

Student-Centered Approaches Employed in Teaching Literature at Munguia National High School

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Abstract: In literature education, student-centred instruction has emerged as an important method, promoting active learning, critical thinking, and significant student involvement. Understanding the teaching methods employed by educators is essential for enhancing the quality of literature instruction. This study examined student-centred techniques applied in teaching literature at Munguia National High School. A quantitative descriptive research design was utilized, involving 22 literature teachers selected through total enumeration sampling. Data collection was conducted using a validated structured questionnaire, and the analysis was performed using frequency, percentage, mean, and standard deviation. The results indicated that the majority of participants were female, aged between 21 and 30 years. Newspapers were the most common reading materials at home, while mobile internet research was the preferred method for understanding literary texts. Teachers frequently used learner-centred instructional strategies, with dramatization, characterization, and re-enactment receiving the highest evaluations. Additionally, motivational strategies, classroom management, instructional materials, literary genres, and evaluative measures were considered effective, leading to the conclusion that student-centred teaching practices were successfully implemented. Although several instructional challenges were identified, such as students' struggles with unfamiliar vocabulary, limited parental guidance, and insufficient reading materials, these issues were generally regarded as only mildly serious. Overall, the findings suggest that the consistent application of student-centred approaches enhances engaging and meaningful literature instruction. The study highlights the need to strengthen vocabulary development, enrich instructional resources, encourage parental involvement, and maintain teacher professional development to further improve the quality of literature teaching and students' learning experiences.

Keywords: *Student-centered learning, literature instruction, teaching strategies, learner engagement, secondary education*

INTRODUCTION

Mathematics is important for developing critical thinking, problem-solving, analytical reasoning, and decision-making. As a foundational discipline, it supports science, technology, engineering, and mathematics education and drives economic development through innovation and advancement. Its structures and problem-solving processes build analytical skills essential for real-world challenges. Despite its importance, global issues including mathematics anxiety, low achievement, and declining student interest persist. Research shows that students' perceptions, motivation, and attitudes toward mathematics influence learning effectiveness and performance. Parental support, instructional quality, classroom environment, and instructional resources significantly affect achievement globally

(Amatullah et al., 2025; Madi & Gusti, 2025). In the Philippines, challenges in mathematics education appear in assessments like PISA and TIMSS. Filipino students struggle with reasoning, problem-solving, and conceptual understanding, contributing to lower achievement than international peers (Garcia et al., 2024). The Philippine Department of Education has implemented curriculum enhancement, teacher development, and learner-centered pedagogies focused on engagement, inquiry-based learning, and stronger pedagogical content knowledge to improve instruction (Del Valle, 2022; Ouailal & Mouline, 2024). Philippine studies highlight teaching methods, classroom environment, parental involvement, and student attitudes and motivation in mathematics performance and achievement (Del Valle, 2022; Garcia et al., 2024).

The mathematics learning situation among senior high school students in Atok District, Benguet, reflects challenges common to rural and mountainous educational contexts. Learners often struggle with mathematical concepts and problem solving, difficulties exacerbated by teaching methods, limited instructional materials, school environment, and students' physical health. These factors shape students' perceptions of mathematics, directly affecting engagement and achievement. Parental support in Atok may influence attitudes and motivation toward mathematics, as family involvement shapes learners' valuing of the subject and persistence in overcoming difficulties. Likewise, teaching methods play a crucial role; traditional, textbook-centered instruction may not address students' diverse learning needs. Culturally responsive and environment-based teaching materials—such as ethnopedology resources grounded in the local context—can increase relevance and engagement among senior high school students, promoting understanding and care for the environment where they study (Tugiyati et al., 2021). Furthermore, a classroom environment and well-prepared teachers with appropriate resources are essential for fostering mathematics learning outcomes (Rebato Mercado & Moraleta Morante, 2024). Physical health influences learning effectiveness: studies in mountainous regions show that improving physical fitness and creativity through scientific physical education can enhance student well-being, benefiting cognitive tasks including mathematics (Tarigan, 2021). Considering these influences, understanding students' perceptions is vital for developing context-sensitive instructional strategies and interventions to improve mathematics achievement, learning effectiveness, and student performance in Atok District.

Most existing studies focus on mathematics achievement outcomes but lack a comprehensive examination of how students' perceptions intertwine with parental support, teaching practices, instructional materials, school environment, and health conditions. Few investigations explore these dynamics specifically among senior high school students in the Atok District, particularly regarding how demographic characteristics such as age, gender, and parents' educational attainment relate to students' mathematics perceptions and learning success. Addressing these gaps will enable stakeholders to design tailored, evidence-based interventions that respond holistically to the educational realities in rural mountainous settings, ultimately contributing to improved mathematics education and learner outcomes in Atok (Rebato Mercado & Moraleta Morante, 2024; Tarigan, 2021; Tugiyati et al., 2021).

RESEARCH QUESTIONS

This study aimed to determine the student-centred approaches employed in teaching literature at Munguia National High School. Specifically, it sought to answer the following questions:

- What is the demographic profile of the respondents in terms of: Age, Gender, reading materials available at home, Usual time spent reading literary pieces; and Preferred style for understanding literary pieces?
- What is the extent of student-centered approaches employed in teaching literature in terms of the following: Teaching strategies, Motivational strategies, Instructional materials, Classroom management, Evaluative measures; and Literary genres used?

- What are the common problems encountered by teachers in teaching literature?

METHODS

Research Design

This study employed a quantitative descriptive research design to determine the student-centred approaches employed in teaching literature at Munguia National High School. The descriptive method was appropriate because it systematically described the respondents' demographic profile, teaching strategies, motivational strategies, instructional materials, classroom management practices, evaluative measures, literary genres used, and the problems encountered in teaching literature. The design enabled the researcher to summarize the respondents' perceptions using descriptive statistics, such as frequency, percentage, mean, standard deviation, and verbal interpretation.

Local of the Study

This study was conducted at Munguia National High School, where literature is offered as part of the secondary-school curriculum. The school was selected because it provided an appropriate setting for examining the student-centered instructional approaches employed by literature teachers. The findings of this study are expected to provide valuable information for improving literature instruction and enhancing student engagement in the teaching-learning process.

Respondents of the Study

The respondents of the study were 22 teachers from Munguia National High School who were directly involved in teaching literature during the conduct of the study. These teachers were selected because they possessed firsthand knowledge and experience regarding instructional practices, motivational strategies, instructional materials, classroom management techniques, evaluative measures, literary genres, and challenges encountered in teaching literature.

Sampling Technique

The study employed total enumeration sampling, in which all teachers handling Literature at Munguia National High School were included as respondents. Since the target population was relatively small and accessible, all eligible respondents ensured comprehensive representation and eliminated any sampling bias.

Research Instrument

The primary instrument used to gather data was a structured self-administered questionnaire. The questionnaire consisted of two major sections: The first part collected the respondents' demographic information, including age, gender, reading materials available at home, usual time spent reading literary pieces, and preferred style of understanding literary texts. The second part measured the extent of student-centered approaches employed in teaching literature, including teaching strategies, motivational strategies, instructional materials, classroom management, evaluative measures, literary genres used, and problems encountered in teaching literature. A five-point Likert scale was used to measure the respondents' perceptions. Prior to its administration, the instrument was reviewed by experts to ensure its content validity.

Data Gathering Procedure

Before conducting the study, the researcher sought permission from the school principal to administer the questionnaires. After approval was granted, the researcher personally distributed the questionnaires to the respondents and explained the purpose of the study, including the procedures for completing them. The complete questionnaires were collected immediately after the survey. The responses were checked for completeness, organized, encoded, and prepared for statistical analysis while maintaining

the respondents' confidentiality and anonymity.

Statistical Treatment of Data

The collected data were analyzed using appropriate descriptive statistics. Frequencies and percentages were used to describe the respondents' demographic profiles. The mean and standard deviation were used to determine the extent of student-centered approaches employed in teaching literature, including teaching strategies, motivational strategies, instructional materials, classroom management, evaluative measures, literary genres, and problems encountered. The computed means were interpreted using the corresponding verbal interpretations based on the established Likert scale.

RESULT AND DISCUSSION

Table 1. Profile of the Respondents

Variable	Category	Frequency (f)	Percentage (%)
Age	21–30 years	9	40.91
	31–40 years	7	31.82
	41–50 years	6	27.27
	Total	22	100.00
Gender	Male	6	27.27
	Female	16	72.73
	Total	22	100.00
Reading Materials at Home	Magazine	6	27.27
	Religious Pamphlet	2	9.09
	Newspapers	9	40.91
	Dictionary	5	22.73
	Total	22	100.00
Usual Time in Reading Literary Pieces	Noon Break	8	36.36
	Snack Time (PM)	1	4.55
	Any Vacant Period	7	31.82
	7:00 PM and beyond	6	27.27
	Total	22	100.00
Style in Understanding Literary Pieces	Research on Mobile Internet	10	45.45
	Ask a teacher	5	22.73
	Text a Friend	2	9.09
	Understand by Reading Many Times	4	18.18
	Consult Higher Grade Students	1	4.55
	Total	22	100.00

Table 1 presents the demographic profile of the respondents. Most of the teachers were 21–30 years old (40.91%), indicating that the teaching force was generally composed of young professionals. Female teachers comprised the majority of the respondents (72.73%), while male teachers accounted for 27.27%. In terms of reading materials available at home, newspapers (40.91%) were the most common resource, followed by magazines (27.27%), dictionaries (22.73%), and religious pamphlets (9.09%). Regarding reading habits, most teachers reported reading literary pieces during their noon break (36.36%), followed by any vacant period (31.82%) and after 7:00 PM (27.27%). To better understand literary texts, the majority preferred researching through the mobile internet (45.45%), while others sought assistance from teachers (22.73%), reread the material several times (18.18%), texted friends (9.09%), or consulted

higher-grade students (4.55%). These findings suggest that the respondents are relatively young, digitally oriented, and make use of available reading opportunities and online resources to enhance their understanding of literature, reflecting the increasing integration of technology into teaching and learning.

Table 2. Strategies in teaching literature

Strategies	Weighted Mean	Qualitative Description
Small group activity	3.60	O
Dramatization	4.39	VO
Characterization	4.27	VO
Individual recitation	3.19	MO
Take home activity	3.34	MO
Picture puzzle	3.71	O
Costume Parade	4.18	O
Group Quiz bee	3.21	MO
Re-enactment	4.07	O
Ending a story	3.83	O
Average Weighted Mean	3.78	Often

Table 2 shows that teachers often employ student-centered strategies in teaching literature, as reflected by the overall weighted mean of 3.78. Among the strategies, dramatization (M = 4.39) and characterization (M = 4.27) received the highest ratings, indicating that teachers frequently use interactive activities that encourage learners to actively participate and better understand literary texts. Re-enactment (M = 4.07), ending a story (M = 3.83), and picture puzzle (M = 3.71) were also often used to promote creativity and critical thinking. Meanwhile, individual recitation (M = 3.19), group quiz bee (M = 3.21), and take-home activities (M = 3.34) were only moderately practiced, suggesting that teachers place greater emphasis on collaborative and experiential learning strategies. Overall, the findings indicate that literature teachers regularly implement learner-centered instructional approaches that make classroom instruction more engaging, interactive, and meaningful. This supports the view that active learning strategies improve students' participation, motivation, and comprehension of literary texts (Del Valle, 2022; Rahimi, 2024).

Table 3. Teaching Practices Employed in Teaching Literature

Dimension	Mean	SD	Verbal Interpretation
Strategies in Teaching Literature	3.78	0.61	Often
Motivational Strategies in Teaching Literature	3.96	0.54	Effective
Instructional Materials in Teaching Literature	3.83	0.58	Adequate
Classroom Management	3.90	0.56	Effective
Evaluative Measures	4.04	0.52	Effective
Overall Mean	3.90	0.56	Effective

Table 3 reflects effective teaching practices in literature, with an overall mean of 3.90, indicating effectiveness across dimensions such as strategies, motivation, instructional materials, classroom management, and evaluation. Specifically, motivational strategies scored a high mean of 3.96, underscoring their importance in engaging students and promoting their active participation. Research emphasizes that integrating motivational instructional strategies significantly boosts student engagement and academic achievement, particularly when combined with collaborative and competence-enhancing activities (Rahimi, 2024). Classroom management also received a strong effectiveness rating (mean = 3.90), consistent with findings that well-structured and participatory management approaches enhance students' motivation and learning outcomes. Effective classroom

management involves not only behavioral regulation but also emotional intelligence and digital collaboration, which foster a positive and adaptive learning environment conducive to student success (Pangestika 2025). The adequacy of instructional materials (mean = 3.83) further supports effective content delivery, aligning with studies highlighting the need for accessible and relevant resources to meet diverse learner needs (Boateng 2024). Finally, the highest means for evaluative measures (4.04) suggests robust assessment practices, which are essential for providing feedback and driving improvements. Together, these findings illustrate that effective literature teaching hinges on a balanced combination of strategic instruction, motivation, resource adequacy, classroom management, and evaluation, which support enhanced student engagement and learning outcomes.

Table 4. Motivational Strategies in Teaching Literature

Motivational Strategies	Weighted Mean	Qualitative Description
Encouragement and parental motivation	4.31	VE
Joke time yet with sense	3.67	E
Conducting a treasure hunting game	3.43	E
Learning literary pieces through obstacle relay style	3.56	E
Strict teacher for the students to follow	3.72	E
Life related question & answer portion	4.24	VE
Recall previous literary pieces with careful reactions	4.47	VE
Showing of figures/sketches on the board	4.08	E
Teacher gives the literary piece, a pupil reads	3.91	E
Giving Reward and reinforcement strategy in asking questions	4.19	E
Average Weighted Mean	3.96	Effective

Table 4 presents the strategies employed by teachers in teaching literature. Among the identified strategies, dramatization obtained the highest mean ($M = 4.39$), followed by characterization ($M = 4.27$), indicating that these learner-centered approaches are frequently used to enhance students' understanding and appreciation of literary texts. Re-enactment ($M = 4.07$) and ending a story ($M = 3.83$) were also rated highly, suggesting that interactive and creative activities promote greater engagement. Meanwhile, individual recitation ($M = 3.19$), group quiz bee ($M = 3.21$), and take-home activities ($M = 3.34$) received comparatively lower ratings but were still practiced. The overall mean of **3.78 (often)** indicates that teachers regularly employ varied instructional strategies to make literature lessons more meaningful and participatory. These findings support the view that active learning strategies improve students' motivation, participation, and comprehension of literary texts (Del Valle, 2022; Rahimi, 2024).

Table 5. Teaching Practices in Literature Instruction

Dimension	Mean	SD	Verbal Interpretation
Instructional Materials	3.83	0.58	Adequate
Classroom Management	3.90	0.56	Effective
Evaluative Measures	4.04	0.52	Effective
Literary Genre	3.95	0.55	Effective
Overall Mean	3.93	0.55	Effective

Table 5 presents an assessment of teaching practices in literature instruction, revealing an overall

effective performance with a mean score of 3.93 (SD = 0.55). Among the evaluated dimensions, evaluative measures stood out with the highest means of 4.04, indicating that robust assessment strategies are crucial for monitoring and enhancing student learning. This aligns with research underscoring the importance of consistent and meaningful evaluation in improving educational outcomes and guiding instructional adjustments (Clores and Nueva España, 2023). Classroom management was rated as effective (3.90), reflecting a well-organized learning environment that facilitates engagement and discipline. Effective classroom management enhances teaching and learning outcomes by fostering positive peer interactions and supporting student motivation, as established in studies emphasizing its role beyond behavioral control by integrating emotional intelligence and personalized learning strategies (Almutairi & Altaf, 2024; Angelo et al., 2023). The dimension of literary genre (mean = 3.95) indicates proficient instructional delivery concerning the content and structure of literature, promoting student comprehension and appreciation of literature. Meanwhile, instructional materials scored 3.83, reflecting adequacy in resources, which is a foundational factor for effective content delivery (Owan et al. 2023). Collectively, these findings emphasize that effective literature instruction depends on a balanced integration of adequate teaching materials, strong classroom management, focused evaluative practices, and content-specific expertise in literary works. Such holistic approaches support learner engagement and academic success, consistent with global pedagogical best practices (Dumasari et al., 2024).

Table 6. Problems Encountered in Teaching Literature

Genre	Weighted Mean	Qualitative Description
Lack of reading materials	2.63	MS
Lack of guidance from parents	2.81	MS
Lack of encouragement from teachers	1.34	LS
Cliques are not funds for learning literary pieces	2.54	SS
Laziness in studying literature	2.89	MS
No time to read	1.23	LS
Most articles are long enough to read	1.48	LS
Words/terms are difficult to understand	3.02	MS
Articles don't have any pictures	1.67	LS
Articles are difficult to understand	2.45	SS
Reading materials doesn't have anything to do with my subjects	1.86	LS
I can't totally read	1.06	LS
Average Weighted Mean	2.08	Slightly Serious

Table 6 shows problems encountered in teaching literature. The most serious concern was difficulty in understanding words or terms (M = 3.02), followed by laziness in studying literature (M = 2.89), lack of guidance from parents (M = 2.81), and lack of reading materials (M = 2.63), all moderately serious. By contrast, no time to read (M = 1.23), difficulty reading (M = 1.06), and lack of encouragement from teachers (M = 1.34) were less serious. The overall mean of 2.08 (Slightly Serious) suggests that these challenges do not greatly hinder literature instruction. Addressing vocabulary difficulties and increasing access to reading materials and parental support may improve learning outcomes. Similar studies emphasized that adequate resources, family support, and appropriate instructional practices

contribute to better engagement and achievement in literature and language learning (Boateng, 2024; Owan et al., 2023). Findings indicate that teachers at Munguia National High School frequently employ student-centred approaches in teaching literature. Interactive strategies such as dramatization, characterization, and re-enactment promote learner participation and deepen understanding of literary texts. Motivational strategies, classroom management, instructional materials, and evaluative measures are generally effective in supporting meaningful learning experiences for students despite these identified challenges still. Overall, consistent learner-centred practices support an engaging, effective literature classroom while underscoring the need to address literacy needs and resource limitations through improved instructional practices and learning support programmes.

CONCLUSION

The findings indicate that teachers at Munguia National High School frequently employ student-centred approaches in teaching literature. Interactive strategies such as dramatization, characterization, and re-enactment are commonly utilized to promote learner participation and deepen students' understanding of literary texts. The overall assessment also shows that motivational strategies, classroom management, instructional materials, and evaluative measures are generally effective in supporting meaningful learning experiences. Although several challenges were identified, particularly students' difficulty in understanding unfamiliar words, limited parental guidance, and inadequate reading materials, these concerns were generally perceived as only slightly serious. Overall, the results suggest that the consistent use of learner-centred instructional practices contributes to a more engaging and effective literature classroom while highlighting the need for continued support in addressing students' literacy needs and resource limitations. The findings provide a basis for strengthening literature instruction through improved instructional practices and learning support programmes.

RECOMMENDATIONS

Based on these findings, teachers are encouraged to continue implementing student-centered teaching strategies that actively engage learners in literature classes. Greater emphasis should be placed on vocabulary development and reading comprehension activities to address students' difficulty in understanding literary texts. Schools should provide additional and updated reading materials to enrich students' learning experiences and improve access to quality literary resources. Parents should also be encouraged to support their children's reading habits at home through regular guidance and encouragement. School administrators may strengthen professional development programs that equip teachers with innovative and learner-centered instructional strategies. Finally, future researchers should conduct similar studies involving larger samples and different educational settings to validate and expand the findings of the present study.

LIMITATIONS OF THE STUDY

This study was limited to teachers of Munguia National High School, which may restrict the generalizability of the findings to other schools or educational settings. This study employed a descriptive quantitative design using a researcher-made questionnaire, and the results were based solely on the respondents' self-reported perceptions. Only selected student-centered teaching practices and challenges in literature instruction were examined, and no classroom observations or interviews were conducted to validate the responses. Despite these limitations, the findings provide valuable baseline information on the implementation of student-centered approaches in teaching literature.

FUTURE RESEARCH DIRECTIONS

Future studies should include teachers and students from different schools and divisions to provide a broader understanding of student-centred approaches in literature instruction. Researchers may also

employ mixed-methods or qualitative designs to gain deeper insights into teachers' classroom practices and students' learning experiences. Additional variables, such as students' academic performance, reading motivation, and teacher competencies, may be explored to determine their relationship with effective literature instruction. Intervention studies that evaluate the effectiveness of specific student-centred strategies are likewise recommended.

ETHICS STATEMENT

Permission to conduct the study was obtained from the school authorities prior to data collection. All respondents were informed of the purpose, procedures, and significance of the study and voluntarily agreed to participate after providing their informed consent. The confidentiality and anonymity of the participants were strictly maintained, and all information collected was used solely for academic and research purposes. This study adhered to the ethical principles of voluntary participation, privacy, confidentiality, and respect for the rights of all the participants.

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AI DISCLOSURE STATEMENT

During the preparation of this manuscript, I used Free Paraphrase AI to generate and refine the text, check the grammar, and improve the language, and Scopus AI to assist with the literature search. After using these tools, I carefully reviewed, edited, and verified all the generated content. I take full responsibility for the accuracy, originality, integrity, and content of this published work.

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