavioral, emotional, and cognitive engagement. Furthermore, the study aimed to determine how these aspects of literature instruction relate to students' motivation, participation, and overall learning experience in literature classes.

Statement of the Problem - This study examined the effects of literature instruction on student engagement at Occidental Mindoro State College. Specifically, it sought answers to the following: (1) What are the challenges encountered by the students in regard to literature instruction and student engagement? (2) What is the level of challenges encountered by the students in literature instruction in terms of effectiveness of teaching, cultural contexts, and critical analysis? (3) What is the level of challenges encountered in student engagement in terms of literary devices comprehension and motivation? (4) Is there a significant relationship between the level of challenges encountered in literature instruction and the level of challenges encountered in student engagement? (5) What action plan can be proposed to enhance student engagement in literature classes?

Significance of the Study - This study is significant as it sought to determine the effect of literature instruction and student engagement in literature classes in Occidental Mindoro State College. Understanding the relationship between these variables can provide valuable insights into how literature instruction influences students' participation, comprehension, and motivation in learning literary texts. The findings of the study may help improve teaching strategies and enhance students' learning experiences in literature classes. More importantly, this study will benefit the following: For students, this research will identify the types of literature-teaching strategies that enhance students' interest, involvement, and comprehension. It can also encourage more active and

meaningful engagement with literary texts, promote critical thinking, and increase students' enjoyment of literature. For Teachers, this research will guide educators in improving their teaching practices to address students' learning needs better. It will provide evidence-based insights on how teaching strategies influence students' motivation, concentration, and academic performance in literary studies. For school administrators, this research can assist school leaders in making informed decisions. It can offer guidance on allocating resources and on supporting programs, policies, and teaching methodologies that promote effective, student-centered learning experiences. For curriculum developers, this research assesses and enhances the current literature coursework. The outcome will offer guidance on integrating novel, student-focused teaching methodologies to aid students' comprehension, engagement, and appreciation of literature.

For the Commission on Higher Education (CHED) – MIMAROPA, the findings of this study will provide empirical evidence that could inform policy and program development among state colleges and universities in the region. The research can also help augment CHED's initiatives in promoting quality assurance, curriculum innovation, and 21st-century learning competencies in higher education. For the Local Government Unit (LGU) of San Jose, Occidental Mindoro, the results can serve as a platform for formulating literacy, reading culture, and youth-participation-based learning programs. The outcome can also be used by the LGU, in partnership with OMSC, to undertake projects that combine literature, education, and cultural growth at the grassroots level. For Occidental Mindoro State College (OMSC), this study is beneficial as it provides data-driven insights to improve literature instruction and student engagement within the institution. The findings may support the college in enhancing its teaching practices, strengthening curriculum implementation, and sustaining its commitment to delivering quality and student-centered education. Future Researchers, this study will contribute to the body of literature on teaching literature and student participation in the Philippine educational context. It can also serve as a pointer for further research on instructional methods, learner-centered learning, or participation in other academic areas.

Scope and Delimitation of the Study - This study focused on literature instruction and student engagement in literature classes at Occidental Mindoro State College. This study is limited only to the College of Business, Administration, and Management (CBAM), a program of Occidental Mindoro State College (OMSC) in San Jose, Occidental Mindoro (Labangan Campus), during the academic year of 2025-2026. For the qualitative component, the proponent limited it to a single open-ended interview question and collected data through interviews with randomly selected respondents. The respondents were CBAM students purposively selected based on their experience in literature classes and willingness to participate. The research examined how literature instruction influenced different aspects of student engagement, including the perceived effectiveness of teaching strategies used in literature classes, students' ability to understand unfamiliar cultural contexts in literary works, their level of critical analysis, their understanding of complex literary devices, and their comprehension of both long and abridged literary texts. In terms of motivation, the study also examined specific sub-variables, namely limited curiosity and passive involvement in class. It reduced enthusiasm for reading texts to understand better how literature instruction affects students' motivational engagement.

2. Methodology

Research Design - This study employed the mixed-method approach using an exploratory sequential design. It is a method in which the researcher first explores a topic using qualitative data and then tests it using quantitative data (Creswell, 2026). The study integrated qualitative (narrative) and quantitative (descriptive-correlational) methods to examine the impact of literature instruction and student engagement at Occidental Mindoro State College. In the first phase, the research study began qualitatively, with data collected using an interview guide administered to selected students from the College of Business, Administration, and Management of Occidental Mindoro State College. This phase aimed to identify the students' lived experiences and perceptions regarding literature instruction. The results of this phase guided the development of a quantitative instrument used to evaluate the relationship between the level of challenges encountered in literature instruction and the level of challenges encountered in student engagement. This design was appropriate since it allowed a detailed

examination of contextual variables in the qualitative stage, followed by generalization in the quantitative stage. It ensured that the quantitative instrument was grounded in students' actual experiences and that key variables were derived from the qualitative study.

Respondents of the Study - The respondents in this study were students from the College of Business, Administration, and Management (CBAM) of Occidental Mindoro State College who were enrolled in literature subjects during the academic year 2025–2026. For the qualitative phase, 15 students from the College of Business Administration and Management (CBAM) program were randomly selected using simple random sampling for initial data collection. These participants were excluded from the final administration of the questionnaire. For the quantitative phase, the researcher employed Stratified Random Sampling (SRS) to categorize the population by two main variables: year level (first year and second year) and sex (male and female), ensuring a balanced representation across groups. Moreover, there were 1,130 students across four programs: BSBA Operations Management, BSOA, BPA, and BSBA Financial Management, with the largest population in BSBA Financial Management. Hence, 45 students were excluded from the total population: 15 students for qualitative interviews and 30 students for reliability testing. Using the Raosoft Sample Size Calculator at a 95% confidence level and a 5% margin of error, a total sample of 287 respondents was determined. Of the 287 respondents, 115 were male, and 172 were female, proportionately representing the population. Stratified sampling was employed to ensure that the sample reflected the distribution by program and sex. This method ensured that the data were representative of the population for investigating the relationship between literature instruction and student engagement.

Research Instrument - The researcher used an interview guide for the qualitative component to identify challenges encountered in literature instruction, while a researcher-developed questionnaire was used to collect quantitative data. The questionnaire for students had two sets. Part I consists of questions related to the level of challenges encountered in literature instruction, with 3 sub-variables, each containing 10 items. Part II of the set consists of questions at the level of challenges encountered in student engagement, with 3 sub-variables, each containing 10 items. In total, the research instruments comprised 60 items: 30 measured the level of challenges encountered in literature instruction, and 30 measured the level of challenges encountered in student engagement, ensuring reliability and comprehensive coverage of each construct. To validate the questionnaire, the researcher sought the help of four graduate school professors at DWCSJ and one from Occidental Mindoro State College for content validation, and expert validity. The questionnaire, the primary data collection tool, was reviewed by them for content applicability, clarity, and alignment with the research focus. Their input and insights ensured that the instrument sufficiently captured the constructs that it was measuring. Further changes were implemented to improve the questionnaire's overall quality and validity. The instrument was composed of two parts: the level of challenges in literature instruction and the level of challenges in student engagement. Each part consisted of four scales and comprised ten statements each. The analysis was conducted using a sample size of 30 respondents. To test the instrument's internal consistency, Cronbach's alpha was used to assess the extent to which the items consistently measured the same underlying construct. Table 1 summarizes the reliability coefficients across all six dimensions:

Table 1
Result of Reliability Analysis

Items	Number of Items	Reliability Coefficients*	Analysis
I. Level of Challenges in Literature Instruction			
A. Effectiveness of Teaching	10	.892	High Reliability
B. Cultural Contexts	10	.769	High Reliability
C. Critical Analysis	10	.766	High Reliability
II. Level of Challenges in Student Engagement			
A. Literary Devices	10	.796	High Reliability
B. Comprehension	10	.789	High Reliability
C. Motivation	10	.812	High Reliability

**Based on standardized items*

The results revealed the first two high-performing scales: effectiveness of teaching, which showed the highest internal consistency ($\alpha = .892$), and motivation ($\alpha = .812$). These suggest that the 10 items assessing the effectiveness of teaching are very closely related, provide a highly reliable measure within this sample, and consistently measure the underlying construct of motivation. The remaining scales yielded alpha coefficients ranging from .769 to .796, which remain well above the commonly accepted threshold of .70. All six dimensions tested demonstrated acceptable to very high internal consistency. The survey instrument used for this study could be considered a reliable tool for data collection, as all Cronbach's Alpha values exceeded the standard .70 benchmark.

Data Gathering Procedure - First, the researcher got the necessary permits to conduct this study. Second, the researcher prepared an interview guide, which the researcher's adviser reviewed. Third, random sampling was employed to select the participants. Once the participants were identified, they were informed about the study, and their consent to participate voluntarily was obtained. Fourth, all necessary materials, including the interview guide, were prepared. The researcher recorded the students' responses regarding the challenges they encountered in literature instruction and student engagement in literature classes. Fifth, the survey questionnaires were formulated and evaluated by a group of experts to ensure validity and to suggest improvements. Sixth, the hybrid method was employed to administer the survey questionnaire, which students completed over a 12-day period. Finally, the collected data were compiled and analyzed to identify individual and shared concerns among respondents.

Statistical Treatment of the Data - The qualitative data obtained from interviews with student respondents were analyzed using thematic analysis. Moreover, the quantitative data collected through the structured survey questionnaire were tabulated, coded, and analyzed using appropriate statistical measures, including frequencies, percentages, and weighted means. The questionnaire statements were framed to measure two primary variables: literature instruction and student engagement. To ascertain the relationship between literature instruction and student engagement, inferential statistics, specifically Partial Least Squares, were used. The test was employed to determine whether the relationship between the level of challenges encountered in literature instruction and the level of challenges encountered in student engagement was significant. Statistical computations were performed using software such as SPSS version 26 and WarpPLS Version 7.0 to ensure precise data analysis and interpretation. Findings were thereafter quantified and used to conclude the efficacy of literature instruction in enhancing student engagement at Occidental Mindoro State College.

Ethical Considerations - This study adhered to the ethical standards in research. Proper citations were practiced. The permit to conduct the study was sought from the proper authorities. The respondents' voluntary involvement in the study was highly valued. Furthermore, respondents could withdraw from the study at any time. The participants were not subjected to any harm or shame related to their participation. In this regard, consent and assent forms were obtained prior to the study, and responses were handled confidentially in accordance with the Data Privacy Act of 2012. Additionally, to preserve respondents' anonymity, this study required that their names or lists not be provided when providing precise evaluations of pre-test and post-test results. The data were handled with acceptable confidentiality. Any false information, as well as biased representations of the results, were avoided. On the other hand, the highest level of objectivity in data analyses throughout the research was maintained. Furthermore, all affiliations, sources of funding, and potential conflicts of interest were declared. Finally, all communication regarding this study was conducted with honesty and transparency.

3. Results and Discussions

The initial and final thematic maps from the qualitative phase, highlighting the challenges students in Literature encountered, are shown in Figures 1 and 2. These initial themes, identified from students' responses regarding the challenges they encountered in literature instruction and student engagement, including traditional-centered teaching, instructional design, and limited technology for Literature Instruction, as well as low participation, difficulty with texts, limited critical thinking, and lack of interest for Student Engagement, served as a framework for coding and analyzing qualitative data, providing a foundation to explore the depth of students'

experiences and the factors influencing their engagement in literature classes. The final themes presented in Figure 2 are effectiveness of teaching, cultural contexts, critical analysis, literary devices, comprehension, and motivation, which represented the main challenges faced by students in their literature classes. These themes emerged from students' responses during interviews, highlighting areas where instruction and engagement could have been improved. The effectiveness of teaching was identified as crucial, as research has shown that well-structured, interactive teaching strategies positively influence students' engagement (Quin, 2024). Cultural Contexts also played a key role, as connecting lessons to students' cultural backgrounds fostered an emotional connection with the literature, enhancing interest and participation (Caliboso et al., 2025). The themes of critical analysis, literary devices, and comprehension reflected students' cognitive engagement (Simango, 2023), indicating the importance of understanding and interpreting literary texts to enhance both learning and active participation. Finally, motivation represented the students' emotional engagement, which was closely linked to instructional strategies and the overall learning environment. Together, these themes provided a comprehensive view of the challenges students encountered in literature classes and highlighted the instructional and engagement factors that influenced their learning experiences.

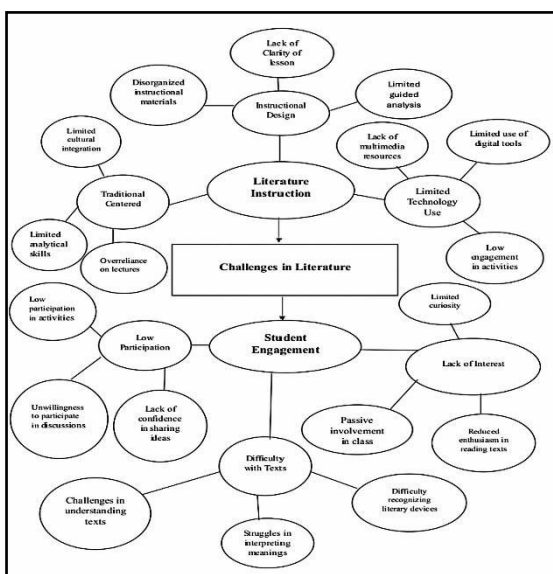


Figure 1. Initial Thematic Map of Challenges

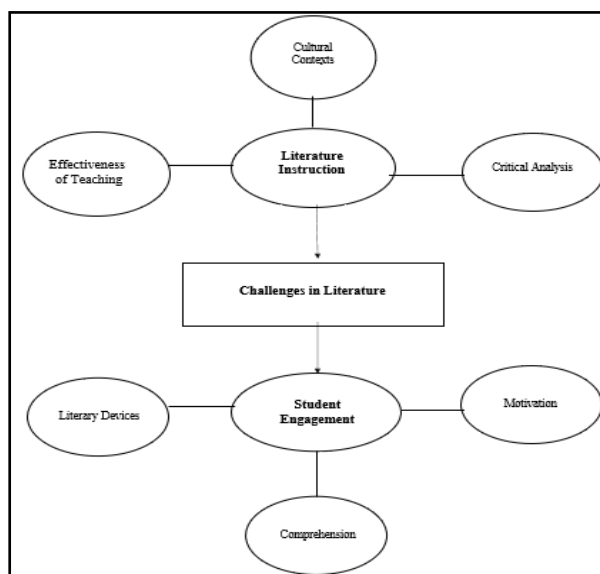


Figure 2. Final Thematic Map of Challenges Encountered in Literature

Table 2

Mean Level of Challenges Encountered in Literature Instruction in Terms of Effectiveness of Teaching, Cultural contexts and Critical Analysis

Effectiveness of Teaching	Weighted Mean	Interpretation
1. The teacher explains literary concepts clearly.	3.50	Very High
2. The lessons are well-planned.	3.53	Very High
3. The teacher engages students during discussion.	3.48	Very High
4. The teacher connects literature to real life.	3.45	Very High
5. The teacher prepares literary texts for reading.	3.47	Very High
6. The teacher gives helpful feedback for assignments, tests, or tasks.	3.55	Very High
7. The teacher uses various teaching methods to make the class engaging.	3.48	Very High
8. The teacher analyzes literature better during class discussion.	3.53	Very High
9. The teacher provides an open classroom environment where free discussion can take place.	3.55	Very High
10. The literature teacher is becoming more effective at teaching.	3.40	Very High
Composite Mean	3.49	Very High
Cultural Contexts		
1. I can identify and explain the cultural context behind different literary or historical materials.	3.49	Very High
2. The course promotes open-mindedness with regard to other cultures.	3.52	Very High

Literature instruction and student engagement at Occidental Mindoro State College

3. I have greater awareness of my own culture and its influence on my perception.	3.51	Very High
4. I can value cultural differences in reading.	3.50	Very High
5. Cultural perspectives are well-integrated into lessons by the teacher.	3.39	Very High
6. I am confident in communicating how culture shapes characters and events in literature.	3.47	Very High
7. Cultural openness is encouraged in the course.	3.52	Very High
8. I actively engage in discussions with various cultural frames of reference.	3.52	Very High
9. Having cultural knowledge has enriched my overall learning experience.	3.56	Very High
10. I identify, adapt, and respect people's beliefs, behaviors, and values.	3.63	Very High
Composite Mean	3.51	Very High
Critical Analysis		
1. Studying literature deepens my understanding and appreciate the culture, traditions, and beliefs of other people.	3.45	Very High
2. I am able to recognize and interpret cultural values blended in various pieces of literature.	3.38	Very High
3. Literature study enables me to compare my own culture with other cultures.	3.44	Very High
4. Literature makes me understand society better through cultural themes.	3.48	Very High
5. Class and discussion of literature make me appreciate cultural diversity.	3.44	Very High
6. I am able to relate cultural problems in literature to real-life situations.	3.44	Very High
7. The cultural elements in a story make reading literature more significant to me.	3.48	Very High
8. I appreciate analyzing how cultural contexts shape characters, settings, and plot developments in literature.	3.50	Very High
9. Literature assists me in seeing world views and the experiences of people.	3.45	Very High
10. I acknowledge the role of cultural context when interpreting literature.	3.38	Very High
Composite Mean	3.44	Very High
Overall Mean	3.48	Very High

Scale: 4.20-5.00 Very High; 3.40 -4.19 High; 2.60-3.39 Moderate; 1.80-2.59 Low; 1.00-1.79 Very Low

Table 2 presents the mean levels of challenges encountered in literature instruction across the dimensions of teaching effectiveness, cultural contexts, and critical analysis. All dimensions were rated very highly, with composite means of 3.49, 3.51, and 3.44, respectively. Overall, the mean level of challenges encountered in literature instruction is 3.48. A more careful look at the data shows that the lowest mean level of challenges encountered is in Critical Analysis, which is 3.44. This is the biggest challenge the students encounter. Though the students were confident in the effectiveness of the teachers and in the use of cultural contexts, they still have room to improve their critical analysis skills, particularly in analyzing cultural values and the literature. Research emphasized that critical analysis is a fundamental higher-order skill important in higher education settings and in 21st-century learning. In addition, the use of interactive approaches, such as discussions and individual guidance, is significant for improving students' ability to apply their knowledge to real-life situations.

Furthermore, the use of culturally relevant instructional materials is important for improving students' comprehension of literature while also creating connections to real-life contexts (Caingcoy & Daag, 2023; Reyes & De la Cruz, 2023). Overall, the high composite means show that the instruction of literature was effective, culturally engaging, and analytically stimulating. In addition, the slightly lower mean in the Critical Analysis section shows that the instruction of literature necessitates the continued implementation of strategies that facilitate higher-order thinking, critical analysis, and interpretation, which may further improve the students' comprehension, engagement, and performance (Schoute & Alexander, 2025; Guamanga et al., 2024; Melisa et al., 2025).

Table 3 shows the mean level of challenges in student engagement across three key areas: Literary Devices (3.43), Comprehension (3.46), and Motivation (3.51), with an overall mean of 3.47, all interpreted as Very High. These results indicate that students are highly engaged in literature classes, demonstrating a strong ability to understand and analyze texts, apply literary techniques, and participate actively in class activities. Among the three indicators, Motivation had the highest mean, reflecting students' enthusiasm, persistence, and willingness to engage with literary tasks. In contrast, Literary Devices had the lowest mean, suggesting that although students are proficient in identifying and applying literary techniques, specific challenges remain in fully

mastering abstract or complex literary concepts.

The findings align with the literature, emphasizing that student engagement in literature is multidimensional, requiring knowledge, comprehension, and motivation. Yiğen (2023) highlighted that mastery of literary devices enhances critical thinking and analytical skills. Similarly, high comprehension scores are supported by Curammeng (2025) and Josol et al. (2025), who noted that interactive strategies, gamified learning, and peer collaboration improve students' understanding and interpretation of texts. Motivation, the strongest indicator, is reinforced by Ronquillo & Quirap (2024) and Maglangit & Limpot (2022), who emphasized that supportive instruction, autonomy, and engaging classroom environments significantly boost student interest, persistence, and active participation. These results suggest that while students are highly engaged overall, specific challenges remain in areas such as abstract interpretation, connecting literary devices to themes, and applying textual understanding in broader contexts. Structured instruction, interactive learning, collaborative activities, and the integration of technology are effective in addressing these challenges, fostering comprehensive engagement across literary knowledge, comprehension, and motivation.

In conclusion, the overall very high mean of 3.47 confirms that literature instruction successfully promotes active participation, critical thinking, and appreciation of literary texts, while highlighting areas where continued instructional support can further strengthen student engagement. This is supported by Yiğen (2023), who emphasized that mastery of literary devices enhances critical thinking and analytical skills; Curammeng (2025) and Josol et al. (2025), who noted that interactive strategies and peer collaboration improve comprehension; and Ronquillo & Quirap (2024), who highlighted that motivation, reinforced through supportive instruction and engaging learning environments, fosters persistence and active participation in academic tasks.

Table 3

Mean Level of Challenges Encountered in Student Engagement in terms of Literary Devices, Comprehension, and Motivation

Literary Devices	Weighted Mean	Interpretation
1. I am able to identify literary devices like symbolism and metaphor.	3.38	Very High
2. Studying literary devices adds depth to the appreciation of a text.	3.52	Very High
3. I find literary devices helpful in understanding an author's message.	3.51	Very High
4. My teachers define literary devices easily during literature class.	3.47	Very High
5. Identifying literary techniques enhances the fun of reading.	3.37	Very High
6. I am able to identify the different literary devices in literature.	3.47	Very High
7. Knowledge of literary devices assists me in writing improved analyses.	3.41	Very High
8. I am more confident discussing the levels of literary devices such as shape, style, and strategies.	3.44	Very High
9. The application of literary devices enhances stories and poems to be more vivid and significant.	3.34	Very High
10. I am able to link the application of literary devices to the general theme of a work.	3.35	Very High
Composite Mean	3.43	Very High
Comprehension		
1. I am able to quickly understand the general idea of the literary pieces studied in class.	3.41	Very High
2. I can accurately summarize literary texts after reading them.	3.48	Very High
3. I comprehend the relationship among plot, characters, and setting.	3.44	Very High
4. I am able to explain the symbols and motifs employed in literature.	3.43	Very High
5. Literature classes assist me in making inferences beyond the text.	3.43	Very High
6. I know that an author's contexts influence the meaning of a text.	3.43	Very High
7. Instruction literature advances my general critical reading ability.	3.53	Very High
8. Study of literature enhances my vocabulary and comprehension.	3.51	Very High
9. I am able to discuss the application of literary texts in everyday life.	3.42	Very High
10. It is easier for me to read complex texts after discussions in class.	3.51	Very High
Composite Mean	3.46	Very High

Motivation		
1. My literature lessons encourage me to read more.	3.54	Very High
2. I enjoy attending my literature class.	3.49	Very High
3. I participate in class actively due to the interesting literary activities.	3.46	Very High
4. My instructors encourage me to share my opinions about the reading pieces.	3.48	Very High
5. I am motivated when I grasp the moral teachings in literary works.	3.51	Very High
6. Literature encourages me to have a positive attitude toward learning.	3.53	Very High
7. Group performances and activities in literature class enhance my interest.	3.58	Very High
8. I am inspired to read more than what is required.	3.54	Very High
9. Literature makes me think creatively and critically.	3.49	Very High
10. I feel satisfied after thorough discussions of literary texts.	3.51	Very High
Composite Mean	3.51	Very High
Overall Mean	3.47	Very High

Scale: 4.20-5.00 Very High; 3.40 -4.19 High; 2.60-3.39 Moderate; 1.80-2.59 Low; 1.00-1.79 Very Low

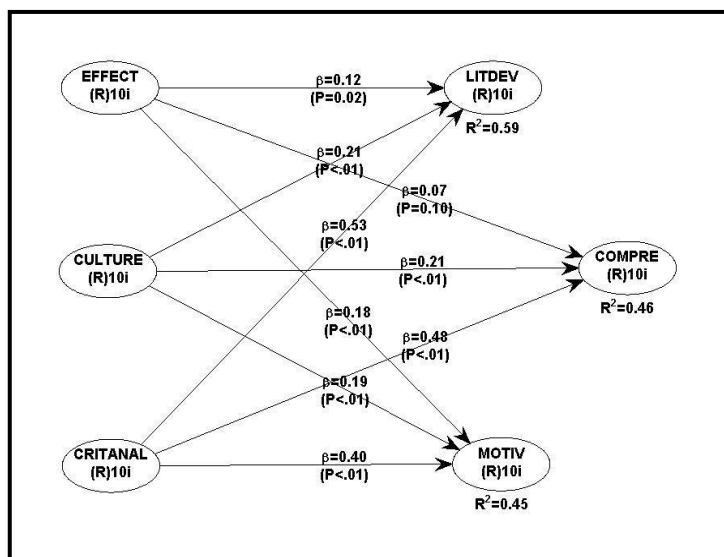


Figure 3. Structural Model of the Relationship Between the Literature Instruction In Literature Classes and the Level of Challenges in Student Engagement

The structural model in Figure 3 illustrates the relationships between three instructional approaches measured by literature instruction (EFFECT), cultural contexts (CULTURE), and critical analysis (CRITANAL), and the three dimensions of student engagement measured by literary devices (LITDEV), comprehension (COMPRE), and motivation (MOTIV). The model demonstrates varying degrees of explanatory power (R²) and predictive strength across the different paths. The computed R² values under each dimension of student engagement indicate how much of the variance in student engagement is explained by the three instructional approaches combined. The highest result in the model is shown in literary devices (R²=0.59), explaining 59% of the variance, followed by comprehension (R²=0.46) and motivation (R²=0.45), explaining 46% and 45% of the variance, respectively. The majority of the p-values are below the .05 significance threshold, except for p=.10 shown in the path EFFECT•COMPRE. All path coefficients were positive, indicating a direct positive influence of the exogenous variables on the endogenous variable.

The given structural equation modeling (SEM) result in Table 5, evaluates how three literature instructions—effectiveness of teaching, cultural contexts, and critical analysis and impact of student engagement across three dimensions: literary devices, comprehension, and motivation. Critical analysis is viewed as the most powerful form of literature instruction for all student engagement outcomes. In fact, it yielded the highest path coefficient, 0.528, for predicting literary devices. It is also highly significant to comprehension (β=0.478, p<.001) and motivation (β=0.402, p<.001). Cultural context also provides stable and highly significant positive contributions across all dimensions of engagement, with coefficients ranging from 0.188 to 0.215. While the effectiveness of teaching contributes a small degree to student motivation, it failed to reach statistical significance in improving student comprehension. The absence of an effect on comprehension confirms that

general effective teaching alone does not translate to deeper cognitive understanding of a text. These findings are consistent with prior research demonstrating that critical analysis strengthens higher-order thinking, comprehension, and application of literary knowledge (Schoute & Alexander, 2025; Guamanga et al., 2024; Melisa et al., 2025). Instruction emphasizing cultural contexts enhances engagement, comprehension, and motivation by connecting literary content to students’ social realities (Caingcoy & Daag, 2023; Reyes & De la Cruz, 2023; Rahaman & Zainal, 2024). The effectiveness of teaching alone may influence motivation, but interactive, student-centered strategies are needed to foster significant cognitive engagement (Mastrokourkou et al., 2022; Allahverdi & Gelzheiser, 2025).

Table 4
Path Coefficients and p-values for Ho

Path	Beta (β) Coefficient	p-value*	Interpretation
Ho: Level of Challenges in Literature Instruction \rightarrow Student Engagement			
EFFECT \rightarrow LITDEV	0.119	.018	Significant
EFFECT \rightarrow COMPRE	0.073	.099	Not Significant
EFFECT \rightarrow MOTIV	0.177	<.001	Highly Significant
CULTURE \rightarrow LITDEV	0.215	<.001	Highly Significant
CULTURE \rightarrow COMPRE	0.209	<.001	Highly Significant
CULTURE \rightarrow MOTIV	0.188	<.001	Highly Significant
CRITANAL \rightarrow LITDEV	0.528	<.001	Highly Significant
CRITANAL \rightarrow COMPRE	0.478	<.001	Highly Significant
CRITANAL \rightarrow MOTIV	0.402	<.001	Highly Significant

*Significant at p < 0.05

The results of the structural equation model confirm the rejection of the null hypothesis that there is no significant correlation between the level of challenges encountered in literature instruction and student engagement. The findings provide a clear picture of the effectiveness of literature instruction in fostering student engagement, except for the path EFFECT \rightarrow COMPRE. The results were consistent with previous studies, which found that while effective teaching as a whole can impact motivation, cognitive engagement, and understanding require more interactive, student-centered, and culturally responsive teaching approaches (Mastrokourkou et al., 2022; Allahverdi & Gelzheiser, 2025; Caingcoy & Daag, 2023; Reyes & De la Cruz, 2023). Moreover, the application of critical analysis as a teaching approach significantly impacted the students’ comprehension, cognitive process, and application of the concepts learned from the literature, as shown by the strong path coefficient values of the research results (Schoute & Alexander, 2025; Guamanga et al., 2024; Melisa et al., 2025).

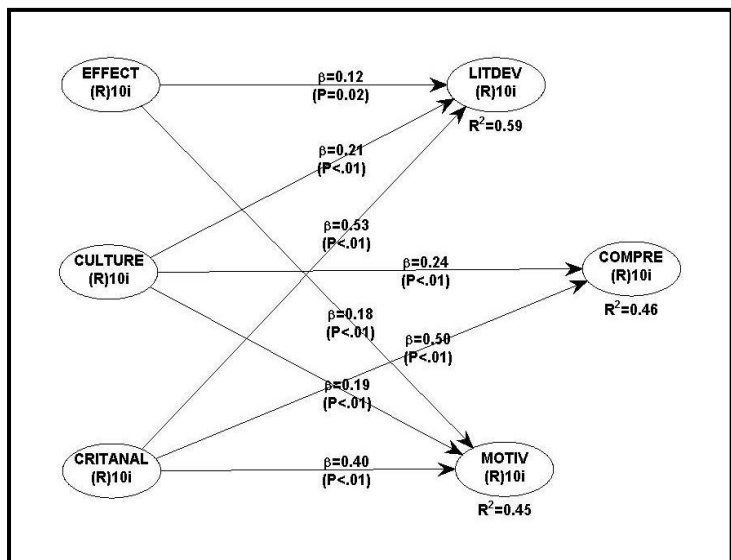


Figure 4. The Emerging Model of the Relationship Between the Literature Instruction In Literature Classes and the Level of Challenges in Student Engagement

The emerging model in Figure 4 represents the refined structural relationships after removing the non-significant path, specifically the link between teaching effectiveness and comprehension. With the focus on statistically significant predictors, the new model explains which instructional strategies directly predict student engagement in literature. The structural analysis of the emerging model reveals the predictive power of three instructional approaches for three engagement outcomes, as reflected in R2 values ranging from 0.45 to 0.59. These coefficients appear identical, as shown in the original structural model, suggesting that the explanatory power of the exogenous variables remained constant. The registered p-values that denote statistical significance are less than .001 for the seven paths, and .02 for the EFFECT → LITDEV path.

Table 5*Standardized Estimates of the Path in the Emerging Model*

Hypothesis	Standardized Estimates (β)	Standard Error	p-value*	Effect Coefficient**	Effect Size
Ho ₁ : Retention Factors: Level of Performance in <i>Araling Panlipunan</i>					
EFFECT→LITDEV	0.119	0.056	.018	.069	Small
EFFECT→MOTIV	0.177	0.056	<.001	.094	Small
CULTURE→LITDEV	0.215	0.056	<.001	.134	Small
CULTURE→COMPRES	0.238	0.055	<.001	.132	Small
CULTURE→MOTIV	0.188	0.056	<.001	.105	Small
CRITANAL→LITDEV	0.528	0.053	<.001	.388	Large
CRITANAL→COMPRES	0.503	0.053	<.001	.329	Large
CRITANAL→MOTIV	0.402	0.054	<.001	.251	Medium

*Significant at $p \leq 0.05$

** Effect size coefficient: 0.02 – small, 0.15 – medium, 0.30 – large

Table 5 presents the standardized path estimates in the emerging model. The new model demonstrates that all remaining paths are statistically significant ($p < .05$), confirming that these instructional approaches are meaningful predictors of student engagement. Large effect sizes are recorded in the influence of critical analysis on literary devices (.388) and comprehension (.329). Critical analysis also shows a medium effect on motivation ($d = .251$). Critical analysis is the instructional approach that has the highest impact on student engagement. This suggests that focusing on critical deconstruction of text is the most reliable way to achieve substantial improvement in student engagement. These results were consistent with existing empirical research showing that instructional strategies that emphasized critical thinking and inquiry were associated with higher levels of student engagement and cognitive outcomes. For example, Huang et al. (2025) found that inquiry-based instructional design had a significant positive relationship with both critical thinking skills and student engagement, highlighting the link between instructional approach and engagement outcomes. Yang, Sulaiman, and Yacob (2025) systematically reviewed empirical studies and reported that structured and technology-enhanced strategies in reading modules positively impacted students' critical thinking skills, which were closely related to engagement and comprehension. Castro (2021) demonstrated that literature circle strategies significantly improved students' critical thinking skills in reading contexts, supporting the role of critical text analysis in developing higher-order thinking. Together, these studies supported the present findings that instructional approaches that fostered critical analysis were powerful predictors of student engagement and related academic outcomes, especially in domains requiring deeper cognitive processing.

The cultural context provides a consistent but small effect (.105, .132, .134) across all engagement dimensions. While it does not have the same power as critical analysis, its path coefficients are stable, showing that cultural context remains a necessary support for all forms of literary engagement. In the emerging model, the effectiveness of teaching is limited to small effect sizes for motivation (.094) and literary devices (.069). These findings are supported by Maglangit and Limpot (2022), who emphasized that cultural context and a positive learning environment contribute to students' motivation and engagement, even if their effects are less pronounced than those of more active instructional strategies. Similarly, Napil (2022) highlighted that teacher support, structured guidance, and culturally relevant materials aid students' engagement, though the largest gains come from strategies that directly involve critical thinking and analysis.

The standard errors across all significant paths remained low (ranging from 0.053 to 0.056), indicating high precision and stability in the model's estimates. The aforementioned findings confirm the rejection of the null hypothesis, which posits that there is no significant correlation between the instructional approaches used in literature classes and students' level of engagement. The findings clearly show that as the instructional approach improves, the challenge is successfully overcome, leading to higher engagement. Instructional approaches in literature play a significant role in students' engagement in literature classes. This also highlights that to move from small to large impact on student engagement, educators should transition from general teaching effectiveness to cultural context. For students to achieve cognitive engagement, specifically in mastering literary devices and comprehension, critical analysis is the essential tool to be applied. This conclusion is supported by Fulton et al. (2023) and Yiğen (2023), who both highlighted that instructional strategies emphasizing critical analysis and close reading significantly enhance comprehension, mastery of literary devices, and overall engagement, producing the largest measurable effects in literature education.

Table 6
Proposed Action Plan to Enhance Student Engagement

Objectives	Strategies	Persons Involved	Time Frame	Resources
Strengthen students' critical analysis skills in identifying literary devices	Conduct weekly guided discussions focusing on themes, symbolism, characterization, and other literary devices in selected literary texts.	Literature Teachers, Students	Weekly throughout the semester	Literary texts, worksheets, reference materials, and discussion guides
Improve students' comprehension and contextual understanding of literary texts	Integrate films, artworks, music, and other cultural materials related to the literary works being studied.	Literature Teachers, Students, Curriculum Coordinator	Per module throughout the semester	Multimedia tools, internet access, library materials, and cultural resources
Increase student motivation and participation in literature classes	Assign creative learning tasks such as debates, storytelling, role-playing, dramatization, reflective journals, and reading blogs. Implement a simple reward or recognition system.	Literature Teachers, Students, School Administrators	Throughout the semester	Computers, internet access, books, and incentive materials
Improve teaching effectiveness in delivering literature lessons	Utilize varied interactive teaching strategies and conduct formative assessments to monitor students' understanding.	Literature Teachers	Throughout the semester	Teaching guides, assessment rubrics, multimedia materials
Monitor and evaluate student engagement	Conduct periodic surveys and assessments to evaluate students' engagement and comprehension of literary concepts.	Literature Teachers, Students	Quarterly	Survey forms, assessment results, and monitoring tools

The action plan was formulated based on the study's findings. Although all areas were rated very high, critical analysis, particularly in identifying literary devices, obtained the lowest mean score (3.43), indicating that students require the most support in analyzing literary elements. Comprehension (3.46) was identified as the second priority, as students need assistance in understanding and relating literary texts to real-life experiences and cultural contexts. Motivation (3.51), while still important, had the highest mean score and was therefore

considered a relatively lower priority than the other areas. Strategies focusing on teaching effectiveness and monitoring student engagement were also included to support the overall implementation and sustainability of the interventions.

Based on the study's findings, the implementation of the proposed action plan will primarily involve literature teachers, who will lead weekly guided discussions to strengthen students' critical analysis skills by focusing on themes, symbolism, characterization, and other literary devices. Teachers will also integrate multimedia resources such as films, artworks, music, and cultural materials to enhance students' comprehension and contextual understanding of literary texts, with support from the curriculum coordinator in selecting appropriate materials. To increase student motivation and participation, literature teachers will assign creative learning tasks, including debates, storytelling, role-playing, dramatization, reflective journals, and reading blogs, while implementing a simple reward or recognition system. School administrators will assist in providing incentives and necessary resources to support these activities.

Furthermore, literature teachers will improve their teaching effectiveness by employing a variety of interactive teaching strategies and conducting formative assessments to monitor students' understanding. They will also periodically monitor and evaluate student engagement and comprehension through surveys and assessments, with students actively participating in feedback and evaluation. These interventions are supported by existing literature, which highlighted that guided discussions and critical analysis improve comprehension and mastery of literary devices (Yiğen, 2023; Fulton et al., 2023), while multimedia resources and creative activities enhance engagement, contextual understanding, and student motivation (Curammeng, 2025; Josol et al., 2025). Overall, teachers serve as the primary implementers of the action plan, while students actively participate in learning and feedback processes. Administrators and curriculum coordinators provide essential support and resources, ensuring the sustainability and effectiveness of the proposed interventions.

4. Conclusions

Based on the analyzed data, the following conclusions were drawn regarding the level of challenges in literature instruction and student engagement of CBAM students. In the challenges encountered, students have significant difficulty understanding literary texts, interpreting cultural elements, and engaging in higher-level analysis. Students struggle to apply literary concepts, to comprehend texts deeply, and to maintain active, consistent participation in literature classes. Students encountered significant challenges with teaching effectiveness, suggesting that instructional strategies may not fully support students' understanding and engagement with literature. Students experienced very high challenges in understanding cultural contexts, suggesting difficulty in relating literary texts to cultural perspectives and meanings. Students faced significant challenges in critical analysis, showing difficulty interpreting, evaluating, and analyzing literary texts at a deeper level.

Regarding student engagement, students experienced significant challenges in applying literary devices, indicating difficulty in using and analyzing literary techniques independently. Students encountered significant challenges in comprehension, particularly with complex and abstract literary texts. Students experienced significant challenges with motivation, indicating inconsistent participation and difficulty sustaining engagement in literature learning. Applying critical analysis is crucial for achieving cognitive engagement, particularly when learning about literary devices and understanding them. The proposed action plan addresses students' priority needs and critical analysis and comprehension, and integrates evidence-based strategies to enhance engagement. Teachers are the primary implementers, while students, administrators, and curriculum coordinators support implementation and sustainability.

Recommendations - Based on the study's conclusions, the following recommendations are proposed: For the challenges encountered, literature teachers may continue to use interactive, student-centered teaching strategies, such as group discussions, literature circles, role-playing, and collaborative analysis, to enhance student

engagement. Teachers may incorporate culturally relevant literary texts and examples that reflect students' local experiences and backgrounds to strengthen their understanding of cultural contexts in literature. In literature instruction, educators may provide interpretive discussions to deepen students' understanding of literary texts. Teachers may assign reflective writing tasks to help students express insights and personal interpretations. Analytical exercises may be provided to improve students' ability to evaluate literary themes and cultural values. While for student engagement, schools and academic institutions may conduct training workshops for literature teachers to enhance instructional strategies. Institutions may implement professional development programs focused on innovative teaching approaches. Teachers may be encouraged to update their teaching methods through seminars and collaborative learning continuously. Teachers, students, administrators, and curriculum coordinators should collaborate to ensure the effective application of teaching strategies and engagement activities in literature classes. This collaboration can include regular feedback sessions, peer mentoring, and joint planning to enhance learning outcomes and sustain student engagement. Schools and academic institutions may support and monitor the implementation of improved teaching strategies to ensure the effectiveness of literature instruction. Future researchers may conduct similar studies with larger samples and across different academic programs to further examine the relationship between literature instruction and student engagement and explore additional factors influencing students' learning experiences in literature classes.

5. References

- Allahverdi, F. Z., & Gelzheiser, L. (2025). Comparison of more effective and typical teachers' instructional quality and implementation of engaged reader processes. *Instructional Science*, *53*(5), 1047–1066. <https://doi.org/10.1007/s11251-025-09725-8>
- Caingcoy, M. E., & Daag, A. S. (2023). Culturally responsive teaching and student engagement in multicultural classrooms. *International Journal of Educational Research Open*, *4*, 100239. <https://doi.org/10.1016/j.ijedro.2023.100239>
- Caliboso, J., Bagalay, B. D., Santiago, M. G. A., Bayan, R. T., Aguinaldo, I. A., & Belo, J. A. (2025). Literary texts as cultural tools: A study on contextualized learning strategies in Philippine higher education. *International Journal on Culture, History, and Religion*, *7*(SI2), 340–355. <https://ijchr.net/journal/article/view/205>
- Castro, M. N. T. (2021). Literature circle: A strategy in improving critical thinking skills. *International Journal of English Language Studies*, *3*(2), 65–85. <https://al-kindipublishers.org/index.php/ijels/article/view/1332>
- Creswell, J. W. (2026). *Designing and conducting mixed methods research* (4th ed.). SAGE Publications. <https://us.sagepub.com/en-us/nam/designing-and-conducting-mixed-methods-research/book268706>
- Curammeng, R. (2025). Digital storytelling and reading comprehension among college learners. *Journal of Educational Multimedia and Hypermedia*. <https://www.learntechlib.org>
- Fulton, K., Lin, T., & Newell, G. (2023). Dialogic literary argumentation and close reading in secondary classrooms. *Frontiers in Psychology*, *14*, 1214773. <https://doi.org/10.3389/fpsyg.2023.1214773>
- Guamanga, M., Ramirez, J., & Perez, L. (2024). Active learning strategies and the development of critical thinking skills. *International Journal of Instruction*, *17*(1), 45–62. <https://doi.org/10.29333/iji.2024.1713a>
- Huang, Y., Muhamad, N., & Che Nawi, N. (2025). Inquiry-based instructional design and student engagement in learning environments. *Education Sciences*, *15*(2), 214. <https://doi.org/10.3390/educsci15020214>
- Josol, R., Caballero, M., & Ramos, J. (2025). Gamified learning strategies and engagement in literature classes. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-025-12256-8>
- Li, Y., & Xue, E. (2023). Student engagement and academic achievement in higher education. *Frontiers in Psychology*, *14*, 1154322. <https://doi.org/10.3389/fpsyg.2023.1154322>
- Liu, X., Latif, A., & Zhai, X. (2025). Intelligent tutoring systems and adaptive learning technologies in reading comprehension. *Educational Technology Research and Development*. <https://doi.org/10.1007/s11423-025-10427-7>
- Maglangit, M., & Limpot, M. (2022). Academic motivation among college students in Philippine higher

- education. *International Journal of Multidisciplinary Research and Analysis*, 5(6), 1542–1551.
<https://doi.org/10.47191/ijmra/v5-i6-05>
- Mastrokourou, S., Vlachopoulos, D., & Sidiropoulou, Z. (2022). (2022). Teacher effectiveness and student engagement: A systematic review. *Frontiers in Psychology*, 13, 825400.
<https://doi.org/10.3389/fpsyg.2022.825400>
- Melisa, D., Ibrahim, N., & Rahman, S. (2025). Artificial intelligence and critical thinking development in higher education. *Computers and Education: Artificial Intelligence*, 7, 100210.
<https://doi.org/10.1016/j.caeai.2025.100210>
- Napil, J. (2022). Technological readiness and academic motivation among university students. *International Journal of Educational Research*, 115, 102034. <https://doi.org/10.1016/j.ijer.2022.102034>
- Quiño, G. M. E., Antipona, M. K. P., Gama, C. M. U., Rama, S. C., & Quiño Justol, J. B. (2026). The readiness of teachers in teaching Filipino literature in secondary schools. *Journal of Interdisciplinary Perspectives*, 4(1). <https://ejournals.ph/article.php?id=31600>
- Quin, D. (2025). Effective teaching practices and student engagement: A systematic review of the literature. *Review of Educational Research*. <https://www.researchgate.net/publication/360745805>
- Rahaman, M., & Zainal, Z. (2024). Culturally responsive pedagogy and student motivation in higher education classrooms. *Education Sciences*, 14(3), 295. <https://doi.org/10.3390/educsci14030295>
- Reyes, J. P., & De la Cruz, R. M. (2023). Cultural relevance in literature instruction and student engagement among Filipino learners. *Philippine Journal of Education*. <https://pje.upd.edu.ph>
- Ronquillo, J., & Quirap, E. (2024). Student motivation and academic performance in Philippine higher education. *Philippine Journal of Education*. <https://pje.upd.edu.ph>
- Schoute, M., & Alexander, P. A. (2025). Understanding and assessing critical thinking in higher education. *Educational Psychology Review*. <https://doi.org/10.1007/s10648-024-09778-4>
- Soy, S., Maisarah, I., & Sovann, L. (2023). Students' perceptions of literary texts, challenges in learning, and learning strategies. *Journal of English Teaching and Learning Issues*, 6(2), 81-94. DOI: 10.21043/jetli.v6i2.19925
- UNESCO. (2024). *Global education monitoring report 2024: Education for sustainable development and global citizenship*. UNESCO Publishing. <https://www.unesco.org>
- Yang, A., Sulaiman, N. A., & Yacob, N. S. (2025). Enhancing critical thinking skills for higher education students through English reading modules: A systematic review. *Cogent Education*, 12(1), Article 2587466. <https://doi.org/10.1080/2331186X.2025.2587466>
- Yiğen, K. (2023). Teaching literary devices in English literature classes and its impact on analytical thinking. *International Journal of Education and Literacy Studies*, 11(3), 120–128.
<https://doi.org/10.7575/aiac.ijels.v.11n.3p.120>
- Zhang, L. (2024). Student engagement and academic performance in higher education. *Educational Psychology*. <https://doi.org/10.1080/01443410>
- Zhang, H., Yang, J., & Liu, Z. (2024). Effect of teachers' teaching strategies on students' learning engagement: Moderated mediation model. *Frontiers in Psychology*, 15, 1475048.
<https://doi.org/10.3389/fpsyg.2024.1475048>

