

Teachers' Attitudes Toward Interactive Multimedia Materials and Traditional Instructional Materials

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Abstract— Effective teaching is shaped not only by what teachers teach, but also by the instructional resources they value and choose to use. This study determined elementary teachers' attitudes toward interactive multimedia and traditional instructional materials in Clarin South District, Division of Misamis Occidental. It employed a quantitative descriptive-comparative research design involving elementary teachers with experience using both types of instructional materials. Teachers' attitudes were examined in terms of perceived usefulness, ease of use, interest and motivation to use, effectiveness in enhancing instruction, and suitability for elementary learners. Data were analyzed using mean, standard deviation, and paired-samples t-test. Findings revealed very positive attitudes toward both interactive multimedia and traditional instructional materials across all dimensions. Interactive multimedia was particularly valued for its effectiveness in enhancing instruction, whereas traditional materials were highly regarded for their ease of use. The comparative analysis further revealed no significant difference between teachers' attitudes toward the two types of instructional materials, indicating that both were similarly valued within elementary instruction. The study concludes that interactive multimedia and traditional materials serve complementary instructional roles rather than competing alternatives. Their purposeful selection and integration according to lesson objectives, learner characteristics, subject content, and classroom conditions can support responsive and meaningful elementary instruction.

Keywords— teachers' attitudes, interactive multimedia, traditional instructional materials, elementary education, instructional resources, technology integration.

I. INTRODUCTION

Background of the Study

Instructional materials are essential components of classroom teaching because they provide teachers with various means of presenting concepts, facilitating learning activities, and responding to the diverse needs of learners. Teachers can use interactive multimedia teaching materials along with the use of traditional teaching materials such as textbooks, charts, flashcards, pictures, posters, worksheet, models, etc. in elementary education. The attitudes of teachers can affect their choices of these resources, their incorporation of them into teaching and their continued use of them. Such attitudes may be reflected in teachers' perceptions of the materials' usefulness, ease of use, capacity to generate interest and motivation, effectiveness in enhancing instruction, and suitability for elementary learners. It is significant to consider these dimensions, because interactive and traditional media have different features and instructional potentials, and these can all be useful in

the context of various lesson purposes, learner characteristics, resources, and classroom contexts.

Research supports the importance of teachers' attitudes and perceptions in the adoption and utilization of instructional resources. David and Aruta (2022), in their study found that perceived ease of use, perceived usefulness, and attitudes toward technology were among the factors influencing teachers' intention to use technology. Similarly, Zhang et al. (2021) found that teachers' perceived usefulness, perceived ease of use, and attitudes were associated with their continued intention to use an open and interactive e-book for K–12 instructions, demonstrating the relevance of usability and perceived instructional value in teachers' acceptance of interactive resources. Torrington and Bower (2021) reported that teacher-created computer-based video instruction produced high behavioral engagement among elementary pupils and provided opportunities for differentiated and self-paced learning, although traditional live instruction produced stronger performance growth under the conditions

examined in their study. Meanwhile, Cempron (2021) found that traditional resources such as whiteboards, textbooks, workbooks, and newspapers continued to be frequently utilized and were perceived by respondents as efficient and effective instructional materials. In the Philippine elementary context, Macadatar (2021) found that instructional materials used for Grade 1 Meranaw language instruction required continuing refinement and emphasized the importance of adapting materials to pupils' needs and interests to maximize their classroom use. Collectively, these studies suggest that technology-based and traditional resources can both be used in the context of instruction, and that teachers' perceptions of usefulness, usability, instructional value, and appropriateness for students are important factors to consider when deciding how these resources are used.

Within Clarin South District, Division of Misamis Occidental, elementary teachers operate in classrooms where instructional demands may require the use of both technology-based and conventional teaching resources. Existing studies provide evidence concerning teachers' technology acceptance, interactive multimedia resources, and the continuing instructional value of traditional materials; however, such findings do not directly establish how elementary teachers within the district perceive the two forms of instructional materials when assessed using comparable dimensions. Specifically, there is a need to understand how teachers see interactive multimedia and traditional media based instruction in terms of usefulness, ease of use, ability to stimulate interest and motivation, effectiveness in improving instruction, and suitability for elementary students. Examining these perceptions within the local setting can provide context-specific evidence for decisions concerning instructional resources and teacher support.

Thus, the study aimed to find out the elementary school teachers' attitude towards Interactive Multimedia Instructional Materials and Traditional Instructional Materials in Clarin South District. Specifically, it examined teachers' attitudes toward each type of instructional material in terms of perceived usefulness, ease of use, interest and motivation to use, effectiveness in enhancing

instruction, and suitability for elementary learners and determined whether a significant difference existed between their attitudes toward the two types of materials. The results could serve as a reference for improving teaching assistance, resource allocation, teacher professional development programs, and the efforts to integrate interactive multimedia and conventional teaching materials in the teaching and learning processes of the elementary grades.

Theoretical Framework

This study was anchored on the Technology Acceptance Model (TAM) of Davis (1989). The theory proposes that individuals' acceptance and use of a technological system are substantially shaped by their perceptions of its usefulness and ease of use. Perceived usefulness is the extent to which a person believes that the use of a specific technology will increase his or her performance, whereas perceived ease of use relates to the degree to which using a technology is thought to be easy. These beliefs serve as a foundation for attitudes and behavioral intentions toward technology use. The theoretical contribution of TAM to education is that it offers a useful theoretical lens for understanding how teachers might feel favorably or unfavorably about using technology-based instructional resources, and as a result, be more or less willing to integrate them into their instructional practices.

The central mechanisms of TAM highlight that teachers are more likely to have positive attitudes toward technology when they believe that using technology is both pedagogically supportive and feasible. A large-scale meta-analysis by Scherer, Siddiq, and Tondeur (2019) synthesized 114 empirical TAM studies involving 34,357 teachers and found that TAM provided a meaningful explanation of teachers' technology acceptance, including relationships among perceived usefulness, perceived ease of use, attitudes, behavioral intentions, and technology use. Moreover, Scherer, Siddiq and Tondeur (2020) investigated the teachers' technology acceptance construct, which is a complex array of attitudes and beliefs about technology. Teachers' perception of technology integration is central to the topic as it is not merely about access and technical availability. In the field of

multimedia in particular, Mayer and Girwitz (2019) showed that perceived ease of use and perceived usefulness could be adapted in a meaningful way to investigate teachers' acceptance of multimedia applications in classroom instruction. Such results support the theoretical assumption that teachers' views about the usefulness and effectiveness of the technology impact teachers' acceptance of the technology.

The principles of TAM were applied in the present study primarily through the examination of teachers' attitudes toward interactive multimedia instructional materials, including educational videos, animations, interactive presentations, digital learning applications, and other technology-based resources. Teachers' perceived usefulness reflects whether they regard multimedia materials as beneficial for explaining lessons, accomplishing instructional objectives, presenting difficult concepts, and providing learning opportunities. Ease of use reflects the perceived effort involved in preparing, integrating, adapting, and operating these resources. Interest and motivation to use represent the teachers' inclination and willingness to incorporate and further explore multimedia resources, while effectiveness in enhancing instruction and suitability for elementary learners provide instructional-context judgments concerning the benefits of these resources for classroom teaching and pupils. This application is supported by Mayer and Girwitz (2019), who adapted TAM specifically to teachers' acceptance of multimedia applications and demonstrated the relevance of perceived ease of use and perceived usefulness for pupils in explaining acceptance behavior. Traditional instructional materials are examined alongside multimedia materials in the present study as a comparative instructional category, allowing the research to determine whether teachers' attitudes differ between technology-based and conventional resources rather than assuming that acceptance of one necessarily entails rejection of the other.

Empirical applications of TAM further support its relevance to teachers and educational technology. Mayer and Girwitz (2019) applied an adapted TAM to physics teachers' acceptance of multimedia

applications and found that technological pedagogical content knowledge influenced important acceptance-related perceptions, including ease of use and usefulness for pupils. Tang, Lin, and Qian (2020) employed TAM in examining K–12 teachers' adoption of open educational resources and found that perceived ease of use and perceived usefulness predicted teachers' intention to adopt the resources, with attitudes serving as a mediating variable. Similarly, Songkram and Osuwan (2022) investigated 519 K–12 teachers and found that perceived usefulness and perceived ease of use directly influenced attitudes toward digital learning platforms, while attitudes significantly influenced behavioral intentions to use them. Among primary school teachers, Georgiou, Trikoili, and Kester (2023) found that perceived usefulness and perceived ease of use were strong predictors of teachers' attitudes toward computer use, providing further empirical support for TAM in an elementary education context. Taken together, these studies show that TAM has proven useful to explain teachers' acceptance and attitudes toward instructional technology in cases involving multimedia applications, open educational resources, digital platforms, and computer-based technologies.

Thus, the Technology Acceptance Model provided the theoretical foundation for understanding teachers' attitudes toward the instructional materials examined in the study, particularly their acceptance of interactive multimedia resources. The teacher's assessment of the usefulness and ease of use of the multimedia materials has an impact on the formation of positive or negative attitudes and readiness to use it from the perspective of TAM. The study further extended this examination to teachers' interest and motivation, perceived instructional effectiveness, and perceived suitability for elementary learners, thereby situating technology acceptance within actual instructional considerations. The parallel assessment of traditional instructional materials provided a comparative basis for determining whether teachers' evaluations differed according to the type of instructional resource. Accordingly, TAM offered a logical framework for explaining how teachers' perceptions of the practical and instructional value of multimedia materials are

reflected in their attitudes toward their use in elementary instruction.

II. RESEARCH METHODOLOGY

This study employed a quantitative descriptive-comparative research design to determine and compare elementary teachers' attitudes toward interactive multimedia and traditional instructional materials. It was conducted among teachers in Clarin South District, Division of Misamis Occidental, during SY 2023–2024, particularly those with experience using both types of materials. Data were gathered using a researcher-made, expert-validated questionnaire measuring perceived usefulness, ease of

use, interest and motivation, effectiveness in enhancing instruction, and suitability for elementary learners through a four-point Likert scale. After securing the necessary permissions and informed consent, the questionnaires were administered, retrieved, checked, coded, and prepared for analysis while ensuring voluntary participation, confidentiality, anonymity, data security, and research integrity. Mean and standard deviation were used to determine the level and consistency of teachers' attitudes, while a paired-samples t-test at the 0.05 level of significance was employed to determine whether a significant difference existed between their attitudes toward the two types of instructional materials.

III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Table 1.1 Level of Teachers' Attitudes Toward Interactive Multimedia Instructional Materials in Terms of Perceived Usefulness

Indicators	SD	Mean
Interactive multimedia materials help me explain lessons more clearly.	0.59	3.40
Interactive multimedia materials support me in achieving the objectives of my lessons.	0.56	3.42
Interactive multimedia materials help me present difficult concepts in understandable ways.	0.59	3.40
Interactive multimedia materials provide useful learning opportunities for my pupils.	0.53	3.57
Interactive multimedia materials are useful in helping me accomplish my instructional tasks.	0.62	3.32
Grand Mean	3.42 (Very Positive Attitude)	

Scale: 3.25–4.00 = Very Positive Attitude; 2.50–3.24 = Positive Attitude; 1.75–2.49 = Negative Attitude; 1.00–1.74 = Very Negative Attitude

Table 1.1 presents the teachers' attitudes toward interactive multimedia instructional materials in terms of perceived usefulness. The results yielded a grand mean of 3.42, interpreted as a Very Positive Attitude. All indicators obtained means within the same very positive range, showing a consistently favorable assessment of the usefulness of interactive multimedia materials. The highest mean of 3.57 (SD = 0.53) was obtained for providing useful learning opportunities for pupils, while the lowest mean of 3.32 (SD = 0.62) was recorded for helping teachers accomplish their instructional tasks.

The results demonstrate that teachers highly value interactive multimedia materials as useful components of classroom instruction. Of particular note is the strong recognition of their ability to offer meaningful learning opportunities for pupils, indicating that teachers believe that multimedia can add value to the way pupils experience and interact with the content of lessons. At the same time, the very positive ratings for explaining lessons clearly, achieving lesson objectives, presenting difficult concepts understandably, and accomplishing instructional tasks show that teachers recognize the usefulness of multimedia across different aspects of the teaching-

learning process. Their positive attitude is in fact an illustration of their general understanding of the use of multimedia as a teaching aid and as a learning tool.

This finding is consistent with Avci (2022), who reported that digital learning resources can support student learning and facilitate instructional processes. Similarly, Hoareau et al. (2021) found that teachers' perceptions of the educational benefits of digital

technologies were associated with their acceptance of these resources. The consistently favorable perceptions found in the present study reinforce the importance of maintaining access to useful and relevant multimedia resources and supporting their continued integration into classroom instruction to broaden learning opportunities and strengthen teachers' delivery of lessons.

Table 1.2 *Level of Teachers' Attitudes Toward Interactive Multimedia Instructional Materials in Terms of Ease of Use*

Indicators	SD	Mean
I find interactive multimedia materials easy to use during classroom instruction.	0.72	3.30
I can easily integrate interactive multimedia materials into my lessons.	0.79	3.23
I can use interactive multimedia materials with minimal assistance.	0.71	3.35
I can prepare lessons using interactive multimedia materials without excessive difficulty.	0.63	3.27
I can easily adapt interactive multimedia materials to the requirements of my lessons.	0.71	3.33
Grand Mean	3.30 (Very Positive Attitude)	

Scale: 3.25–4.00 = Very Positive Attitude; 2.50–3.24 = Positive Attitude; 1.75–2.49 = Negative Attitude; 1.00–1.74 = Very Negative Attitude

Table 1.2 presents the teachers' attitudes toward interactive multimedia instructional materials in terms of ease of use. The results yielded a grand mean of 3.30, interpreted as a Very Positive Attitude, indicating that teachers generally perceive interactive multimedia materials as manageable and convenient to use in their instructional activities. The highest mean of 3.35 (SD = 0.71) was obtained for using interactive multimedia materials with minimal assistance, followed by adapting the materials to lesson requirements at 3.33 (SD = 0.71). Meanwhile, integrating interactive multimedia materials into lessons obtained the lowest mean of 3.23 (SD = 0.79), which corresponded to a Positive Attitude.

The results show that teachers are generally confident and knowledgeable to use interactive multimedia materials on their own. Their highest response on ability to use these resources with very little assistance indicates familiarity and independence to work with instruction materials through technology. The high

ratings for adapting multimedia to lesson needs, for incorporating it into classroom instruction and for preparing lessons that are supported with multimedia indicate teacher perceptions that these resources are viable in their teaching. Although lesson integration received a comparatively lower rating, teachers still expressed a positive attitude toward this aspect, suggesting that incorporating multimedia into the overall structure of lessons may involve more consideration than simply operating or adapting the materials themselves.

This is consistent with Falloon (2020) who argued that digital competence of teachers requires an understanding of the technology's operational aspects as well as its ability to use technology for teaching. It also aligns with the results of Kao et al. (2020) that teachers' self-efficacy correlated with their perceptions of technology integration, which emphasizes the need for confidence and competence in using technology in education. The very positive overall attitude toward

ease of use reflects a favorable foundation for the continued utilization of interactive multimedia, while opportunities to strengthen its seamless integration

into lesson design may further support teachers in maximizing these resources across classroom activities.

Table 1.3 *Level of Teachers' Attitudes Toward Interactive Multimedia Instructional Materials in Terms of Interest and Motivation to Use*

Indicators	SD	Mean
I am interested in incorporating interactive multimedia materials into my teaching.	0.57	3.47
I am motivated to explore interactive multimedia resources for my lessons.	0.68	3.33
I enjoy using interactive multimedia materials in classroom activities.	0.67	3.38
I am willing to improve my skills in using interactive multimedia materials.	0.67	3.30
I am motivated to use interactive multimedia materials whenever they are appropriate for my lessons.	0.50	3.45
Grand Mean	3.39 (Very Positive Attitude)	

Scale: 3.25–4.00 = Very Positive Attitude; 2.50–3.24 = Positive Attitude; 1.75–2.49 = Negative Attitude; 1.00–1.74 = Very Negative Attitude

Table 1.3 presents the teachers' attitudes toward interactive multimedia instructional materials in terms of interest and motivation to use. The results yielded a grand mean of 3.39, interpreted as a Very Positive Attitude, with all indicators falling within the same very positive range. The highest mean of 3.47 (SD = 0.57) was obtained for teachers' interest in incorporating interactive multimedia materials into their teaching, closely followed by their motivation to use these materials whenever appropriate for their lessons at 3.45 (SD = 0.50). The lowest mean of 3.30 (SD = 0.67) was recorded for their willingness to improve their skills in using interactive multimedia materials.

The results show that teachers are interested and motivated in using interactive multimedia materials. The high levels of interest in using multimedia in their instruction and the high level of motivation to use it when appropriate indicates that this interest is not simply about using technology but is about using

technology for instructional purposes. The very positive responses concerning exploration, enjoyment, and willingness to develop their skills further indicate that teachers are receptive to sustaining and expanding their use of multimedia resources. Overall, these findings suggest a positive attitude towards using interactive multimedia as a tool in teaching.

This finding is consistent with Hong et al. (2021), who demonstrated that teachers' attitudes and perceptions play an important role in their acceptance of educational technology. It also supports Wijnen et al. (2023), who emphasized the relevance of primary teachers' attitudes toward technology in understanding its integration into teaching practices. The strong interest and motivation demonstrated by the teachers provide a favorable foundation for sustaining multimedia integration and for providing opportunities that allow them to explore new resources, strengthen their skills, and apply interactive multimedia purposefully across different lessons.

Table 1.4 *Level of Teachers' Attitudes Toward Interactive Multimedia Instructional Materials in Terms of Effectiveness in Enhancing Instruction*

Indicators	SD	Mean
Interactive multimedia materials help make my lessons more engaging.	0.57	3.48
Interactive multimedia materials help pupils understand lesson content more effectively.	0.60	3.52

Interactive multimedia materials encourage pupils to participate actively in classroom activities.	0.62	3.47
Interactive multimedia materials allow me to use varied approaches in presenting lessons.	0.57	3.53
Interactive multimedia materials help improve the quality of my instructional delivery.	0.61	3.38
Grand Mean	3.48 (Very Positive Attitude)	

Scale: 3.25–4.00 = Very Positive Attitude; 2.50–3.24 = Positive Attitude; 1.75–2.49 = Negative Attitude; 1.00–1.74 = Very Negative Attitude

Table 1.4 presents the teachers' attitudes toward interactive multimedia instructional materials in terms of effectiveness in enhancing instruction. The results yielded a grand mean of 3.48, interpreted as a Very Positive Attitude, with all indicators consistently falling within the very positive range. The highest mean of 3.53 (SD = 0.57) was obtained for the ability of interactive multimedia materials to allow teachers to use varied approaches in presenting lessons, followed closely by helping pupils understand lesson content more effectively at 3.52 (SD = 0.60). The lowest mean of 3.38 (SD = 0.61) was recorded for improving the quality of instructional delivery, which likewise reflected a Very Positive Attitude.

The findings demonstrate that teachers strongly recognize the effectiveness of interactive multimedia in enriching classroom instruction. The most highly rated indicator indicates that teachers have more options for delivering instruction via various formats and methods, and can present the content in ways that can address diverse instructional needs through multimedia. The similarly high rating for helping pupils understand lesson content further indicates that

teachers associate this variety in presentation with clearer and more meaningful learning experiences. Furthermore, the high ratings for engagement, active participation, and quality of instructional delivery demonstrate that teachers see the use of multimedia in the classroom as having a positive impact on a number of interrelated dimensions of effective classroom instruction.

The study confirms the results of Sartono et al. (2022) who concluded that the use of interactive multimedia that has been designed properly could help the elementary pupils in developing their understanding of the concepts learned and their motivation. It is also relevant to Khlaisang et al. (2023) research on the primary school teachers, who focused on how mobile technologies can have educational value when their features are matched with pedagogical applications. The pervasive awareness of the pedagogical potential of multimedia promotes its continued meaningful use in the elementary curriculum and its use as a means of presenting material, helping pupils to understand content and offering them a wide range of possibilities for participation.

Table 1.5 Level of Teachers' Attitudes Toward Interactive Multimedia Instructional Materials in Terms of Suitability for Elementary Learners

Indicators	SD	Mean
Interactive multimedia materials are appropriate for the developmental level of elementary pupils.	0.50	3.58
Interactive multimedia materials can be adapted to the different learning needs of elementary pupils.	0.64	3.38
Interactive multimedia materials present information in ways that elementary pupils can understand.	0.58	3.37
Interactive multimedia materials are suitable for maintaining elementary pupils' attention during lessons.	0.62	3.43

Interactive multimedia materials are suitable for teaching different subjects at the elementary level.	0.64	3.38
Grand Mean	3.43 (Very Positive Attitude)	

Scale: 3.25–4.00 = Very Positive Attitude; 2.50–3.24 = Positive Attitude; 1.75–2.49 = Negative Attitude; 1.00–1.74 = Very Negative Attitude

Table 1.5 presents the teachers' attitudes toward interactive multimedia instructional materials in terms of suitability for elementary learners. The results yielded a grand mean of 3.43, interpreted as a Very Positive Attitude, with all indicators consistently falling within the very positive range. The highest mean of 3.58 (SD = 0.50) was obtained for the appropriateness of interactive multimedia materials for the developmental level of elementary pupils. This was followed by their suitability for maintaining pupils' attention during lessons, with a mean of 3.43 (SD = 0.62). The lowest mean of 3.37 (SD = 0.58) was recorded for presenting information in ways that elementary pupils can understand, which likewise reflected a Very Positive Attitude.

The findings indicate that teachers strongly regard interactive multimedia materials as appropriate resources for elementary learners. The highest rating for developmental appropriateness suggests that teachers recognize the capacity of multimedia to present learning experiences that correspond to the characteristics and learning level of younger pupils. Their very positive assessment of its ability to maintain attention further reflects the value teachers

place on the visual, auditory, and interactive features of multimedia in sustaining learners' involvement during instruction. The ratings of adaptability to different learning needs, comprehensibility, and applicability across subject areas have been consistently positive, further indicating that teachers believe that multimedia is a usable tool that could be adapted in a variety of elementary learning environments.

This is corroborated by the study of Furenes et al. (2021), which revealed that the digital resources have the potential to facilitate learning for young children when the content and the multimedia and interactive elements are designed appropriately. In the same manner, Sartono et al. (2022) proved that interactive multimedia-based learning was feasible for fourth-grade students and could assist in understanding the concepts and learning motivation. The strong and consistently very positive perceptions thus highlight the importance of choosing and maintaining developmentally appropriate, understandable, engaging, and flexible multimedia resources for the wide range of learning needs and subject matter that can be found in elementary classrooms.

Table 2 Summary of the Level of Teachers' Attitudes Toward Interactive Multimedia Instructional Materials

Dimensions	SD	Mean	Interpretation
Perceived Usefulness	0.34	3.42	Very Positive Attitude
Ease of Use	0.41	3.30	Very Positive Attitude
Interest and Motivation to Use	0.35	3.39	Very Positive Attitude
Effectiveness in Enhancing Instruction	0.38	3.48	Very Positive Attitude
Suitability for Elementary Learners	0.32	3.43	Very Positive Attitude
Overall	0.28	3.40	Very Positive Attitude

Scale: 3.25–4.00 = Very Positive Attitude; 2.50–3.24 = Positive Attitude; 1.75–2.49 = Negative Attitude; 1.00–1.74 = Very Negative Attitude

Table 2 summarizes the teachers' attitudes toward interactive multimedia instructional materials across the five dimensions examined in the study. The results

yielded an overall mean of 3.40 (SD = 0.28), interpreted as a Very Positive Attitude. The same is true of all five dimensions. Effectiveness in enhancing

instruction registered the highest mean of 3.48 (SD = 0.38), followed by suitability for elementary learners with 3.43 (SD = 0.32), perceived usefulness with 3.42 (SD = 0.34), interest and motivation to use with 3.39 (SD = 0.35), and ease of use with 3.30 (SD = 0.41).

The results show that teachers' attitudes toward the use of interactive multimedia are consistently positive in all aspects being studied. The highest rating for effectiveness in improving instruction reflects teachers' specific awareness of the value of multimedia in presenting lessons, understanding their students, and providing diverse ways of presenting lessons. The positive ratings for suitability for elementary learners indicate that teachers felt that these resources were suitable for elementary students, and perceived usefulness indicates that teachers recognized that multimedia can be valuable in supporting lesson goals and instructional activities. The very positive rating for interest and motivation to use further indicates teachers' willingness and enthusiasm to incorporate multimedia into their teaching. Lastly, the positive

responses to the ease of use indicates that these resources are not too difficult for teachers to operate, prepare, modify and use in their instruction. Taken together, the results portray a comprehensive positive disposition toward multimedia that encompasses its instructional value, appropriateness, usefulness, motivational appeal, and usability.

This result aligns with the work of Scherer et al. (2020), who noted that teachers' technology acceptance is not one perception, but an integrated combination of attitudes and beliefs. Also, Wijnen et al (2023) showed that there are several dimensions of primary teachers' attitudes towards technology and how teachers perceive and bring technology into their teaching practice. The overall very positive ratings for each of the five dimensions underscore the importance of the continued existence of interactive multimedia in elementary education and the need to offer teachers adequate resources, access, and opportunities for its deliberate and effective use in the classroom.

Table 3.1 Level of Teachers' Attitudes Toward Traditional Instructional Materials in Terms of Perceived Usefulness

Indicators	SD	Mean
Traditional instructional materials help me explain lessons more clearly.	0.67	3.42
Traditional instructional materials support me in achieving the objectives of my lessons.	0.61	3.37
Traditional instructional materials help me present difficult concepts in understandable ways.	0.67	3.30
Traditional instructional materials provide useful learning opportunities for my pupils.	0.58	3.38
Traditional instructional materials are useful in helping me accomplish my instructional tasks.	0.62	3.47
Grand Mean	3.39 (Very Positive Attitude)	

Scale: 3.25–4.00 = Very Positive Attitude; 2.50–3.24 = Positive Attitude; 1.75–2.49 = Negative Attitude; 1.00–1.74 = Very Negative Attitude

Table 3.1 presents the teachers' attitudes toward traditional instructional materials in terms of perceived usefulness. The results yielded a grand mean of 3.39, interpreted as a Very Positive Attitude, with all indicators falling within the same very positive range. The highest mean of 3.47 (SD = 0.62) was obtained for the usefulness of traditional instructional materials in helping teachers accomplish their instructional tasks.

This was followed by their ability to help explain lessons more clearly, with a mean of 3.42 (SD = 0.67). The lowest mean of 3.30 (SD = 0.67) was recorded for helping teachers present difficult concepts in understandable ways, which likewise reflected a Very Positive Attitude. The findings demonstrate that teachers strongly recognize the continuing usefulness of traditional instructional materials in classroom

teaching. The highest rating for helping accomplish instructional tasks suggests that teachers particularly value these materials for their practical contribution to everyday teaching activities. Textbooks, charts, flashcards, pictures, worksheets and models can easily be used for lesson preparation, presentation, practice and reinforcement. Teachers' ratings for the other indicators are also very positive, consistently, indicating that traditional materials are effective for explaining lesson concepts, meeting the learning goals, providing learning opportunities, and communicating challenging concepts. This is a testament to the continued instructional worth of traditional resources in the face of growing technology-driven alternatives available.

The results of this finding align with that of Cempron (2021) which revealed that traditional resources like whiteboards, textbooks, workbooks and newspapers were still used and were seen as efficient and effective teaching tools. It also contributes to the findings of Clinton (2019) who showed through his meta-analysis that paper-based reading continued to have benefits in specific learning situations, highlighting the ongoing educational benefits of traditional reading media. The largely favorable perceptions on all the indicators thus lend support to the idea that traditional instructional materials are still useful elements in elementary instruction and continue to be used as needed in relation to the lesson and the learning needs of the students as well as to the context where they are most useful for the learning process.

Table 3.2 Level of Teachers' Attitudes Toward Traditional Instructional Materials in Terms of Ease of Use

Indicators	SD	Mean
I find traditional instructional materials easy to use during classroom instruction.	0.65	3.43
I can easily integrate traditional instructional materials into my lessons.	0.60	3.53
I can use traditional instructional materials with minimal assistance.	0.59	3.55
I can prepare lessons using traditional instructional materials without excessive difficulty.	0.57	3.33
I can easily adapt traditional instructional materials to the requirements of my lessons.	0.54	3.50
Grand Mean	3.47 (Very Positive Attitude)	

Scale: 3.25–4.00 = Very Positive Attitude; 2.50–3.24 = Positive Attitude; 1.75–2.49 = Negative Attitude; 1.00–1.74 = Very Negative Attitude

Table 3.2 presents the teachers' attitudes toward traditional instructional materials in terms of ease of use. The results yielded a grand mean of 3.47, interpreted as a Very Positive Attitude, with all indicators consistently receiving the same very positive interpretation. The highest mean of 3.55 (SD = 0.59) was obtained for the ability to use traditional instructional materials with minimal assistance, closely followed by their ease of integration into lessons at 3.53 (SD = 0.60) and adaptability to lesson requirements at 3.50 (SD = 0.54). The lowest mean of 3.33 (SD = 0.57) was recorded for preparing lessons using traditional instructional materials without excessive difficulty, which likewise reflected a Very Positive Attitude.

The results showed that teachers have very positive attitudes towards the traditional materials as a tool for teaching. Their strongest rating for using these materials with minimal assistance reflects a high degree of independence and familiarity in handling conventional instructional resources. The comparable positive scores for lesson integration and adaptation suggest that traditional materials can be easily integrated and adapted to meet the needs of instruction. Furthermore, the overall positive scores on each item imply that teachers feel at ease using these materials in the actual teaching situation as well as adapting and tailoring them to the requirements of their teaching. Such results reflect the practical

advantage of resources that are already familiar and well established in everyday classroom practice.

The finding is consistent with Cempron (2021), who reported the continued frequent use of conventional resources such as whiteboards, textbooks, workbooks, and newspapers and identified them as efficient and effective instructional materials. The strong ratings for ease of use also complement the literature reviewed in the study indicating that instructional resources

differ in the demands they place on teachers, with traditional materials generally requiring less technological infrastructure and technical preparation. The attitudes expressed in all indicators, however, were very positive, and this is sufficient proof of the usefulness of traditional instruction materials as resources that are easily accessed, adjusted, and managed, and can continue to be used as a basis for lesson preparation and teaching.

Table 3.3 *Level of Teachers' Attitudes Toward Traditional Instructional Materials in Terms of Interest and Motivation to Use*

Indicators	SD	Mean
I am interested in incorporating traditional instructional materials into my teaching.	0.68	3.25
I am motivated to explore traditional instructional resources for my lessons.	0.71	3.10
I enjoy using traditional instructional materials in classroom activities.	0.65	3.32
I am willing to improve my skills in using traditional instructional materials.	0.63	3.35
I am motivated to use traditional instructional materials whenever they are appropriate for my lessons.	0.64	3.28
Grand Mean	3.26 (Very Positive Attitude)	

Scale: 3.25–4.00 = Very Positive Attitude; 2.50–3.24 = Positive Attitude; 1.75–2.49 = Negative Attitude; 1.00–1.74 = Very Negative Attitude

Table 3.3 presents the teachers' attitudes toward traditional instructional materials in terms of interest and motivation to use. The results yielded a grand mean of 3.26, interpreted as a Very Positive Attitude. The highest mean of 3.35 (SD = 0.63) was obtained for teachers' willingness to improve their skills in using traditional instructional materials, followed by their enjoyment in using these materials during classroom activities at 3.32 (SD = 0.65) and their motivation to use them whenever appropriate for their lessons at 3.28 (SD = 0.64). Interest in incorporating traditional materials into teaching obtained a mean of 3.25 (SD = 0.68). Meanwhile, motivation to explore traditional instructional resources received the lowest mean of 3.10 (SD = 0.71), corresponding to a Positive Attitude.

The findings indicate that teachers generally maintain strong interest and motivation toward the continued use of traditional instructional materials. Their eagerness to continue enhancing their knowledge and

skills indicates that teachers are open to learning how to use familiar classroom materials more effectively instead of treating them as static or obsolete methods of teaching. Their enjoyment of traditional materials and motivation to use them when appropriate further demonstrate that these resources continue to hold practical and instructional relevance.

The comparatively lower motivation to explore traditional resources may reflect their established familiarity with materials such as textbooks, charts, flashcards, pictures, worksheets, and models, which may provide fewer opportunities for exploration than newer technology-based resources. Overall, however, the findings indicate a very positive attitude toward their use in teaching.

This finding is parallel to the findings of Cempron (2021) who found that traditional learning resources were still widely used and considered effective and efficient learning resources. It also aligns with the

broader literature reviewed in the study showing that conventional materials continue to possess educational value and may remain particularly useful depending on the learning objective and classroom context. The findings therefore support sustaining teachers'

positive disposition toward traditional instructional materials while encouraging purposeful and creative ways of adapting these familiar resources to maintain their relevance and usefulness in contemporary elementary instruction.

Table 3.4 Level of Teachers' Attitudes Toward Traditional Instructional Materials in Terms of Effectiveness in Enhancing Instruction

Indicators	SD	Mean
Traditional instructional materials help make my lessons more engaging.	0.59	3.40
Traditional instructional materials help pupils understand lesson content more effectively.	0.61	3.37
Traditional instructional materials encourage pupils to participate actively in classroom activities.	0.61	3.35
Traditional instructional materials allow me to use varied approaches in presenting lessons.	0.57	3.32
Traditional instructional materials help improve the quality of my instructional delivery.	0.68	3.35
Grand Mean	3.36 (Very Positive Attitude)	

Scale: 3.25–4.00 = Very Positive Attitude; 2.50–3.24 = Positive Attitude; 1.75–2.49 = Negative Attitude; 1.00–1.74 = Very Negative Attitude

Table 3.4 presents the teachers' attitudes toward traditional instructional materials in terms of effectiveness in enhancing instruction. The results yielded a grand mean of 3.36, interpreted as a Very Positive Attitude, with all indicators falling within the same very positive range. The highest mean of 3.40 (SD = 0.59) was obtained for the ability of traditional instructional materials to make lessons more engaging, followed by helping pupils understand lesson content more effectively at 3.37 (SD = 0.61). Encouraging active pupil participation and improving the quality of instructional delivery both obtained a mean of 3.35, with standard deviations of 0.61 and 0.68, respectively. The lowest mean of 3.32 (SD = 0.57) was recorded for allowing teachers to use varied approaches in presenting lessons.

The findings demonstrate that teachers strongly recognize traditional instructional materials as effective resources for enhancing classroom instruction. The highest rating for making lessons more engaging indicates that conventional resources remain capable of capturing pupils' involvement when appropriately selected and utilized. They have also

given very positive ratings for making understanding easier and encouraging children to participate in learning, which highlights the importance of traditional materials to pupils' learning experiences. Similarly, teachers are aware of their role in the quality of teaching and learning and in the use of diverse teaching styles in lessons. Taken together, the findings show that the instructional effectiveness of traditional materials extends beyond their familiarity and accessibility, as teachers also value their capacity to support engagement, understanding, participation, and effective lesson delivery.

The result is in line with that of Cempron (2021) which revealed that conventional materials like whiteboard, textbooks, workbooks and newspapers were still often used and were perceived as effective and efficient teaching tools. It is also supported by Clinton (2019), whose meta-analysis demonstrated that paper-based materials retained advantages in particular learning conditions, illustrating that digital formats do not automatically produce superior educational outcomes. The consistently very positive perceptions affirm the continuing role of traditional instructional materials in

elementary classrooms and support their purposeful use alongside other instructional resources to sustain

engaging, comprehensible, and participatory learning experiences.

Table 3.5 *Level of Teachers' Attitudes Toward Traditional Instructional Materials in Terms of Suitability for Elementary Learners*

Indicators	SD	Mean
Traditional instructional materials are appropriate for the developmental level of elementary pupils.	0.62	3.40
Traditional instructional materials can be adapted to the different learning needs of elementary pupils.	0.68	3.35
Traditional instructional materials present information in ways that elementary pupils can understand.	0.60	3.52
Traditional instructional materials are suitable for maintaining elementary pupils' attention during lessons.	0.54	3.53
Traditional instructional materials are suitable for teaching different subjects at the elementary level.	0.65	3.45
Grand Mean	3.45 (Very Positive Attitude)	

Scale: 3.25–4.00 = Very Positive Attitude; 2.50–3.24 = Positive Attitude; 1.75–2.49 = Negative Attitude; 1.00–1.74 = Very Negative Attitude

Table 3.5 shows the teachers' attitudes toward traditional instructional materials in terms of suitability for elementary learners. The results yielded a grand mean of 3.45, interpreted as a Very Positive Attitude, with all indicators consistently falling within the very positive range. The highest mean of 3.53 (SD = 0.54) was obtained for the suitability of traditional instructional materials in maintaining elementary pupils' attention during lessons, closely followed by their ability to present information in ways that pupils can understand at 3.52 (SD = 0.60). Their suitability for teaching different subjects obtained a mean of 3.45 (SD = 0.65), while developmental appropriateness registered 3.40 (SD = 0.62). The lowest mean of 3.35 (SD = 0.68) was obtained for their adaptability to the different learning needs of elementary pupils.

The findings demonstrate that teachers strongly regard traditional instructional materials as suitable for elementary learners across all aspects examined. One area of interest is the high level of awareness of how these materials can hold pupils' attention and how information is presented in an understandable manner. This indicates that familiar and concrete materials like textbooks, pictures, charts, flashcards, worksheets and models still represent the key features of elementary learning in a way that is accessible and

comprehensible. Additional evidence of the flexibility of traditional materials in the elementary classroom includes their very positive ratings in the areas of use across the subjects, developmental appropriateness, and adaptability to various learning needs. Overall, the findings affirm that conventional resources remain relevant to the developmental and instructional needs of younger learners.

The current finding supports the ongoing relevance of paper-based materials for young children as found in Furenes et al. (2021) who found that paper-based materials continue to be valuable, but that the effectiveness of any specific medium is dependent on its design and appropriateness to the learning needs. Similarly, Støle et al. (2020) found advantages for paper over screen-based presentation in children's reading comprehension under the conditions examined in their study. The results further confirm the role of traditional teaching materials in the teaching and learning process at the elementary level, which is based on the principle of purposeful selection of teaching materials based on the pupils' developmental characteristics, learning needs and the content of the subject, as well as the goals set for the teaching process.

Table 4 Summary of the Level of Teachers' Attitudes Toward Traditional Instructional Materials

Dimensions	SD	Mean	Interpretation
Perceived Usefulness	0.37	3.39	Very Positive Attitude
Ease of Use	0.37	3.47	Very Positive Attitude
Interest and Motivation to Use	0.36	3.26	Very Positive Attitude
Effectiveness in Enhancing Instruction	0.31	3.36	Very Positive Attitude
Suitability for Elementary Learners	0.35	3.45	Very Positive Attitude
Overall	0.27	3.38	Very Positive Attitude

Scale: 3.25–4.00 = Very Positive Attitude; 2.50–3.24 = Positive Attitude; 1.75–2.49 = Negative Attitude; 1.00–1.74 = Very Negative Attitude

Table 4 summarizes the teachers' attitudes toward traditional instructional materials across the five dimensions examined in the study. The results gave an overall mean of 3.38 (SD = 0.27), which signifies Very Positive Attitude. All five dimensions likewise received very positive ratings. Ease of use obtained the highest mean of 3.47 (SD = 0.37), followed by suitability for elementary learners at 3.45 (SD = 0.35), perceived usefulness at 3.39 (SD = 0.37), effectiveness in enhancing instruction at 3.36 (SD = 0.31), and interest and motivation to use at 3.26 (SD = 0.36).

Results indicate that teachers' attitudes regarding the traditional instructional materials are consistently positive in all aspects. The highest rating for ease of use reflects teachers' familiarity and confidence in using, integrating, preparing, and adapting conventional resources within their lessons. The high rating for suitability for elementary students reflects teachers' views that these materials are appropriate for the developmental and learning needs of elementary students.

Similarly, the overall positive rating for perceived usefulness indicates that traditional resources are still very useful and meaningful in achieving instructional tasks and supporting lesson objectives. Their favorable assessment of effectiveness in enhancing instruction

further indicates that these materials remain valuable for promoting engagement, understanding, participation, and effective lesson delivery.

Finally, the very positive rating for interest and motivation to use demonstrates that teachers continue to show willingness and enthusiasm toward utilizing traditional resources despite the growing availability of technology-based alternatives.

The overall finding supports Cempron (2021), who found that conventional resources such as whiteboards, textbooks, workbooks, and newspapers continued to be frequently utilized and were regarded as efficient and effective instructional materials.

Furthermore, the findings of Furenes et al. (2021), which were based on an examination of paper-based materials, indicate that traditional paper-based materials have a place in education for young students, and can offer benefits in specific learning contexts.

Attitudes showed consistently very positive in all five dimensions, confirming that traditional teaching materials are still relevant and useful in modern elementary education and continue to be used appropriately based on the lesson goals, subject matter, and ability to meet the needs of a range of learners.

Table 5 Test of Significant Difference Between Teachers' Attitudes Toward Interactive Multimedia Instructional Materials and Traditional Instructional Materials

Variables	df	p-value	Decision
Interactive Multimedia Instructional Materials vs. Traditional Instructional Materials	59	0.375	Fail to Reject the H_0

Note: If $p \leq 0.05$, with a significant difference.

The results of the test of significant difference between the teacher's attitudes towards Interactive Multimedia Instructional Materials and Traditional Instructional Materials are presented in table 5.

The paired sample t-test was computed and resulted in a p value of 0.375 and 59 degrees of freedom. Since the p-value is greater than the 0.05 level of significance, the null hypothesis was not rejected. It can be seen that the difference between teachers' attitudes towards interactive multimedia and traditional teaching materials is not statistically significant.

The findings show that the overall attitudes of teachers toward the two types of teaching aids are similar. Although interactive multimedia materials obtained an overall mean of 3.40, while traditional instructional materials obtained 3.38, both were interpreted as Very Positive Attitudes, and the observed difference was not statistically significant.

This implies that not all teachers consider one kind of teaching material to be better than the other. Rather, they identify helpful strengths in both: interactive media that provides technological-supported instruction opportunities and traditional materials that have practical and familiar characteristics that are valuable in elementary classrooms.

The result supports the view gained from the literature review that interactive multimedia and traditional instruction materials can be complementary in instruction. The study itself emphasizes that the instructional value of either format depends on the learning objective and how the resource is designed and implemented, with different materials offering particular advantages under different learning conditions.

The absence of a significant difference therefore supports a balanced approach to instructional-resource utilization, in which teachers may select, combine, and adapt multimedia and traditional materials according to lesson objectives, subject content, learner characteristics, and classroom conditions rather than relying exclusively on a single type of instructional resource.

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The study concludes that elementary teachers demonstrate a strong acceptance of both interactive multimedia and traditional instructional materials as viable resources for classroom instruction. Their attitudes reflect an appreciation of the distinct instructional strengths offered by each type of material rather than a preference for one at the expense of the other. Interactive multimedia provides opportunities for dynamic and varied instruction, while traditional materials retain their value through familiarity, accessibility, and practical classroom application. The absence of a significant difference between teachers' attitudes further establishes that technology-based and conventional resources are not mutually exclusive alternatives but complementary instructional tools. Effective instructional practice, therefore, rests on the purposeful selection and integration of materials according to lesson objectives, learner characteristics, subject content, and classroom conditions.

Recommendations

Based on the findings and conclusions, school administrators may ensure balanced access to interactive multimedia and traditional instructional materials, allowing teachers to select resources according to instructional goals, learner needs, and classroom conditions. Elementary school teachers are encouraged to use both types of materials purposefully and complementarily to provide effective and varied learning experiences for pupils. Curriculum and instruction coordinators may provide professional development that strengthens teachers' effective integration of multimedia while promoting innovative uses of traditional materials. Future researchers may extend the study to other educational settings and examine resource availability, digital competence, actual classroom utilization, teaching practices, and pupils' learning outcomes using broader samples and other research approaches.

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