



Evaluating Multisensory Teaching Techniques and Learners' Self-Concept: Proactive Learning Engagement Plan

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Abstract. This descriptive-correlational study evaluated teachers' multisensory teaching techniques and learners' self-concepts at an Elementary School in Bohol, during the 2025-2026 school year. Data was gathered through a self-developed survey questionnaire, involving 44 respondents: 22 teachers selected by simple random sampling and 22 learners selected by stratified random sampling. The study found that teachers see themselves as consistently using multisensory teaching, but learners perceive these strategies as only occasional and uneven, especially in creative and technology-based forms. Learners also report weak to moderate self-concept, with mixed feelings about their personal and academic abilities. Teacher characteristics such as age, gender, education, and experience do not strongly affect how these strategies are used, except that age is related to engagement and motivation. Overall, multisensory teaching is not strongly linked to self-concept, but strategies that build memory, boost engagement, and respond to diverse learners show a clearer positive connection than those focused solely on comprehension. The study highlighted that those teachers see multisensory teaching as a regular, central part of their work, but learners experience it as inconsistent and limited, especially in creative and technology-based forms. Both teachers and learners see learners' self-concept as only moderately positive, with clear emotional and academic concerns. Multisensory teaching is not strongly linked to self-concept; the components that build memory, boost engagement, and support diverse learners show a clearer positive effect than those focused solely on comprehension.

Keywords: Elementary Education; Multisensory Teaching Techniques; Proactive Learning Engagement; Self-concept

Introduction

Multisensory teaching techniques, which integrate visual, auditory, kinesthetic, and tactile stimuli to engage learners holistically, have gained prominence in modern education for addressing diverse needs beyond traditional single-modality instruction like lectures or reading alone, as seen in programs such as Orton-Gillingham for literacy that activate multiple neural pathways to enhance memory retention, engagement, and accommodation of varying learning styles.

Self-concept, defined as an individual's beliefs about their abilities and worth, profoundly influences motivation, resilience, and achievement, particularly during formative school years; rooted in social cognitive theory, a positive self-concept fosters persistence and reduces dropout risks, while negative perceptions can entrench underperformance, making multisensory approaches promising for delivering affirming, success-oriented experiences that build efficacy and alleviate frustration-induced self-doubt.

Learners' beliefs, attitudes, and feelings about themselves play a crucial role in shaping their motivation, engagement, and ultimately, their achievement in academics. Pupils with a positive self-concept are more motivated, set ambitious goals, and persist in the face of challenges, leading to greater effort and higher performance (Wang & Yu, 2023).

The pursuit of effective teaching strategies that cater to diverse learning styles and enhance academic performance is a constant endeavor in education. This study delves into the intricate relationship between learners' self-concept, a multifaceted construct encompassing beliefs, attitudes, and feelings about oneself, and the implementation of multisensory teaching techniques, which engage multiple senses simultaneously (Peña, 2022). The findings will contribute to a deeper understanding of the interplay between multisensory teaching and learning, self-concept, and academic performance, ultimately informing the development of more effective and inclusive educational practices.



Conversely, students with a negative self-concept may lack motivation, set lower goals, avoid challenging tasks, and become defensive when faced with feedback, resulting in reduced effort and lower academic performance. (Dörnyei & Henry, 2022).

Furthermore, according to García-Martínez et al. (2022) and Fullerton et al. (2021), a positive self-concept equips students with better stress and anxiety management skills, enabling them to navigate academic pressures with resilience and focus. Fostering a positive self-concept in learners is essential for enhancing motivation, effort, resilience, and overall academic success.

The study has the potential to make a valuable contribution to the field of education. However, to enhance its impact and contribute to a deeper understanding of the relationship between teachers' multisensory teaching and learners' self-concept. Thus, the researchers would like to evaluate learners' self-concept and multi-sensory teaching techniques in Bohol for the School Year 2025- 2026 and identify the connections between these variables. The researcher would also like to develop an action plan to benefit the research participants.

Research Questions

The research aimed to evaluate teachers' multisensory teaching techniques and learners' self-concepts at an Elementary School in Bohol, during the School Year 2025-2026, as a basis for a proactive learning engagement plan. Specifically, it sought to answer the following questions:

1. What is the respondents' group perception of the teachers' level of competence in the application of multisensory teaching techniques as to:
 - 1.1 improving comprehension;
 - 1.2 enhancing memory retention;
 - 1.3 increasing engagement and motivation, and
 - 1.4 Catering to diverse learners?
2. What is the teacher's observation on the learners' self-concept in terms of:
 - 2.1 personal and others' self-concept, and
 - 2.2 academic self-concept?
3. Is there a significant association between the teachers' level of competence in the application of multisensory teaching techniques and the teachers' observation of the learners' self-concept?
4. Based on the findings, what teaching-learning engagement plan can be advanced?

Scope and Delimitation of the Study

This study assessed teachers' competence in applying multisensory teaching techniques. It evaluated learners' self-concept at an Elementary School in Bohol, during the 2025-2026 school year. It assessed the teachers' competence in applying multisensory teaching techniques to improve comprehension, enhance memory retention, increase engagement and motivation, and cater to diverse learners. Furthermore, it assessed the learners' self-concept across personal, other, and academic dimensions. The study was delimited to the specified locale, consisting of a total sample size of forty-four (44) respondents, and excluded other private or public schools within the district and broader student or institutional variables outside the specified scope.

Literature Review

Multisensory Teaching Techniques

Multisensory teaching approaches involve instructional strategies that intentionally stimulate two or more senses simultaneously, typically visual, auditory, tactile, and kinesthetic modalities, allowing students to see, hear, speak, touch, or move while grasping the same idea (Georgieva, 2024). Teaching techniques that involve multiple senses typically enhance reading skills, student engagement, retention, and certain math performance compared to traditional teaching methods, particularly in early childhood education (Zaenulloh et al., 2025). Consequently, in elementary students, the utilization of multisensory instructional methods is relevant as they consistently demonstrate advantages for involvement, early literacy, inclusivity, and comprehension of abstract ideas, albeit the level of proof is more robust in the realm of reading compared to other areas (Nurjanah et al., 2024; Susanti et al., 2025). Furthermore, the usage of multisensory teaching techniques has significantly improved in teaching elementary students in their mathematical achievements and engagement compared to the traditional teaching method (Noreen et al., 2025)

Multisensory teaching and reading comprehension

Multisensory integration has the potential to enhance long-term memory retention, though its impact is not consistent across all scenarios. The effectiveness of multisensory integration is heavily influenced by



factors such as semantic consistency, overlap between study and test conditions, timing, level of attention, and the specific type of memory under examination (Duarte et al., 2024; Soto-Faraco & Spence, 2025). Moreover, although the usual pattern is that multisensory integration affects memory in adults, current research increasingly suggests that the noted advantages may be attributable to differences in encoding or encoding specificity rather than to the integration itself (Hendriks et al., 2023; Pecher et al., 2025).

Multisensory classroom environment and learner participation

Multisensory classroom settings are frequently linked to increased student engagement, motivation, focus, and active participation. Students attending classes that use multisensory teaching techniques have achieved higher scores and greater motivation (Ferreira & Vasconcelos, 2020). Multisensory learning enhances the learning process and can boost children's concentration and ability to maintain focus (Rarawati, 2026). Furthermore, engaging in multisensory activities has been shown to enhance emotional control and self-assurance in children. Additionally, multisensory learning aids in developing readiness to learn and the ability to persist with tasks. Educators observed that when children are taught in multisensory settings, they become more engaged in learning, show increased motivation, better comprehend their surroundings, and have their curiosity and creativity sparked (Čiučulkienė et al., 2025). This leads to greater involvement, motivation, support, inspiration, and relaxation.

Learner-centered through multisensory techniques

Using multiple sensory methods can meet the needs of a range of learners by blending visual, auditory, kinesthetic, and tactile stimuli. This approach typically enhances participation, understanding, and inclusivity when instruction is tailored to personal requirements. Using multisensory methods provides learners with different ways to store and recall information, which is especially beneficial when one processing method is not strong (Hazaymeh & Khasawneh, 2024; Zejneli, 2025). Furthermore, multisensory education effectively caters to diverse learning preferences, deepens conceptual understanding, and fosters a comprehensive learning environment, which is advantageous for students with unique needs (Nurjanah et al., 2024). Furthermore, using multiple sensory methods during individual tutoring sessions can help medical students with Specific Learning Difficulties overcome learning obstacles, thereby enhancing educational inclusivity (Newman, 2019).

Learners' Self-Concept

A student's self-concept is how a learner views their academic skills, intellect, and chances of success. A strong belief in one's academic abilities is consistently associated with success, decision-making, goals, involvement, and interest in learning, although the magnitude and direction of causation vary by subject area and research methodology (Guo et al., 2022; Marsh & Seaton, 2022). Furthermore, a positive self-concept is associated with improved academic achievement across various settings, including traditional educational environments, higher education, mathematical disciplines, and integrated class settings (Kania & Juandia, 2023; Sainz et al., 2025). In contrast, students with a negative self-concept are likely to perceive themselves as less competent, participate less, and generally achieve lower levels in the long term (Halabaso & Suan, 2026). Furthermore, students with negative self-concept are likely to avoid tasks resembling tests, require more time to regain motivation following failures, and employ less effective coping strategies (Gao & Ali, 2024).

Academic Self-Perception

Academic self-perception is how students assess their academic skills, preparedness, and chances of success. The academic self-perception of high school students is a strong indicator of their academic achievement, particularly when considering factors such as self-assurance and an effort-based learning approach (Asmara et al., 2025). Moreover, differences in how students perceive themselves by gender can affect their academic outcomes. A positive academic self-perception positively influences academic conduct, decisions, goals, and success, and can be improved through interventions designed to enhance self-perception (Marsh & Seaton, 2022). However, students with a lower perception of their academic abilities typically exhibit lower motivation, decreased involvement, and weaker persistence when approaching educational assignments (Halabaso & Suan, 2026). Furthermore, students tend to engage less in classroom and small-group discourse, leading to fewer learning opportunities (Cooper et al., 2018).

Theoretical and Legal Basis of the Study

The Social Cognitive Theory is associated with this study. This theory was developed by Bandura (1969). As cited by Schunk and DiBenedetto (2020), the emphasis is on the role of observational learning, self-efficacy, and self-regulation in shaping behavior and learning. Self-efficacy, a key component of self-concept, refers to an individual's belief in their ability to complete a task successfully. Students with a positive self-



concept often have higher self-efficacy, leading to greater motivation and persistence in learning. The study's investigation into multisensory teaching techniques, self-concept, and academic performance is strongly grounded in the framework of Social Cognitive Theory (SCT). By fostering learning environments that promote observational learning, boost self-efficacy, and encourage reciprocal interactions between individual and environmental factors, multisensory approaches align with SCT's principles regarding student learning and success. Another theory related to this study is the Humanist Learning Theory. This theory was pioneered by Rogers (1977) and Maslow (1954). As Muhajirah (2020) notes, the focus is on the individual's needs, self-actualization, and the importance of a supportive learning environment. A positive self-concept is crucial for self-actualization, as it allows individuals to reach their full potential. Humanist theory suggests that teachers should create a classroom atmosphere that fosters self-esteem and encourages students to take ownership of their learning. The study is also anchored on the Self-Determination Theory. This theory was developed by Deci and Ryan (2000). As articulated by Legault (2017), this emphasizes the importance of autonomy, competence, and relatedness in fostering intrinsic motivation and well-being. Students with a positive self-concept are more likely to feel autonomous and competent, leading to greater engagement and intrinsic motivation in their learning.

Self-Determination Theory (SDT) is one of the foundations of the study, as it posits that when students' basic psychological needs for autonomy, competence, and relatedness are met, their motivation, engagement, and learning outcomes improve. Multisensory teaching techniques support these needs by providing students with choices in how they learn (autonomy), allowing them to use their strengths and preferred sensory modalities (competence), and fostering collaboration and interaction (relatedness). As a result, students become more intrinsically motivated and confident, leading to better academic performance and a stronger, more positive self-concept. Integrating multisensory strategies in the classroom, therefore, directly aligns with SDT by empowering students to take ownership of their learning and achieve improved educational outcomes.

One learning theory related to multisensory teaching is Piaget's (1976) Cognitive Learning Theory. As emphasized by Pakpahan and Saragih (2022), this theory emphasizes the importance of mental processes, information processing, and knowledge construction. Multisensory teaching aligns with cognitive theory by providing multiple pathways for information to be processed and stored in the brain. This can enhance memory, understanding, and retention.

Dewey's (1974) constructivist learning theory aligns with multisensory teaching techniques by emphasizing that learners actively construct knowledge through experience and interaction. Multisensory methods engage multiple senses, helping students connect new information to prior knowledge and encouraging deeper understanding, critical thinking, and real-world application. This student-centered approach promotes active involvement, supports diverse learning styles, and fosters a positive self-concept.

The study is also anchored on the Experiential Learning Theory. This theory was developed by Kolb (2007). As Mattar (2018) notes, this theory emphasizes learning through direct experience and reflection. Multisensory teaching can provide students with engaging and memorable experiences that facilitate learning and enhance retention.

According to Wijnen-Meijer et al. (2022), the study's focus on the relationship between self-concept and multisensory teaching suggests that these two factors are interconnected. Students with a positive self-concept may be more receptive to multisensory learning techniques, as they are more likely to feel confident and engaged in the learning process. Multisensory teaching, in turn, can contribute to a positive self-concept by providing students with opportunities to succeed and experience a sense of accomplishment.

The Attribution Theory is also related to the study, which is most closely linked to the work of psychologist Weiner (1972), who built on earlier ideas about how people explain the reasons behind success and failure. In education, this theory looks at how learners make sense of their academic experiences, whether they see good results as coming from their own effort, from the teacher's help, or from luck and ability, and how these thoughts affect their confidence, motivation, and willingness to keep trying.

The theory fits closely with the daily life of the classroom. When teachers use engaging, hands-on, and inclusive multisensory activities, learners are more likely to believe that their success comes from hard work and good teaching rather than from luck or a fixed "I'm not smart enough" mindset. This shift in thinking helps students see themselves as capable, growing learners, which supports a stronger academic self-concept and a more positive attitude toward school. In this way, the study's proactive engagement plan naturally supports the kind of learning experiences that help learners develop healthier, more hopeful ways of explaining their own progress and challenges.

The study is also supported by the Multiple Intelligences Theory, as proposed by American psychologist Gardner (2000). Gardner argued that intelligence is not a single general ability but a set of eight distinct intelligences: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and, later, naturalistic. This theory is highly relevant because multisensory methods naturally align with and activate these multiple intelligences. Multisensory lessons that combine visual, auditory,



kinesthetic, and social activities allow learners to use their stronger intelligences while also developing weaker ones, making learning more accessible and personally meaningful. When students are given opportunities to learn in ways that match their profiles through movement, music, group work, or visual projects, they are more likely to experience success, which, in turn, strengthens their self-concept, confidence, and sense of capability across subjects.

According to Lagbao (2024), the DepEd Memorandum No. 54, s. 2023, outlining the pilot implementation of the MATATAG Curriculum, is directly relevant to the study because this focuses on the practical implementation of the new curriculum, its objectives and features align closely with the study's exploration of self-concept and multi-sensory teaching. The MATATAG Curriculum emphasizes foundational skills, which are crucial for building a strong foundation for learning, aligning with the study's focus on multi-sensory teaching techniques, which can be particularly effective in developing these skills. For example, using visual aids, hands-on activities, and auditory cues can help learners grasp fundamental concepts in reading, math, and other subjects.

Ancheta (2024) emphasizes that the MATATAG Curriculum aims to provide a balanced approach to cognitive demands, ensuring that learners are appropriately challenged, aligning with the study's emphasis on catering to diverse learning styles. Multi-sensory teaching techniques can help create a learning environment that caters to diverse cognitive strengths and learning preferences, ensuring that all learners are appropriately challenged. Additionally, the MATATAG Curriculum emphasizes 21st-century skills, such as critical thinking, problem-solving, and collaboration, which are essential for success in today's world.

Meanwhile, the DepEd Order No. 42, s. 2017, which introduces the Philippine Professional Standards for Teachers (PPST), is directly relevant to the study because this establishes professional standards for teachers, its core principles and objectives significantly influence the study's focus on learner-centered practices and effective teaching methods. The PPST emphasizes a learner-centered approach to teaching, focusing on meeting students' diverse needs and promoting their holistic development, aligning with the study's exploration of multisensory teaching techniques designed to cater to individual learning styles and preferences (Roberto & Madrigal, 2018).

A learner's self-concept, or how they perceive themselves as a student, plays a crucial role in their academic success and overall well-being. A positive self-concept, characterized by confidence in one's abilities and a belief in one's potential for growth, can lead to higher academic achievement. Learners with a positive self-concept are more likely to set ambitious goals, persevere through challenges, and engage actively in learning. Conversely, a negative self-concept, marked by self-doubt and a lack of belief in one's abilities, can lead to decreased motivation, lower academic performance, and even a fear of failure (Litmanen et al., 2014).

As eloquently stated by Fuccio et al. (2024), multisensory techniques improve information retention and recall. When students engage with material through different sensory channels, they are more likely to remember and understand the content. This approach facilitates better comprehension and application of knowledge, leading to improved academic performance. This accommodates various learning styles and abilities, making education more accessible and inclusive. By presenting information through different modalities, teachers can reach all students, including those with learning differences or disabilities. This approach ensures that every learner has the opportunity to succeed.

Likewise, Cong and Ironsi (2025) articulate that the multisensory techniques foster critical thinking and problem-solving skills. By encouraging students to make connections between different stimuli, such as visuals, sounds, and tactile experiences, teachers promote deeper understanding and analytical thinking. This cultivates creativity and innovative problem-solving abilities in students. This supports the holistic student development by addressing cognitive, emotional, and physical aspects of learning. Through engaging multiple senses, teachers promote well-rounded growth and skill development. This approach nurtures students' cognitive abilities, emotional intelligence, and physical coordination.

Moreover, Nurjanah et al. (2024) show that multisensory techniques allow for personalized learning experiences tailored to individual students' needs. By offering a variety of sensory inputs, teachers can adapt instruction to accommodate diverse learning preferences and strengths. This personalized approach helps students grasp concepts more effectively and boosts their confidence in their learning abilities.

As noted by Noreen et al. (2025), combining kinesthetic, auditory, and visual teaching methods in multisensory language instruction has shown promise for improving academic outcomes. These techniques stimulate learning by engaging students at multiple levels, encouraging them to gather information, connect ideas, recognize patterns, and solve problems effectively. Auditory strategies like music and rhymes, as well as tactile tactics such as sandpaper letters, have been beneficial in enhancing students' learning and retention of new knowledge. By incorporating visual, auditory, tactile, kinesthetic, olfactory, and taste experiences, multisensory learning allows students to develop a comprehensive understanding of topics and make meaningful connections between concepts. This approach caters to various learning styles, ensuring that students can access and process information in ways that align with their unique strengths and preferences.



Moreover, Fano and Bantulo (2024) assert that teacher expectations play a crucial role in shaping a student's self-concept by influencing their self-beliefs and subsequent actions. When teachers communicate high expectations, students tend to develop better self-perception and motivation, leading to improved academic outcomes. Their research indicates that interactions where students perceive high teacher expectations enhance their self-belief, prompting behaviors that support academic achievement. Conversely, inaccurate teacher expectations can create a self-fulfilling prophecy, either hindering or fostering student learning based on the expectations set. The high expectation theory and self-determination theory describe teaching behaviors that support positive student outcomes, emphasizing the impact of teacher expectations on students' self-concept, engagement, and academic success.

Furthermore, in their study, Taño-An et al. (2024) had accentuated that educators can effectively measure the impact of self-concept on student performance through various methods. One approach involves using academic self-concept scales, such as the four-item scale from the Self-Description Questionnaire II-Short, which assesses students' evaluations of their general academic ability. This tool can provide insights into how students perceive their academic skills and abilities, offering valuable information on their self-concept. Additionally, considering the reciprocal effects between academic self-concept and academic achievement can help educators better understand their dynamic relationship.

Methodology

Research Design

The study employed a quantitative descriptive survey design and a correlational method. Descriptive research aimed to depict the characteristics of the population or phenomenon under investigation, focusing on detailing the nature of a demographic segment. In this case, the study concentrated on describing the state of learners' self-concept and teachers' multisensory teaching techniques. To achieve this, a researcher-developed and modified survey questionnaire was used to gather data, with specific findings anticipated. The correlational research method was employed to ascertain any significant relationships between the teacher-respondents' profile and their multisensory teaching techniques.

Research Locale

The researchers conducted this study at an Elementary School in Bohol. The school was strategically situated near the municipal center, making it accessible to learners from different barangays in the district. As the central school under the Division of Bohol, it served a large population of learners from Kindergarten through Grade 6, including those in the Special Education (SPED) program. The school served as a focal point for educational initiatives in the municipality, implementing both academic and co-curricular programs designed to enhance learners' skills and competencies. In addition, the participating school; upholds the principles of Education for All (EFA), striving to provide equitable, high-quality education while nurturing learners' multiple intelligences. With strong support from parents, community stakeholders, and the local government, the school remains committed to innovation, inclusivity, and the holistic development of every child. The map depicts the location of the study.

Research Participants

This research targeted 44 participants from an Elementary School in Bohol. This group comprised 22 public school teachers and 22 students. The sample size provided a balanced representation of key stakeholders while allowing for comprehensive data gathering within the context of a single school. Simple random sampling was used to select the 22 teachers, ensuring that every eligible teacher had an equal chance of inclusion to minimize bias and promote generalizability within the school's faculty. For the 22 learners, stratified random sampling was applied: first, the population was divided into meaningful strata (e.g., by grade level or section to reflect the school's structure), and then participants were randomly selected in proportion to each stratum. This approach accounted for learner diversity, enhanced subgroup representation, and strengthened the study's validity with respect to pedagogical insights.

Research Instrument

The research instrument was composed of two parts. The first part determined the perceived multisensory teaching techniques of the teachers, which were composed of forty (40) items with four dimensions, namely: improving comprehension, enhancing memory retention, increasing engagement, and motivation. It is a researcher-developed survey questionnaire with references to the studies by Magulod (2017) and Vestal et al. (2023). In addition, the second part dealt with the perceived learners' self-concept, which was composed of thirty-six (36) items with personal and others' self-concept and academic self-concept as the

dimensions. It was a modified survey questionnaire based on the studies by Tan and Yates (2007) and Dolejš et al. (2022).

Data Gathering Procedure

The investigation into the relationship between teachers' multisensory teaching techniques and learners' self-concept in an Elementary School in Bohol, for the school year 2025-2026 required a carefully designed research procedure. The study began by selecting an appropriate research design, with quantitative surveys providing a comprehensive view of the dynamics involved. The researchers followed prescribed protocols to secure necessary approvals and official permits from educational authorities such as the District Supervisor of the district, and consent from the school principal. Questionnaires were distributed in person to ensure proper administration and response collection. Throughout the data collection phase, strict confidentiality was maintained to protect respondent privacy. Ethical considerations guide the entire process, including informed consent and voluntary participation, with adherence to data privacy laws to safeguard the information collected. These measures ensure that participant rights are respected and that data security is upheld. Once the questionnaires were returned, the data underwent systematic processing through tallying, tabulating, and collating. Subsequently, the data were analyzed and interpreted using both descriptive and inferential statistical methods.

Results and Discussions

Research Question 1: What is the respondents' group perception of the teachers' level of competence in the application of multisensory teaching techniques as to improving comprehension, enhancing memory retention, increasing engagement and motivation, and catering to diverse learners?

Table 1. Teachers and Learners' Multisensory Teaching Techniques in terms of Improving Comprehension

Statements	Teachers		Learners		Average		Interpretation
	WM	SD	WM	SD	WM	SD	
1. utilize letter tiles or magnetic letters, students construct words, physically manipulating the components.	3.23	0.612	3.05	0.844	3.14	0.728	Moderately Practiced
2. employ different colored craft sticks represent different elements of a story (characters, setting, plot points).	3.32	0.568	3.32	0.839	3.32	0.704	Always Practiced
3. create visual representations of words, often using color coding to highlight prefixes, root words, and suffixes.	3.41	0.590	2.86	0.774	3.15	0.682	Moderately Practiced
4. use graphic organizers, such as Venn diagrams, concept maps, or story maps, to visually represent relationships between ideas, characters, or events.	3.55	0.596	2.86	1.037	3.21	0.817	Moderately Practiced
5. use pictures, diagrams, and illustrations to clarify abstract concepts and visualize complex processes.	3.68	0.477	3.14	0.941	3.41	0.709	Always Practiced
6. incorporate games that involve blending sounds to form words or segmenting words into paragraphs and finally to short stories.	3.50	0.598	2.95	0.785	3.23	0.692	Moderately Practiced
7. use songs, rhymes, and chants to make learning more engaging and memorable.	3.50	0.598	3.00	0.873	3.25	0.736	Always Practiced
8. create tactile story maps using felt boards, craft materials, or digital tools, physically manipulating elements of the story.	3.36	0.581	2.50	0.859	2.93	0.72	Moderately Practiced
9. use real objects or props to introduce new vocabulary words, connecting abstract	3.64	0.581	2.64	0.848	3.14	0.715	Moderately Practiced

concepts to concrete experiences.								
10. incorporates interactive apps, software, and online resources that provide visual, auditory, and kinesthetic experiences, making learning more engaging and accessible.	3.50	0.598	2.32	1.041	2.91	0.8195	Moderately Practiced	
Overall	3.47	0.580	2.86	0.884	3.17	0.732	Moderately Practiced	

The results show that teachers rated themselves moderately high in their use of multisensory techniques for literacy and word construction (overall WM = 3.47, "Moderately Practiced"). It tells that multisensory strategies are present but are not consistently acknowledged by learners as effective for enhancing engagement and comprehension. These findings imply that teachers need to strengthen the visibility, consistency, and learner-centered application of multisensory techniques. Since learners respond more positively to visuals and rhythmic strategies, educators should emphasize these while refining lesser-known methods such as manipulatives, tactile maps, and digital tools to ensure they are meaningfully integrated into lessons. Professional development can help teachers connect these strategies explicitly to learning outcomes, making their purpose clear to students. Additionally, incorporating learner feedback into instructional planning can bridge the perception gap, ensuring that techniques are not only implemented but also experienced as valuable. Ultimately, proactive engagement plans should prioritize strategies that learners perceive as effective, while continuously adapting underutilized methods to better cater to diverse learning needs and strengthen overall comprehension. The findings are consistent with what Esplendori et al. (2022) strengthened: multisensory teaching techniques are important for improving comprehension because they help learners process information through multiple senses, such as seeing, hearing, touching, and moving, thereby strengthening neural connections and deepening understanding. When students engage both visual and auditory information, plus tactile or kinesthetic activities, they build richer mental models of concepts, making abstract ideas more concrete and easier to remember. This approach supports diverse learners, including those with learning difficulties or language gaps, by providing multiple pathways to decode, interpret, and connect ideas, leading to more accurate and lasting comprehension of texts and content.

Table 2. Teachers and Learners' Multisensory Teaching Techniques in terms of Enhancing Memory Retention

Statements	Teachers		Learners		Average		Interpretation
	WM	SD	WM	SD	WM	SD	
1. use charts, diagrams, maps, timelines, and other visual representations to make abstract concepts more concrete and memorable.	3.68	0.477	2.91	0.811	3.30	0.644	Always Practiced
2. create dynamic visuals, highlight key points, and engage students in real-time.	3.59	0.503	3.14	0.774	3.37	0.639	Always Practiced
3. provide visualizing processes, events, or concepts through videos or animations can make them more engaging and easier to remember.	3.59	0.590	2.95	0.722	3.27	0.656	Always Practiced
4. incorporate songs, rhymes, and chants to make information more memorable and engaging.	3.55	0.510	2.68	0.945	3.12	0.728	Moderately Practiced
5. engage in discussions and debates which encourage active listening and promote deeper understanding and retention.	3.50	0.598	3.27	0.767	3.39	0.683	Always Practiced
6. use blocks, counters, playdough, or other manipulatives to represent concepts that allow students to interact with the material physically	3.55	0.596	2.82	0.853	3.19	0.725	Moderately Practiced
7. creating art projects, such as sculptures, drawings, or models, can help students visualize and remember concepts.	3.45	0.596	2.77	0.752	3.11	0.674	Moderately Practiced

8. employ role-playing where students can act out historical events, scientific processes, or literary scenes, engaging their bodies and minds simultaneously.	3.77	0.429	2.77	0.869	3.27	0.649	Always Practiced
9. Incorporating games, dances, or other physical activities can make learning more engaging and help students remember information.	3.68	0.568	2.95	0.785	3.32	0.677	Always Practiced
10. allow hands-on experiments and demonstrations to give students firsthand experience with concepts, making them more memorable.	3.59	0.503	2.55	0.739	3.07	0.621	Always Practiced
Overall	3.60	0.537	2.88	0.802	3.24	0.700	Moderately Practiced

Table 2 shows that teachers rated themselves highly in applying multisensory techniques to enhance memory retention (overall WM = 3.60, "Always Practiced"), while learners gave a lower rating (overall WM = 2.88, "Moderately Practiced"). This discrepancy suggests that although teachers believe they are consistently using strategies such as charts, diagrams, role-playing, and physical activities, learners do not fully perceive these practices as impactful for their memory retention. Conversely, creative methods such as songs, manipulatives, and art projects were rated lower, suggesting that learners may not view them as central to academic memory-building. Overall, the findings highlight a perception gap between teachers' intentions and learners' experiences, with learners recognizing some strategies as effective but not all of them. These findings imply that enhancing memory retention through multisensory teaching requires not only varied strategies but also deliberate alignment with learners' perceptions of effectiveness. Teachers should emphasize techniques that learners find most beneficial, such as interactive discussions and dynamic visuals, while refining or better integrating creative methods to ensure they are recognized as valuable learning tools. Professional development can help educators design lessons where multisensory strategies are explicitly connected to memory outcomes, making their purpose clear to students. Additionally, incorporating learner feedback into instructional planning can bridge the perception gap, ensuring that techniques are not only implemented but also experienced as meaningful. Ultimately, proactive engagement plans should prioritize strategies that learners acknowledge as effective, thereby strengthening both retention and self-concept in the learning process. As eloquently stated by Esplendori et al. (2022), multisensory teaching techniques are important for enhancing memory retention because they engage multiple senses, such as seeing, hearing, touching, and moving, which creates stronger and more interconnected neural traces in the brain. When students encode information through several sensory channels at once, they build richer mental "pathways" to that knowledge, making it easier to recall both in the short term and over time. Research shows that learners exposed to multisensory instruction tend to remember more material than those taught through a single sense, and these techniques are especially helpful for students with learning difficulties or attention challenges, because they provide multiple entry points and reinforcement routes for the same concept.

Table 3. Teachers and Learners' Multisensory Teaching Techniques in terms of Increasing Engagement and Motivation

Statements	Teachers		Learners		Average		Interpretation
	WM	SD	WM	SD	WM	SD	
1. tap into students' natural curiosity and desire to explore, fostering intrinsic motivation.	3.64	0.492	2.73	0.703	3.19	0.597	Moderately Practiced
2. encourage active participation, moving students beyond passive listening or reading.	3.91	0.294	2.91	0.684	3.41	0.489	Always Practiced
3. create engaging visuals, highlight key points, and involve students in real-time collaboration.	3.73	0.456	2.91	0.921	3.32	0.689	Always Practiced
4. create visual representations of words, often using color coding to highlight prefixes, root words, and suffixes.	3.77	0.429	3.05	0.653	3.41	0.532	Always Practiced
5. incorporate songs, rhymes, and chants to make information more memorable and engaging.	3.50	0.673	2.95	0.854	3.23	0.763	Moderately Practiced

6. use blocks, counters, playdough, or other manipulatives to represent concepts, allowing students to interact with the material physically.	3.50	0.740	2.91	0.811	3.21	0.776	Moderately Practiced
7. create art projects, such as sculptures, drawings, or models, that can help students visualize and remember concepts.	3.50	0.673	2.73	0.935	3.12	0.804	Moderately Practiced
8. use online games, board games, or card games to make learning fun and competitive.	3.55	0.510	2.55	0.912	3.05	0.711	Moderately Practiced
9. implement point systems and rewards for participation and achievement that can motivate students to strive for excellence.	3.86	0.351	3.14	0.774	3.5	0.562	Always Practiced
10. create friendly challenges and competitions that can foster a sense of excitement and accomplishment	3.64	0.581	3.36	0.581	3.35	0.581	Always Practiced
Overall	3.66	0.520	2.89	0.783	3.28	0.652	Always Practiced

The results in Table 3 reveal a consistent gap between teachers' self-assessment and learners' perceptions of multisensory teaching techniques. Teachers rated their practices highly, with an overall weighted mean of 3.66 ("Always Practiced"), while learners gave a lower overall mean of 2.89 ("Moderately Practiced"). This discrepancy suggests that although teachers believe they are actively implementing strategies such as encouraging participation, using visuals, and applying reward systems, learners may not fully recognize or experience these techniques as intended. In particular, creative and exploratory methods such as songs, manipulatives, art projects, and games were rated lower by learners, suggesting that these approaches may not be consistently integrated or may not strongly resonate with students' engagement and motivation. The findings highlight a perception gap that underscores the importance of aligning instructional delivery with learners lived classroom experiences. These findings imply that proactive learning engagement requires not only the application of multisensory strategies but also their visibility and relevance to learners. Teachers should consider making their techniques more explicit, consistent, and learner-centered to ensure that students understand and value the strategies used. Professional development programs can help educators refine their approaches, bridging the gap between intention and perception. Moreover, integrating feedback mechanisms that enable learners to articulate which techniques most motivate them could strengthen the alignment between teaching practices and learner engagement. Ultimately, the study suggests that fostering proactive learning engagement depends on closing the teacher–learner perception gap, thereby enhancing both intrinsic motivation and self-concept through more meaningful multisensory experiences. According to Cosentino et al. (2025) and Deslauriers et al. (2019), multisensory teaching techniques are important for increasing student engagement and motivation because they transform learning from a passive listening or reading task into an active, hands-on experience. When students see, hear, touch, move, and sometimes even create during lessons, their attention is more easily captured and sustained, which reduces boredom and off-task behavior. These techniques tap into different learning styles and make lessons feel more concrete, playful, and meaningful, naturally raising students' interest and willingness to participate. In inclusive classrooms, this approach also helps struggling learners and those with attention or learning differences stay engaged and develop a more positive attitude toward school and learning itself.

Table 4. Teachers and Learners' Multisensory Teaching Techniques in terms of Catering to Diverse Learners

Statements	Teachers		Learners		Average		Interpretation
	WM	SD	WM	SD	WM	SD	
1. engage multiple senses simultaneously, creating a more inclusive and effective learning environment where all students can thrive.	3.68	0.477	2.91	0.811	3.30	0.629	Always Practiced
2. create engaging visuals, highlight key points, and involve students in real-time collaboration that caters to all learners.	3.77	0.429	2.73	0.827	3.25	0.628	Always Practiced

3.	visualize processes, events, or concepts through videos or animations can make them more engaging and easier to understand for all learners.	3.59	0.503	3.09	0.750	3.34	0.627	Always Practiced
4.	incorporate songs, rhymes, and chants to make information more memorable and engaging for diverse learners.	3.73	0.456	2.68	0.839	3.21	0.648	Moderately Practiced
5.	use audiobooks and recordings that can reinforce learning, especially for auditory learners.	3.50	0.598	2.14	0.774	2.82	0.686	Moderately Practiced
6.	engage learners in discussions and debates that encourage active listening and promote deeper understanding and retention for all learners.	3.55	0.596	3.14	0.710	3.35	0.653	Always Practiced
7.	use blocks, counters, playdough, or other manipulatives to represent concepts, allowing learners to interact with the material physically.	3.59	0.590	2.64	0.727	3.12	0.659	Moderately Practiced
8.	create tactile story maps using felt boards, craft materials, or digital tools, physically manipulating elements of the story.	3.55	0.510	2.27	0.827	3.16	0.669	Moderately Practiced
9.	create a more inclusive and effective learning environment that caters to the unique needs of all students	3.73	0.456	2.91	0.750	3.32	0.603	Always Practiced
10.	incorporate interactive apps, software, and online resources that provide visual, auditory, and kinesthetic experiences, making learning more engaging and accessible to diverse learners.	3.64	0.492	2.41	0.908	3.01	0.700	Always Practiced
Overall		3.63	0.511	2.69	0.792	3.16	0.652	Moderately Practiced

Table 4 highlights another notable gap between teachers' self-assessment and learners' perceptions of multisensory techniques, this time in the context of catering to diverse learners. Teachers rated themselves highly (overall WM = 3.63, "Always Practiced"), whereas learners rated themselves lower (overall WM = 2.69, "Moderately Practiced"). This suggests that although teachers believe they are consistently applying inclusive strategies—such as engaging multiple senses, using visuals, and facilitating discussions—learners do not fully perceive these practices as meeting their diverse needs. Techniques such as audiobooks, manipulatives, tactile story maps, and interactive apps were rated lower by learners, suggesting that while teachers may integrate them, students may not find them impactful or accessible. The findings reveal a perception gap that underscores the challenge of translating instructional intent into learner recognition and benefit. These results imply that effective multisensory teaching for diverse learners requires not only varied strategies but also deliberate efforts to ensure learners recognize and benefit from them. Teachers should make their inclusive practices more explicit, consistently highlight how each technique supports different learning styles, and actively solicit learner feedback to refine their approaches. Professional development can focus on bridging the perception gap by training educators to adapt multisensory methods in ways that are visibly responsive to learners' needs. Moreover, integrating technology and tactile resources more meaningfully could enhance accessibility and engagement. Ultimately, the study suggests that proactive engagement plans must prioritize both the implementation fidelity of multisensory techniques and the learner-centered communication of their purpose, ensuring that diverse learners feel supported and included in the classroom experience. The findings are in line with what Basuki and Purwanta (2025) articulated: multisensory teaching techniques are important because they effectively cater to diverse learners by providing multiple ways to access and process information. When instruction engages sight, sound, touch, and movement, it aligns with different learning preferences and cognitive strengths, allowing visual, auditory, and kinesthetic learners all to find a pathway that works for them. This approach is especially helpful for students with learning difficulties, attention challenges, or language delays, because it bypasses areas of weakness and builds on their strengths, reducing frustration and increasing confidence. By offering varied entry points to the same concept, multisensory methods create a

more inclusive classroom where every learner can participate meaningfully, stay engaged, and achieve better understanding and success.

Research Question 2: What is the teacher's observation on the learners' self-concept in terms of personal and others' self-concept, and academic self-concept?

Table 5. Teachers' Perception of the Learners' Self-Concept in terms of Personal and Others' Self-Concept

Statements The learners...	WM	SD	Interpretation
1. behave in the way that others at home are bothered.	3.45	0.739	Very Satisfactory
2. act pleasantly at home and in the community.	3.64	0.492	Very Satisfactory
3. are bothered in the way they look.	3.05	0.844	Satisfactory
4. are often worried.	2.91	0.868	Satisfactory
5. feel excluded by the group and circle of friends.	2.86	1.037	Satisfactory
6. know where their lives should go.	3.32	0.716	Very Satisfactory
7. have no trouble getting along with people.	3.32	0.839	Very Satisfactory
8. manage to fulfill their chores at home.	3.45	0.596	Very Satisfactory
9. learners look physically good.	3.50	0.598	Very Satisfactory
10. often get nervous.	2.91	0.921	Satisfactory
11. are rather unpopular.	3.05	0.653	Satisfactory
12. fear that once they are gone, there will be nothing left of them.	2.86	1.037	Satisfactory
13. often gets into troubles.	2.91	0.971	Satisfactory
14. are good sons/daughters.	3.27	0.703	Very Satisfactory
15. would like to have a different body.	2.91	0.971	Satisfactory
16. are often worried that they do not know why, most of the time.	2.73	1.077	Satisfactory
17. are usually the last ones invited.	2.73	0.985	Satisfactory
18. see the real meaning in their lives.	3.27	0.631	Very Satisfactory
Overall	3.12	0.815	Satisfactory

Table 5 depicts the teachers' perceptions of the learners' self-concepts in terms of personal and others' self-concepts. The data on personal and others' self-concept reveals that the respondents generally rate their self-concept in this domain as Satisfactory, with an overall weighted mean of 3.12 and a standard deviation of 0.815. The findings suggest that while the learners generally exhibit a positive personal self-concept and good relationships with others, there are notable areas of concern regarding their emotional well-being and social confidence. Issues such as worry, self-image concerns, and feelings of exclusion highlight the need for strategies that can address emotional security and self-esteem. The multisensory teaching techniques being evaluated may be particularly useful in fostering a more inclusive and supportive environment, where learners feel valued and confident. Incorporating techniques that cater to diverse sensory experiences could help learners overcome feelings of exclusion, reduce anxiety, and improve their overall emotional well-being and self-concept. This further emphasizes the importance of integrating holistic teaching methods that not only enhance academic performance but also support emotional development and self-acceptance. The findings conform with what Fano and Bantulo (2024) asserted: learners' self-concept, in terms of personal and others' self-concepts, is important because it shapes how they see themselves, relate to others, and respond to challenges in school. A strong personal self-concept—students' sense of competence, worth, and identity, leads to higher confidence, motivation, and resilience, making them more likely to set goals, persist through difficulties, and achieve academically. In terms of others' self-concept—how learners view themselves in relation to peers, teachers, and family—positive self-images support healthier relationships, social acceptance, and a sense of belonging, thereby reducing risk behaviors and improving classroom engagement. Together, personal and others' self-concept act as a foundation for students' academic success, emotional well-being, and long-term social development.

Table 6. Teachers' Perception of the Learners' Self-Concept in terms of Academic Self-Concept

	Statements The learners...	WM	SD	Interpretation
1.	can follow the lessons easily.	3.45	0.596	Very Satisfactory
2.	daydream a lot in class.	2.59	0.908	Satisfactory
3.	can help their classmates with their schoolwork.	3.55	0.510	Very Satisfactory
4.	often do their homework without thinking.	2.95	0.722	Satisfactory
5.	work hard, they think they can go to high school.	3.50	0.598	Very Satisfactory
6.	pay attention to the teachers during lessons.	3.41	0.666	Very Satisfactory
7.	think that most of their classmates are smarter than they are.	2.86	0.774	Satisfactory
8.	study hard for their tests.	3.27	0.703	Very Satisfactory
9.	think that teachers feel they performed well in class.	3.45	0.596	Very Satisfactory
10.	are usually interested in their schoolwork.	3.27	0.767	Very Satisfactory
11.	often forget what they have learned.	3.09	0.750	Satisfactory
12.	are willing to do their best to pass all the subjects.	3.41	0.590	Very Satisfactory
13.	get frightened when teachers ask them questions.	2.86	0.889	Satisfactory
14.	often feel like quitting school.	2.36	0.848	Fair
15.	are good in most of their school subjects.	3.36	0.658	Very Satisfactory
16.	always do poorly in tests.	2.55	0.963	Satisfactory
17.	can do better than their friends in most subjects.	3.05	0.785	Satisfactory
18.	are not willing to put in more effort in their schoolwork.	2.77	0.922	Satisfactory
	Overall	3.10	0.736	Satisfactory

Table 6 shows that the respondents' academic self-concept obtained an overall weighted mean of 3.10 with a standard deviation of 0.736, interpreted as Satisfactory. This indicates that, in general, the learners possess a fairly positive view of their academic abilities and school-related behaviors. With that, the findings suggest that the learners already possess a reasonable level of academic confidence. However, their self-concept still requires strengthening, particularly in motivation, classroom confidence, emotional security, and persistence in learning. Since some learners still experience fear, self-doubt, and thoughts of giving up, the proposed action plan should include interventions that promote a more supportive and engaging learning environment. In relation to the study, multisensory teaching techniques may be an effective approach to improving not only academic participation but also learners' confidence and sense of competence. Activities that are interactive, varied, and responsive to different learning styles may help reduce anxiety, increase attention, improve retention, and encourage active involvement in class. The results are compatible with what Taño-An et al. (2024) emphasized: learners' academic self-concept is important because it reflects how competent and capable they feel in schoolwork, and this belief strongly shapes their motivation, effort, and achievement. A positive academic self-concept leads students to set higher goals, persist through challenges, and invest more time and strategy in studying. Academic self-concept is often a better predictor of achievement than many other motivational factors, meaning that students who see themselves as able learners are more likely to engage deeply, handle setbacks constructively, and view failure as a chance to improve rather than as proof of inability.

Research Question 3: Is there a significant association between the teachers' level of competence in the application of multisensory teaching techniques and the teachers' observation of the learners' self-concept?

Table 7. Correlation Matrix Between Multisensory Teaching Techniques (MST) and Learners' Self-Concept

Independent Variable	Dependent Variable	r-value	p-value	Interpretation
MST-Improving Comprehension	Learners' Self-Concept	0.312	0.158	Not Significant
MST-Enhancing Memory Retention		0.500	0.018	Not Significant
MST-Increasing Engagement and Motivation		0.468	0.028	Not Significant
MST-Catering to Diverse Learners		0.534	0.011	Not Significant



Table 7 discloses the correlation matrix between multisensory teaching techniques (MST) and learners' self-concept. Exploring the relationship between learners' self-concept and teachers' use of multisensory teaching techniques provides valuable insight into how instructional strategies influence students' perceptions of themselves as learners. Self-concept, which encompasses learners' beliefs about their abilities, confidence, and motivation, plays a crucial role in academic performance and overall development. By examining the connection between these two dimensions, the study seeks to determine whether the use of multisensory strategies strengthens learners' self-concept, thereby supporting the formulation of a proposed action plan for the participating school.

The correlation analysis shows that the four domains of multisensory teaching techniques are all strongly and positively interrelated, with correlation coefficients ranging from 0.827 to 0.911 ($p < .001$). This indicates that improvements in one domain are closely associated with improvements in the others, underscoring the integrated nature of multisensory teaching practices. When examined against learners' self-concept, MST-Enhancing Memory Retention ($r = 0.500$, $p = 0.018$), MST-Increasing Engagement and Motivation ($r = 0.468$, $p = 0.028$), and MST-Catering to Diverse Learners ($r = 0.534$, $p = 0.011$) all show significant positive correlations, suggesting that strategies enhancing memory retention, increasing engagement and motivation, and catering to diverse learners contribute meaningfully to learners' self-concept. MST-Improving Comprehension, however, did not show a significant correlation ($r = 0.312$, $p = 0.158$), implying that comprehension-focused strategies alone may not directly influence learners' self-perceptions.

These findings imply that multisensory teaching techniques are most effective in shaping learners' self-concept when they go beyond comprehension and actively engage memory, motivation, and inclusivity. The significant correlations indicate that learners who engage with diverse, engaging, and memory-supportive strategies are more likely to develop a stronger, more positive self-concept, both academically and personally. The non-significant result for MST-Improving Comprehension suggests that comprehension strategies, while important for learning outcomes, may need to be complemented by motivational and inclusive approaches to impact self-concept.

As eloquently demonstrated by Khaneghahi et al. (2025), the importance of learners' self-concept in relation to teachers' multisensory teaching techniques lies in how these two factors jointly shape students' confidence, motivation, and learning success. When teachers use multisensory strategies—engaging sight, sound, touch, and movement—students are more likely to experience success, which strengthens their sense of competence and self-worth. At the same time, a positive self-concept makes learners more willing to take risks, participate actively, and persist through challenges in multisensory tasks. Together, self-concept and multisensory teaching create a supportive cycle: effective, varied instruction boosts students' belief in their abilities, while strong self-concept enables them to engage with fully and benefit from those same techniques, leading to improved academic performance and social-emotional growth.

As Maisaroh and Arifah (2025) effectively state, the importance of learners' self-concept in relation to teachers' multisensory teaching techniques lies in how these two factors work together to shape students' confidence, motivation, and learning success. When teachers intentionally design multisensory activities that engage sight, sound, touch, and movement and are accessible and scaffolded, even struggling learners can experience small but meaningful successes, which gradually reshape their self-image from "I am not good at this" to "I can learn and improve." Repeated experiences of success in seeing, hearing, touching, and doing in the lesson help students internalize a view of themselves as capable, active learners rather than passive recipients of information, while collaboration, movement, and creative expression during multisensory tasks allow them to see themselves in new roles.

Ethical Considerations

This research adhered to ethical guidelines in educational research to safeguard the rights and well-being of the individuals involved. Approval to carry out the study was granted by the District Supervisor of the district, and the School Principal. Prior to participation, all respondents provided informed consent after a detailed explanation of the study's objectives, procedures, and their right to participate voluntarily or withdraw without repercussions. The confidentiality and anonymity of the participants were strictly maintained. Participant identities were shielded using codes, and no personal details were revealed during data analysis or reporting. The collected data were exclusively used for research purposes and securely stored. The research ensured that participants were not subjected to any physical, psychological, or emotional harm. The survey questions were respectful, and data gathering took place during students' leisure time to prevent disruption and coercion.

Conclusion

Multisensory teaching techniques are already being used in a generally positive manner, particularly to motivate and engage learners. However, they are not yet applied consistently or deeply enough to produce

a strong, measurable overall impact on learners' self-concept. Teachers feel confident using these strategies, especially those that boost engagement, support memory retention, and address diverse learning needs; however, learners still encounter these methods only to a moderate extent, indicating a gap between teachers' intentions and learners' actual exposure in the classroom. At the same time, teachers perceive learners' self-concept, both personal and social as well as academic, as satisfactory but not yet fully developed, indicating that students generally view themselves in a positive light yet still require more support to build deeper confidence and a stronger sense of academic self-worth. The absence of a significant overall correlation between multisensory teaching and learners' self-concept, alongside the positive but non-significant associations for "memory retention," "engagement and motivation," and "catering to diverse learners," suggests that these particular aspects of multisensory instruction are more likely to influence self-concept than strategies focused solely on improving comprehension. This implies that when teachers design lessons to be more engaging, supportive of memory, and inclusive of different learners, they are indirectly fostering students' sense of competence, belonging, and personal value, even if the statistical effect in the current data falls short of being labeled "significant." In practical terms, the findings highlight the need for more deliberate, frequent, and inclusive application of multisensory techniques, especially those that enhance engagement and accommodate learner diversity, if schools aim to strengthen learners' self-concept and promote their overall academic and social-emotional development.

Recommendations

Based on the findings, the study recommended that teachers intentionally use multisensory teaching strategies in their daily lessons, particularly active, hands-on, and multimodal approaches, such as games, group work, visual aids, songs, and real objects. They are encouraged to focus more on activities that build memory, boost engagement, and adapt to different learners, not just on improving comprehension alone. At the same time, teachers can strengthen learners' self-concept by giving positive feedback, recognizing effort, and creating a classroom atmosphere where every student feels capable, respected, and emotionally safe. Learners are encouraged to participate more actively in class activities, especially those that are fun, interactive, and creative, such as group projects, hands-on tasks, and role-playing. They can also express their feelings and concerns to teachers or trusted adults when they feel uneasy about their body image, friendships, or schoolwork. Joining school activities, peer groups, or values programs can help them build confidence, improve their self-image, and see themselves as capable and valued members of the class. School heads may strengthen the use of multisensory teaching by making it a regular part of the school's instructional plan, including clear expectations in lesson designs and classroom monitoring. They can arrange regular training and peer-sharing sessions for teachers, with a special focus on strategies that motivate learners and respond to diverse needs. It is also helpful to support programs that nurture learners' emotional and social development, such as self-esteem talks, peer mentoring, and inclusive classroom practices, so that multisensory instruction not only improves learning but also builds stronger, more confident learners.

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