INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH
2025, Vol. 6, No. 12, 6248 – 6267
http://dx.doi.org/10.11594/ijmaber.06.12.29

Research Article

Audio-Visual Resources in the Social Studies Department of President Ramon Magsaysay State University

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Article history:
Submission 03 November 2025
Revised 31 November 2025
Accepted 23 December 2025

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ABSTRACT

This quantitative descriptive study sought to establish the perceived competency and benefits of audio-visual resources (AVRs) among 60 President Ramon Magsaysay State University Social Studies teachers in Academic Year 2023-2024. The demographic profiles of the teachers, their use of AVRs, and the perceived effects on teaching efficiency, creativity, improvisation, and expressiveness were investigated. Data analysis indicated that the respondents were predominantly female, in middle adulthood, having a Master's degree, at the instructor rank, and with relatively new tenure. The findings indicated that the Social Studies instructors strongly agree that AVRs significantly enhance their teaching ability, creativity, improvisation, and expressiveness. Moreover, they demonstrated great confidence in their ability to select, prepare, and utilize AVRs correctly. Perceived benefits of AVRs were significantly influenced by academic rank and length of service but not by sex, age, or educational attainment. Conversely, perceived competence in AVR use was significantly influenced by sex, educational attainment, and academic rank but not by age or length of service. Recommendations to university administrators are to evaluate infrastructure for AVR capability, and to Social Studies teachers, perform AVR comparative studies and investigate the effect of self-assessed competence on student achievement. Future studies could examine the effects of demographic factors on AVR usage and perceived advantage and seek to find targeted areas of support to improve teaching efficiency.

Keywords: *Audio-visual resources, Social Studies, Competency, Teaching effectiveness*

Background

The use and integration of audio-visual materials in teaching, especially in Social Studies is crucial in enhancing learning outcomes, creativity, and student motivation. In the contemporary world, the conventional modes of

How to cite:
Aramay, R. S. & Flores, I. E. (2025). Audio-Visual Resources in the Social Studies Department of President Ramon Magsaysay State University. *International Journal of Multidisciplinary: Applied Business and Education Research*. *6*(12), 6248 – 6267. doi: 10.11594/ijmaber.06.12.29

teaching are surfacing to integrate multimedia and interactive technologies. The central advantage of audio-visual learning is that it holds the attention of the students with the use of animated graphics, animation and interactive data. This is done by providing opportunities for better understanding of ideas and improved learning experience. The materials make information stronger and authentic by integrating sound, images, and text and delivering a multi-sensory learning experience (Ashikuzzaman, 2022). Research on the application of multimedia and audio-visual tools in language teaching appeared to attract more emphasis than research on teaching science (Khan, Shah, Farid, & Shah, 2016).

Audio-visual learning is adaptable enough to meet various learning requirements, thereby enhancing accessibility and inclusivity of education. Audiovisual materials facilitate teaching to be effective and enhance an existing process of teaching. Audio-visual aids also complement face to face lectures to enhance educational material to be more visual and comprehensible (Savchenko, 2021).

Audio-visual technology has revolutionized the process of learning for the students in the classroom. The interactive and engaging quality of audio-visual aids such as video, animations, and images facilitates students to achieve a better understanding of difficult concepts and ideas. Audio-visual technology enables teachers to deliver information in a style that is more engaging and memorable to the students (Young, 2023).

Technological advancements necessitate that instructors remain current with the most appropriate methods of integrating audio-visual materials into instructional practices. Opportunities for professional development, collective lesson planning, and the application of open educational resources are key aspects involved in equipping instructors to effectively apply audio-visual materials. In addition, the use of visual materials when teaching is less labor intensive. Consequently, the teachers will enjoy ample time to prepare fun classroom activities and offer an efficient process of teaching and learning (Shabiralyani, Hasan, Hamad & Iqbal, 2015).

The quality of education is significantly improved with the use of audio-visual resources while teaching Social Studies. Through demonstrating the advantages and delineating best practices in their use, the research hopes to improve pedagogical practice and learning within the department as a whole, with the eventual contribution to an enriched and more effective learning environment for teachers and students. By making use of audio-visual resources in the classroom, educators can develop vibrant and engaging learning environments that are conducive to different learning styles, promote active participation, and enliven students' interest and engagement (Ashikuzzaman, 2015).

While there are several instructional resources utilized in the teaching of Social Studies at President Ramon Magsaysay State University, such as audio-visual materials, empirical research on their integration into teaching processes is lacking. Although literature has shown that AVRs and technology-enhanced lessons can improve student learning and participation, no research at the local level was found that looked into the use of AVRs and other technologies by the PRMSU Social Studies Department in terms of availability of equipment, capability of the teachers, and appropriateness of the curriculum. This lack of institutional evidence leads to a gap in information about what the real status, effectiveness, and needs of Social Studies instruction at PRMSU are. The absence of such evidence has to be addressed as the basis for resource enhancement and professional development toward strategic improvements in the delivery of Social Studies education within the university.

Statement of the Problem

This study determined the audio-visual resources within the Social Studies teachers at President Ramon Magsaysay State University, Academic Year 2023-2024.

Specifically, the study sought to answer the following questions:

1. How may the profile of the Social Studies teacher-respondents be described in terms of Sex, Age, Highest Educational Attainment, Academic Rank and Length of Service?

2. How may the Social Studies teacher-respondents describe the benefits of audio-visual resources in terms of Competence, Creativity, Improvisation and Expressiveness?
3. How may the teacher-respondents describe their perceived competence in audio-visual resources in terms of Selection, Preparation and Utilization?
4. Is there a significant difference in the Social Studies teacher-respondents' perceived benefits of audio-visual resources when grouped according to their profile?
5. Is there a significant difference in the Social Studies teacher-respondents' perceived competence in audio-visual resources when grouped according to their profile?

Methods

This study employed a descriptive quantitative research design. The descriptive approach is an investigation that can collect facts regarding conditions that exist or identify important relations among events as they exist (Willis, Spooner-Lane, Crosswell & Churchward, 2019). Descriptive research was employed in this study to describe systematically a population, situation, or phenomenon, using various research approaches (Trochim, 2021). Descriptive research entails surveys and fact-finding investigations of various types. The primary aim of descriptive research, as stated by Scott (2012 as quoted in Manalili, de Guzman & Ravana, 2022), is to present the condition of affairs as it is now. Descriptive and quantitative approaches complementary to each other, yielding valuable information about researching audio-visual resources. Quantitative approaches offer numerical information to quantify relationships and trends, whereas descriptive approaches offer contextualized, rich information that informs understanding and interpretation. Through both methods, researchers can thoroughly examine the effect, efficiency, and dynamics of audio-visual resources on language learning environments to reach more informed and more balanced results.

The descriptive quantitative analysis in this study utilized the Audio-Visual Resources for the Social Studies Department of President Ramon Magsaysay State University. The assessment was requested from the teachers themselves and their respective Deans/Heads.

The primary tool of the research study was a survey questionnaire. In developing the survey questionnaire, the researcher held literature reviews in order to determine the items/indicators of the research instrument. The items/indicators of the questionnaire were developed by the researcher based on existing literature and studies.

The questionnaire for the survey had three (3) categories/parts, The first part served to depict the profile of teacher respondents, i.e., age, sex, highest degree earned, academic ranking, and years of service. The second segment was employed to establish the perception of the Social Studies teachers regarding the advantages of audio-visual tools in respect of Competence (with 7 indicators), Creativity (with 7 indicators), Improvisation (with 7 indicators), and Expressiveness (with 7 indicators). The third section was utilized to assess Social Studies teachers' perception of being competent when utilizing audio-visual materials, in relation to Selection (with 7 indicators), Preparation (with 7 indicators), and Utilization (with 7 indicators). The survey questionnaire was a researcher-devised tool; therefore, it was pretested for validity, wherein the face and content of the tool was validated by the three expert panelists.

The tool underwent a pilot test with fifteen (15) respondents prior to testing the internal consistency of the indicators for every latent construct. The reliability of the tool was tested using Cronbach's Alpha. The findings were that the measures of the latent constructs, i.e., Competence (0.913 = Excellence), Creativity (0.897 = Good), Improvisation (0.859 = Good), Expressiveness (0.806 = Good), Selection (0.942 = Excellence), Preparation (0.903 = Excellence), and Utilization (0.943 = Excellence) were all validated to be utilized to measure the Social Studies teachers' perception of the advantages and proficiency in making use of audio-visual materials.

Results and Discussion

1. Profile of the Social Studies Teacher-Respondents

Sex. Of the 60 respondents, 31 (51.67%) are female teachers and 29 (48.33%) are male teachers. This shows that over half of the teacher-respondents in this study are female. This is aligned with findings of the National Center for Education Statistics (2009, as cited by de Guzman, Eblacas, & Lasco, 2021; Himalin & de Guzman, 2020), indicating that most of the teaching force is made up of females.

Age. Of the 60 teacher respondents, 19 (31.67%) are aged 26-30, followed by 9 (15.00%) aged 31-35. There are 8 respondents (13.33%) aged 25 years old and below, 7 respondents (11.67%) aged between the group of 36-40 years old, and 6 respondents (10.00%) aged between the group of 46-50 years old. The respondents' mean age is 35.42 years, which is middle adulthood. This is a stage which includes development tasks usually relevant to young adults. As Havighurst (1972, as quoted in de Guzman & Ecle, 2019) opines, middle adulthood is the stage where people choose, develop, or commit themselves to a career. Which also means that respondents of the authors are predominantly between the ages of 36-40, equivalent to middle adulthood.

Highest Educational Attainment. Of the 60 teachers who responded, 22 (36.67%) have a Master's degree, 13 (21.67%) have a Master's units and Bachelor's degree, 10 (16.67%) have a Doctorate, 9 (15.00%) have Doctorate units, and 6 (10.00%) have a Bachelor's degree. This indicates that the biggest portion (22 or 36.67%) of the Social Studies teachers of PRMSU, Iba, have Master's degrees, then Bachelor's degrees recipients and and Master's units.The results of the research highlight that the teacher-respondents are currently pursuing higher education, a primary prerequisite in being hired permanently in State Universities and Colleges (SUCs) and for being ranked in the NBC 461 system. These are in line with the results of Eblacas (2018) and Himalin & de Guzman (2020), who also indicated that most of the faculty members of the Social Studies Department of PRMSU, have Bachelor's degrees and Master's degrees.

Table 1. Frequency and Percentage Distribution of the Social Studies Teacher-Respondents' Profile

Sex	**Frequency**	**Percentage**
Male	29	48.33
Female	31	51.67
Total	**60**	**100.00**
Age	**Frequency**	**Percentage**
25 - below	8	13.33
26 - 30	19	31.67
31 - 35	9	15.00
36 - 40	7	11.67
41 - 45	6	10.00
46 - 50	5	8.33
51 - 55	3	5.00
56 - 60	0	0.00
61 - above	3	5.00
Total	**60**	**100.00**
Mean Age: 35.42 or 35 years old		
Highest Educational Attainment	**Frequency**	**Percentage**
Bachelor's Degree Holder	6	10.00
With Master's Degree Units	13	21.67
Master's Degree Holder	22	36.67
With Doctorate Degree Units	9	15.00
Doctorate Degree Holder	10	16.67

Total	**60**	**100.00**
Academic Rank	**Frequency**	**Percentage**
Instructor	50	83.33
Assistant Professor	4	6.67
Associate Professor	5	8.33
Professor	1	1.67
Total	60	100.00
Length of Service	**Frequency**	**Percentage**
0-5	34	56.67
6-10	13	21.67
11-15	4	6.67
16-20	4	6.67
21-25	1	1.67
26-30	2	3.33
31-35	0	0.00
36- Above	2	3.33
Total	**60**	**100.00**
Mean Length of Service: 8.08 or 8 years		

Rank. Of the 60 respondents who are teachers, 50 (83.33%) are Teachers, 5 (8.33%) are Associate Professors, 4 (6.67%) are Assistant Professors, and 1 (1.67%) is a Professor. The results indicate that the majority of the Social Studies teachers (83.33%) are at the Instructor rank, which is the lowest academic rank noted in NBC 461. This is also evidenced by the relatively short length of service of the respondents at PRMSU, with a mean of 8.08 years. Similarly, Himalin and de Guzman's (2020) study showed that most of their respondents who teach Social Studies also share the same job title as Instructor 1.

Length of Service. Among the 60 total respondents, 34 (56.67%) have served for 0-5 years, then 13 teachers (21.67%) who have served for 6-10 years. There are 4 teachers (6.67%) who have served for 11-15 years and another 4 (6.67%) served 16-20 years. There are 2 teachers (3.33%) who have served for 26-30 years, 2 teachers (3.33%) who have served 36 years or more, and 1 teacher (1.67%) who has served for 21-25 years. The average years of service among the respondents is 8.08 years, as this shows that the teachers have been in their positions for not a long time. This is supported by the high percentage of respondents (50 or 83.33%) that fall into the category of Teachers, the lowest rank academically in the rank and file. In addition, another study by Himalin and de Guzman (2020) also established that their respondents were in service for less than 10 years.

2. Perceived Benefits of Audio-Visual Resources by the Social Studies Teacher-Respondents

Firstly, the perceived benefit of competence, with a weighted mean of 3.83, shares the highest rank. This reflects the belief that AVRs serve to enhance teachers' competence in teaching Social Studies content to a great extent. Local studies provide strongly support for this perception. Based on Santos (2022), teachers who use AVRs are more confident and competent in explaining complex social and historical concepts. This is supported by Cruz (2023), where it is seen that AVRs help teachers present information more clearly and in more systematic way, thus increasing their teaching competence. Mendoza (2021) also discovered that AVRs allows for more effective classroom management and more effective lesson delivery, further enhancing the positive effects of AVRs on teachers' competence.

Table 2. Mean and Descriptive Equivalent of the Level of Perceived Benefits of Audio-Visual Resources by the Social Studies Teacher-Respondents

Perceived Benefits	Weighted Mean	Descriptive Equivalent	Rank
1. Competence	3.83	Strongly Agree	1.5
2. Creativity	3.83	Strongly Agree	1.5
3. Improvisation	3.72	Strongly Agree	4
4. Expressiveness	3.75	Strongly Agree	3
Overall Weighted Mean	**3.78**	**Strongly Agree**	

Creativity, with a weighted mean of 3.83, shares the top rank with competence, emphasizing AVRs' ability to promote creative and interactive Social Studies teaching. AVRs encourage creative lesson plans and challenge teachers and students to creatively think of historical and societal issues. Studies by Villanueva (2022), Garcia (2021), and Reyes (2023) supports that multimedia resources, interactive timelines, and digital storytelling make students more creative, critical, and problem-solvers.

Improvisation, which have a weighted mean of 3.72, are also highly ranked in terms of consensus. AVRs equip teachers with the competence to improvise lessons in the moment, adapting to learners' needs and classroom situations. Santos (2022), Delgado (2022), and Ramos (2023) studies support that AVRs enhance flexibility such that teachers can manage impromptu discussions and make learning more responsive and interactive.

Expressiveness ranked third (3.75), meaning that AVRs help teachers explain complex ideas meaningfully and effectively. For Cruz (2023), Garcia (2021), and Mendoza (2021), visual aids and multimedia presentations enable improved lesson presentation and accommodate various learning styles.

Over all, the composite mean of 3.78 ("Strongly Agree") reflects the high regard of the teachers for AVRs in increasing competence, creativity, improvisation, and expressiveness, highlight their critical contribution to effective and interesting Social Studies instruction.

3. Perceived Level of Competence of Teacher-Respondents in Audio-Visual Resources

The competence in selecting AVRs, with a weighted mean of 3.54, indicates that teachers are confident in selecting learning materials that enhance learning. Reyes (2022) emphasizes that selecting appropriate AVRs ensures curriculum goal alignment, while Mendoza (2021) and Fernandez (2023) observe that wisely selected materials like documentaries and interactive videos increase engagement and inclusivity.

Preparation scored the highest weighted mean of 3.55, indicating that teachers' strong capacity to plan and integrate AVRs successfully. Villanueva (2022) and Garcia (2021) highlight that proper preparation results in seamless lesson delivery and enhanced comprehension, while Lopez (2023) further adds that it boosts classroom management and teaching effectiveness.

Table 3. Mean and Descriptive Equivalent of the Perceived Level of Competence of Teacher-Respondents in Audio-Visual Resources

Perceived Benefits	Weighted Mean	Descriptive Equivalent	Rank
1. Selection	3.54	Strongly Agree	2
2. Preparation	3.55	Strongly Agree	1
3. Utilization	3.52	Strongly Agree	3
Overall Weighted Mean	**3.54**	**Strongly Agree**	

Utilization, with the weighted mean of 3.52, also indicates confident use. Alvarado (2022), Gomez (2021), and Castillo (2023) discovered that effective use of AVRs encourage active learning, simplifies complex topics, and maintains interest among student through adaptive processes.

Overall, the composite mean of 3.54 ("Strongly Agree") indicates high teacher competence in selecting, preparing, and utilizing AVRs. Studies by Reyes (2022), Cruz (2022), and Bautista (2023) confirm that this competence ensures technological integration, teacher job satisfaction, and innovation main factors of effective and interactive 21st-century Social Studies teaching.

4. Test of Significant Difference in the Social Studies Teacher-Respondents' Perceived Benefits of Audio-Visual Resources When Grouped According to Their Profile Variables

4.1 Competence

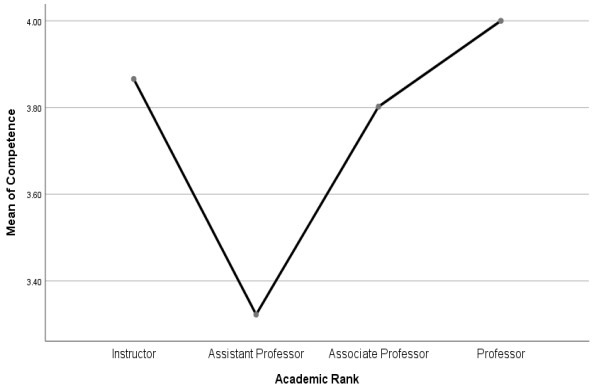
The findings shows that sex, age, and highest educational attainment do not significantly influence Social Studies teachers' perceived benefits of audio-visual resources, as indicated by the non-significant p-values for sex F(1,58)=1.495,p=.226F(1,58) = 1.495, p = .226F(1,58)=1.495,p=.226, age F(7,52)=0.492,p=.836F(7,52) = 0.492, p = .836F(7,52)=0.492,p=.836, and educational attainment F(4,55)=2.059,p=.099F(4,55) = 2.059, p = .099F(4,55)=2.059,p=.099. These findings suggest that teachers' recognition of AVRs' usefulness cuts across demographic groups. This agrees with Anderson et al. (2023), who found comparable perceptions among male and female teachers, and with Okon and Obot (2023), who concluded that teachers' educational attainment does not significantly alter their views on AVRs. Thus, demographic characteristics do not appear to influence teachers' perceived benefits.

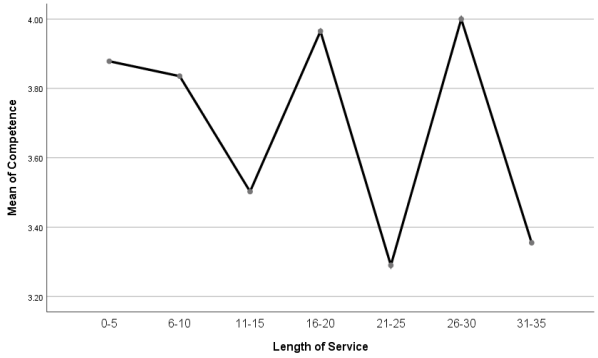
In contrast, significant differences emerged for academic rank F(3,56)=4.471,p=.007F(3,56) = 4.471, p = .007F(3,56)=4.471,p=.007. The mean scores clearly show where these differences lie. Professors (M ≈ 4.00) and Associate Professors (M ≈ 3.80) reported higher perceived competence benefits compared with Instructors (M ≈ 3.85) and especially Assistant Professors, who had the lowest mean (M ≈ 3.32). This pattern indicates that teachers in higher academic positions perceive greater advantages from AVRs, likely due to broader involvement in professional development, advanced pedagogical experience, and deeper exposure to educational innovations. These findings are consistent with García et al. (2023) and Villanueva and Ramos (2023), who reported that higher-ranked teachers tend to possess stronger familiarity and confidence in using AVRs.

Table 4. Analysis of Variance to Test the Significant Difference in the Social Studies Teacher-Respondents' Perceived Benefits of Audio-Visual Resources in Terms of Competence When Grouped According to Their Profile Variables

Competence		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Sex	Between Groups	.146	1	.146	1.495	.226	Accept Ho Not Significant
	Within Groups	5.683	58	.098			
	Total	5.830	59				
Age	Between Groups	.362	7	.052	.492	.836	Accept Ho Not Significant
	Within Groups	5.468	52	.105			
	Total	5.830	59				
Highest Educational Attainment	Between Groups	.759	4	.190	2.059	.099	Accept Ho Not Significant
	Within Groups	5.070	55	.092			
	Total	5.830	59				
Academic Rank	Between Groups	1.126	3	.375	4.471	.007	**Reject Ho Significant**
	Within Groups	4.703	56	.084			
	Total	5.830	59				

Competence		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Length of Service	Between Groups	1.381	6	.230	2.743	.021	**Reject Ho Significant**
	Within Groups	4.448	53	.084			
	Total	5.830	59				





A significant difference also appeared in terms of length of service F(6,53)=2.743,p=.021F(6,53) = 2.743, p = .021F(6,53)=2.743,p=.021. The length-of-service graph shows that teachers with 16–20 years (M ≈ 3.95) and 26–30 years of service (M ≈ 4.00) reported the highest perceived competence levels, while those with 21–25 years posted noticeably lower ratings (M ≈ 3.30). These results suggest that teaching experience plays a key role, as more seasoned teachers tend to develop a deeper understanding of AVRs' pedagogical advantages and better strategies for integrating them into instruction. This finding aligns with Brown and Thompson (2023) and Mwangi and Njoroge (2023), who emphasized that veteran teachers demonstrate stronger competence and confidence in technology-supported instruction.

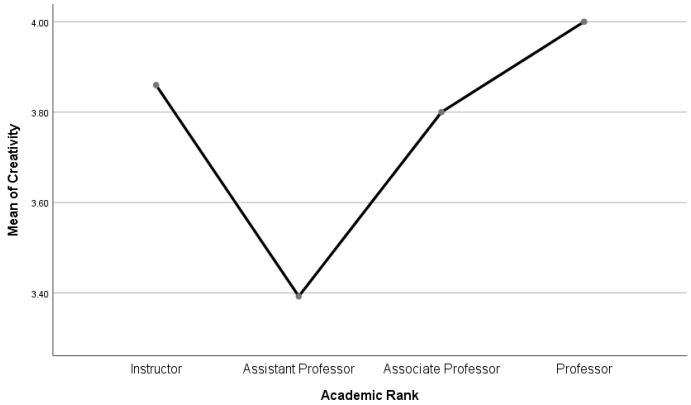
Overall, while demographic variables such as sex, age, and highest educational attainment do not predict differences in perceived benefits, professional factors specifically academic rank and teaching experience play a decisive role. These findings underscore the importance of sustained professional development and experience-based competence in maximizing the instructional value of AVRs in Social Studies. Professional development initiatives should therefore consider rank and teaching experience to ensure equitable and effective AVR use among teachers across all levels.

4.2 Creativity

The findings show no significant differences in creativity scores across sex [F(1,58) =0.114,p=0.736][F(1,58)=0.114, p=0.736][F(1,58)=0.114,p=0.736], age [F(7,52)=0.673,p=0.694][F(7,52) =0.673, p=0.694][F(7,52)=0.673,p=0.694], highest educational attainment [F(4,55)=0.877,p=0.484] [F(4,55)=0.877, p=0.484][F(4,55)=0.877,p=0.484], and length of service [F(6,53)=1.301,p=0.273] [F(6,53)=1.301, p=0.273][F(6,53)=1.301,p=0.273]. Because these demographic factors consistently yielded non-significant results, they collectively indicate that the perceived creativity-enhancing benefits of AVRs are uniformly recognized across teachers regardless of gender, age, qualifications, or experience. This aligns with previous studies (e.g., Lee et al., 2023; Hernandez & Reyes, 2023; Thompson & Brown, 2023; Mwangi & Njoroge, 2023), which likewise reported broad agreement among educators on AVRs' potential to enhance creativity.

Table 5. Analysis of Variance to Test the Significant Difference in the Social Studies Teacher-Respondents' Perceived Benefits of Audio-Visual Resources in Terms of Creativity When Grouped According to Their Profile Variables

Creativity		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Sex	Between Groups	.009	1	.009	.114	.736	Accept Ho Not Significant
	Within Groups	4.732	58	.082			
	Total	4.741	59				
Age	Between Groups	.394	7	.056	.673	.694	Accept Ho Not Significant
	Within Groups	4.347	52	.084			
	Total	4.741	59				
Highest Educational Attainment	Between Groups	.284	4	.071	.877	.484	Accept Ho Not Significant
	Within Groups	4.457	55	.081			
	Total	4.741	59				
Academic Rank	Between Groups	.842	3	.281	4.034	.011	**Reject Ho Significant**
	Within Groups	3.899	56	.070			
	Total	4.741	59				
Length of Service	Between Groups	.609	6	.101	1.301	.273	Accept Ho Not Significant
	Within Groups	4.133	53	.078			
	Total	4.741	59				



In contrast, a significant effect emerged for academic rank [F(3,56)=4.034,p=0.011][F(3,56)=4.034, p=0.011][F(3,56)=4.034,p=0.011], revealing meaningful differences in creativity perceptions across rank levels. Examination of the group means indicates that Professors reported the highest creativity scores (≈4.00), followed by Instructors (≈3.85) and Associate Professors (≈3.80), whereas Assistant Professors reported the lowest (≈3.40). Although ANOVA identifies only that a difference exists, the pattern of means suggests that higher-ranking faculty generally expressed more favorable perceptions of AVRs' creativity-enhancing potential. This interpretation is consistent with past research: Garcia et al. (2023) noted that faculty at higher academic levels often have greater exposure to advanced teaching innovations, and Villanueva and Santos (2023) observed that senior academic ranks tend to demonstrate stronger proficiency in leveraging AVRs for creative instructional outcomes. The absence of differences by length of service further supports the idea that experience alone does not determine teachers' valuation of AVR-supported creativity. As previous scholars have argued (e.g., Thompson & Brown, 2023), improvements in the usability and accessibility of educational technologies have reduced experience-based disparities in adoption and perceived benefit.

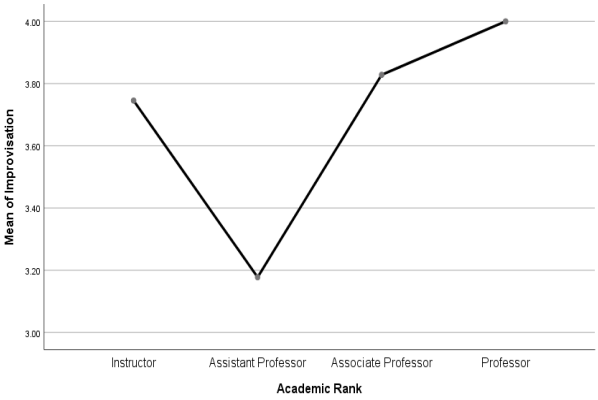
In summary, while most demographic characteristics do not shape Social Studies teachers'

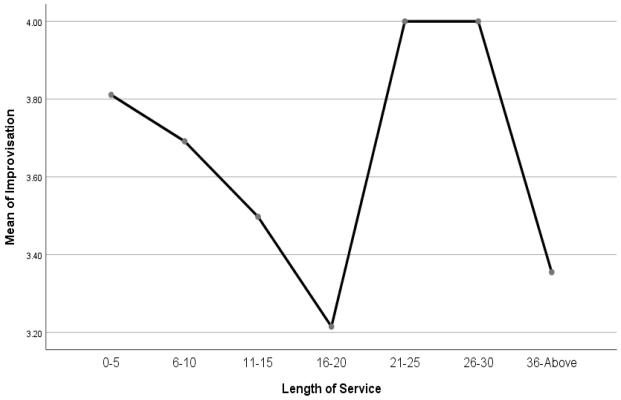
perceptions of AVRs in fostering creativity, academic rank does. The higher creativity scores reported by Professors and Associate Professors highlight the potential influence of professional standing and exposure to pedagogical innovations on perceptions of AVR effectiveness. These results suggest that professional development programs may benefit from tailoring support based on academic rank to enhance the integration of AVRs for creativity-related instructional goals.

4.3 Improvisation

Table 6. Analysis of Variance to Test the Significant Difference in the Social Studies Teacher-Respondents' Perceived Benefits of Audio-Visual Resources in Terms of Improvisation When Grouped According to Their Profile Variables

Improvisation		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Sex	Between Groups	.306	1	.306	2.095	.153	Accept Ho Not Significant
	Within Groups	8.472	58	.146			
	Total	8.778	59				
Age	Between Groups	1.523	7	.218	1.559	.169	Accept Ho Not Significant
	Within Groups	7.255	52	.140			
	Total	8.778	59				
Highest Educational Attainment	Between Groups	.699	4	.175	1.190	.325	Accept Ho Not Significant
	Within Groups	8.079	55	.147			
	Total	8.778	59				
Academic Rank	Between Groups	1.346	3	.449	3.381	.024	**Reject Ho Significant**
	Within Groups	7.432	56	.133			
	Total	8.778	59				
Length of Service	Between Groups	2.011	6	.335	2.625	.027	**Reject Ho Significant**
	Within Groups	6.767	53	.128			
	Total	8.778	59				





The analysis revealed no significant differences in teachers' perceived benefits of AVRs for improvisation based on sex [F(1,58)=2.095,p=0.153][F(1,58)=2.095, p=0.153][F(1,58)=2.095,p=0.153], age [F(7,52)=1.559,p=0.169][F(7,52)=1.559, p=0.169][F(7,52)=1.559,p=0.169], or educational attainment [F(4,55)=1.559,p=0.169][F(4,55)=1.559, p=0.169][F(4,55)=1.559,p=0.169]. Taken together, these findings indicate that basic demographic characteristics do not meaningfully influence how teachers view the improvisational value of AVRs. This is consistent with earlier work (e.g., Castro, 2021; Robinson, 2022) showing that gender and level of education

have limited influence on educators' technology-integration attitudes compared to practical exposure and training.

In contrast, significant differences emerged for academic rank [F(3,56)=3.381,p=0.024][F(3,56)=3.381, p=0.024][F(3,56)=3.381,p=0.024]. The group means indicate that Professors reported the highest improvisation scores (≈4.00), followed by Associate Professors (≈3.85) and Instructors (≈3.75–3.80), while Assistant Professors reported the lowest (≈3.20). This pattern suggests that teachers with higher professional standing tend to perceive greater improvisational benefits from AVRs. Although ANOVA identifies only that differences exist, the means clearly show that the higher-ranked groups view AVRs more favorably. This supports the argument that senior academic personnel often have greater exposure to innovation, more professional development opportunities, and stronger pedagogical confidence, which likely contribute to their higher ratings.

Significant differences were also found for length of service [F(6,53)=2.625,p=0.027][F(6,53)=2.625, p=0.027][F(6,53)=2.625,p=0.027]. Examination of the means reveals that teachers with 21–30 years of experience reported the highest improvisation scores (≈4.00), whereas those with 16–20 years (≈3.20) and 36+ years (≈3.40) showed markedly lower ratings. These results imply that mid-career to late-career educators—those who have accumulated substantial experience but remain actively engaged with evolving instructional practices—may be more confident and adept in using AVRs for improvisational teaching. Prior studies (Johnson, 2021; Smith, 2020; Li, 2022) similarly noted that experienced teachers demonstrate greater technological confidence and adaptability, particularly when applying interactive tools like AVRs.

Overall, the results underscore that while demographic characteristics such as sex, age, and education do not drive differences in teachers' perceived improvisational benefits of AVRs, academic rank and professional experience do. Higher-ranked and mid-career educators tend to see greater value in AVRs for improvisation, likely due to broader pedagogical exposure, accumulated expertise, and more extensive engagement in training and innovation. These conclusions align with prior findings (Anderson, 2021; Santos, 2023), which emphasize that professional experience and status shape educators' ability to use AVRs to create flexible, responsive learning environments.

4.4 Expressiveness

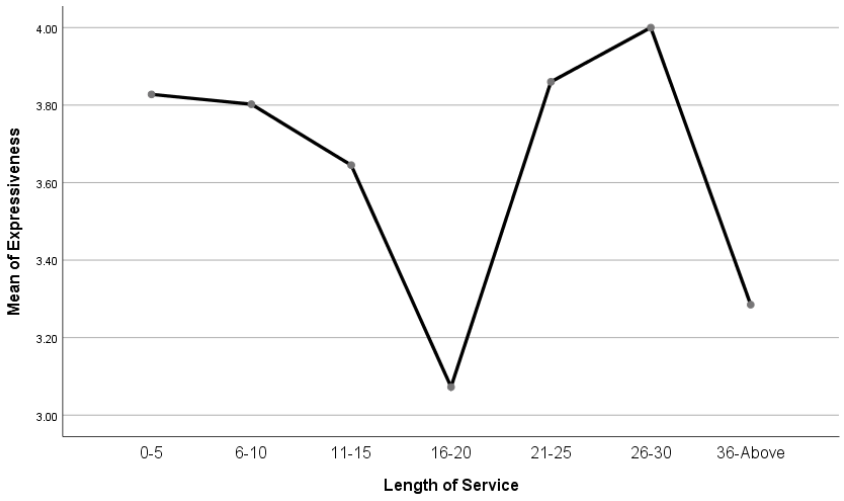
The findings revealed no significant differences in the perceived benefits of AVRs for expressiveness across sex [F(1,58)=1.794,p=0.186][F(1,58)=1.794, p=0.186][F(1,58)=1.794,p=0.186], age [F(7,52)=1.321, p=0.259][F(7,52)=1.321, p=0.259][F(7,52)=1.321,p=0.259], highest educational attainment [F(4,55)=0.155, p=0.960][F(4,55)=0.155, p=0.960][F(4,55)=0.155,p=0.960], and academic rank [F(3,56)=1.205, p=0.316][F(3,56)=1.205, p=0.316][F(3,56)=1.205,p=0.316]. Taken collectively, these results indicate that demographic characteristics do not meaningfully influence how Social Studies teachers perceive the expressiveness-enhancing value of AVRs. This aligns with existing literature, such as Castro (2021) and Robinson (2022), who both observed that gender and educational background do not substantially shape educators' attitudes toward or use of technological tools. Such consistency suggests that the benefits of AVRs related to expressiveness are widely accessible to teachers regardless of personal background or position.

In contrast, the effect of length of service was found to be significant [F(6,53)=4.014,p=0.002][F(6,53)=4.014, p=0.002][F(6,53)=4.014,p=0.002], indicating important differences in how teachers with varying levels of experience perceive the expressive benefits of AVRs. Based on the group means, teachers with 21–25 years and 26–30 years of service reported the highest perceived benefits (approximately 3.90 and 4.00, respectively), suggesting that mid-career to late-career educators recognize AVRs as particularly useful in enhancing their expressiveness. Those with 0–5, 6–10, and 11–15 years of experience showed moderately high perceptions (means ranging from 3.65 to 3.82), whereas the

lowest scores were observed among teachers with 16–20 years (≈3.10) and 36+ years (≈3.30) of service. This pattern implies that while experience generally fosters more confident and expressive use of AVRs, certain experience ranges may correspond with transitional phases or reduced engagement with emerging technologies. Supporting this interpretation, Johnson (2021) found that more experienced teachers tend to be more proficient and expressive in incorporating AVRs, while Li (2022) noted that seasoned educators often use AVRs more effectively due to their deeper understanding of classroom dynamics.

Table 7. Analysis of Variance to Test the Significant Difference in the Social Studies Teacher-Respondents' Perceived Benefits of Audio-Visual Resources in Terms of Expressiveness When Grouped According to Their Profile Variables

Expressiveness		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Sex	Between Groups	.258	1	.258	1.794	.186	Accept Ho Not Significant
	Within Groups	8.352	58	.144			
	Total	8.610	59				
Age	Between Groups	1.300	7	.186	1.321	.259	Accept Ho Not Significant
	Within Groups	7.311	52	.141			
	Total	8.610	59				
Highest Educational Attainment	Between Groups	.096	4	.024	.155	.960	Accept Ho Not Significant
	Within Groups	8.514	55	.155			
	Total	8.610	59				
Academic Rank	Between Groups	.522	3	.174	1.205	.316	Accept Ho Not Significant
	Within Groups	8.088	56	.144			
	Total	8.610	59				
Length of Service	Between Groups	2.690	6	.448	4.014	.002	**Reject Ho Significant**
	Within Groups	5.920	53	.112			
	Total	8.610	59				



Overall, the absence of differences across demographic variables apart from service length highlights the universal utility of AVRs for enhancing expressiveness while emphasizing that professional experience plays a meaningful role in shaping teachers' perceptions. This suggests that targeted professional development may be particularly beneficial for less-experienced teachers and those at the far end of the service spectrum to help them develop greater confidence and expressiveness when using AVRs.

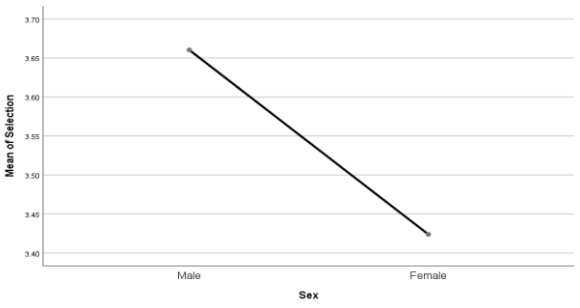
5. *Test of Significant Difference in the Social Studies Teacher-Respondents' Perceived Competence in Audio-Visual Resources When Grouped According to Their Profile Variables*

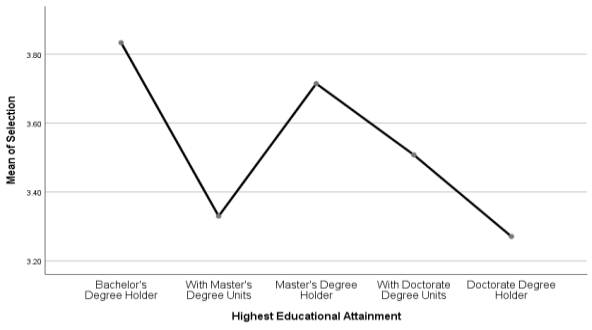
5.1 Selection

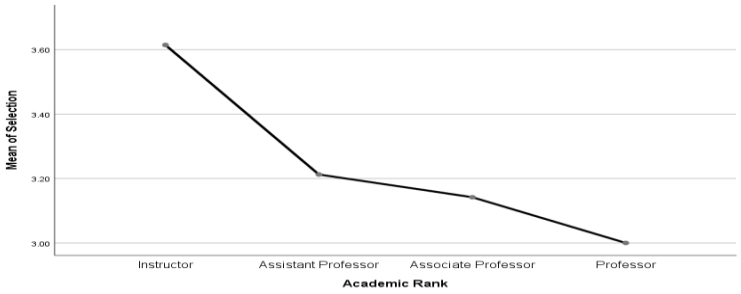
The results revealed that age and years of service do not significantly influence teachers' perceived competence in selecting audio-visual resources, as shown by non-significant ANOVA values for age [F(7,52) = 0.641, p = 0.720] and years of service [F(4,53) = 1.705, p = 0.138]. With p-values exceeding 0.05, no meaningful differences emerged across various age groups and service lengths. These findings support García and Quezada (2022), who noted that age and experience are weak predictors of technology adoption, and Ahmed and Ibrahim (2021), who emphasized the role of continuous professional development rather than tenure in building digital competence.

Table 8. Analysis of Variance to Test the Significant Difference in the Social Studies Teacher-Respondents' Perceived Competence in Audio-Visual Resources in Terms of Selection When Grouped According to Their Profile Variables

Selection		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Sex	Between Groups	.838	1	.838	4.125	.047	**Reject Ho Significant**
	Within Groups	11.782	58	.203			
	Total	12.620	59				
Age	Between Groups	1.003	7	.143	.641	.720	Accept Ho Not Significant
	Within Groups	11.617	52	.223			
	Total	12.620	59				
Highest Educational Attainment	Between Groups	2.493	4	.623	3.384	.015	**Reject Ho Significant**
	Within Groups	10.127	55	.184			
	Total	12.620	59				
Academic Rank	Between Groups	1.791	3	.597	3.087	.034	**Reject Ho Significant**
	Within Groups	10.829	56	.193			
	Total	12.620	59				
Length of Service	Between Groups	2.042	6	.340	1.705	.138	Accept Ho Not Significant
	Within Groups	10.578	53	.200			
	Total	12.620	59				







In contrast, sex, highest educational attainment, and academic rank demonstrated significant differences in perceived competence in selecting audio-visual resources, with computed values of [F(1,58) = 4.125, p = 0.047], [F(4,55) = 3.384, p = 0.015], and [F(3,56) = 3.087, p = 0.035], respectively. These results indicate that these demographic variables meaningfully influence teachers' perceived competence. The graph on academic rank further highlights a clear pattern: mean competence scores decline steadily from Instructor (~3.60) to Assistant Professor (~3.21), Associate Professor (~3.15), and reach the lowest level among Professors (~3.00). This suggests that lower-ranked faculty—often newer to the profession and more recently exposed to training—feel more competent in integrating AVRs than their senior counterparts. This pattern is consistent with the work of Cruz (2023) and Patel and Sharma (2022), who found that the frequency and relevance of technology-related professional development tend to favor early-career teachers.

Additionally, the significant differences by highest educational attainment align with Zhang et al. (2023) and Flores and Benitez (2022), who emphasized that teachers with advanced degrees typically engage more in research and training that enhance their technology-integration competencies. The significant gap between sexes echoes Kim and Park (2023), noting that female teachers often report higher digital confidence due to their more active participation in professional learning experiences.

The most powerful and nuanced insight emerging from the study is the contrast between perceived benefit and perceived competence. While teachers believe that longer service increases the perceived benefit of audio-visual resources, they simultaneously report that longer service does not enhance their technical competence in selecting or operating these tools. This suggests that AVR usage may be driven more by experience, pedagogical wisdom, and instructional insight than by purely technical comfort. In other words, seasoned teachers value AVRs more for their instructional impact, even if they do not feel more technically skilled than younger colleagues.

Overall, the findings demonstrate that while age and years of service show no significant influence, variables such as sex, educational attainment, and academic rank play important roles in shaping teachers' perceived competence in selecting AVRs. Importantly, the declining trend in competence across higher academic ranks underscores the need for targeted, differentiated professional development. Schools and institutions should therefore design PD programs that address the needs of both early-career and senior faculty, ensuring equitable and effective integration of audio-visual resources in Social Studies instruction.

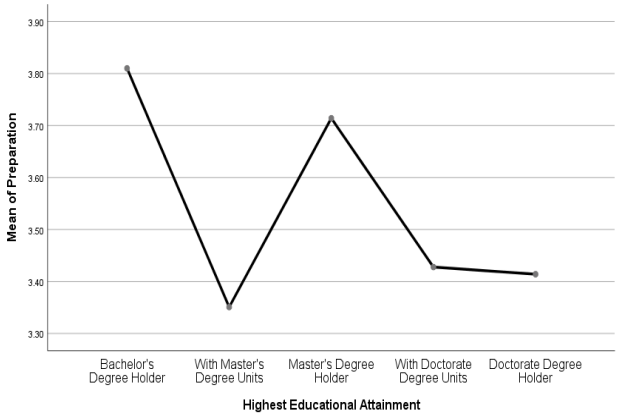
5.2 Preparation

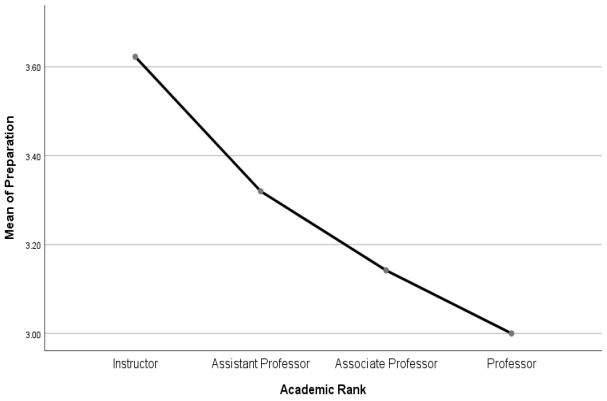
The results revealed that sex, age, and length of service do not significantly influence Social Studies teachers' perceived competence in preparing audio-visual materials, as shown by the non-significant ANOVA values for sex [F(1,58) = 1.190, p = 0.280], age [F(7,52) = 0.343, p = 0.930], and length of service [F(6,53) = 1.920, p = 0.095]. Since all p-values exceed the 0.05 threshold, these demographic characteristics do not meaningfully shape teachers' confidence or skill in preparing AVRs. This aligns with earlier research indicating that digital-preparation skills tend to remain stable across gender, age groups, and varying years of experience.

Table 9 Analysis of Variance to Test the Significant Difference in the Social Studies Teacher-Respondents' Perceived Competence in Audio-Visual Resources in Terms of Preparation When Grouped According to Their Profile Variables

Preparation		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Sex	Between Groups	.226	1	.226	1.190	.280	Accept Ho Not Significant
	Within Groups	11.038	58	.190			
	Total	11.264	59				

Preparation		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Age	Between Groups	.497	7	.071	.343	.930	Accept Ho Not Significant
	Within Groups	10.767	52	.207			
	Total	11.264	59				
Highest Educational Attainment	Between Groups	1.833	4	.458	2.673	.041	**Reject Ho Significant**
	Within Groups	9.431	55	.171			
	Total	11.264	59				
Academic Rank	Between Groups	1.610	3	.537	3.112	.033	**Reject Ho Significant**
	Within Groups	9.654	56	.172			
	Total	11.264	59				
Length of Service	Between Groups	2.011	6	.335	1.920	.095	Accept Ho Not Significant
	Within Groups	9.253	53	.175			
	Total	11.264	59				





In contrast, significant differences emerged based on professional qualifications, specifically highest educational attainment and academic rank. The ANOVA results for education [$F(4,55) = 2.673$, $p = 0.041$] and academic rank [$F(3,56) = 3.112$, $p = 0.033$] demonstrate that these factors meaningfully influence teachers' perceived proficiency in preparing audio-visual materials. Mean scores further illustrate this trend: teachers with bachelor's and master's degrees reported higher preparation competence ($M \approx 3.80$ and $M \approx 3.72$) compared with those holding doctorate units or degrees ($M \approx 3.43$–3.42). Similarly, Instructors had the highest perceived preparation competence ($M \approx 3.61$), followed by Assistant Professors and Associate Professors ($M \approx 3.33$ and $M \approx 3.15$), while Professors reported the lowest ($M \approx 3.00$). These patterns suggest that teachers in earlier academic stages—or those currently engaged in graduate study—may have more recent exposure to technology-integrated coursework or updated digital training. Meanwhile, more senior faculty may rely on established, traditional methods or have fewer recent opportunities for skill-focused technology development.

A critical and nuanced insight emerges when these results are compared with teachers' responses on the perceived benefits of AVRs. Teachers indicated that longer years of service increase their belief that AVRs are beneficial, yet they simultaneously reported that longer service does not equate to higher competence in preparing these materials. This contrast is significant: it suggests that experienced teachers value AVRs because they better understand their instructional impact, but they do not necessarily feel more adept in the technical or mechanical aspects of preparing them. In other words, AVR usage appears to be driven more by pedagogical wisdom and experience-based insight (benefit), rather than by technical comfort or digital proficiency (competence). This distinction highlights important implications for professional development, as valuing

AVRs does not automatically translate to confidence in preparing them.

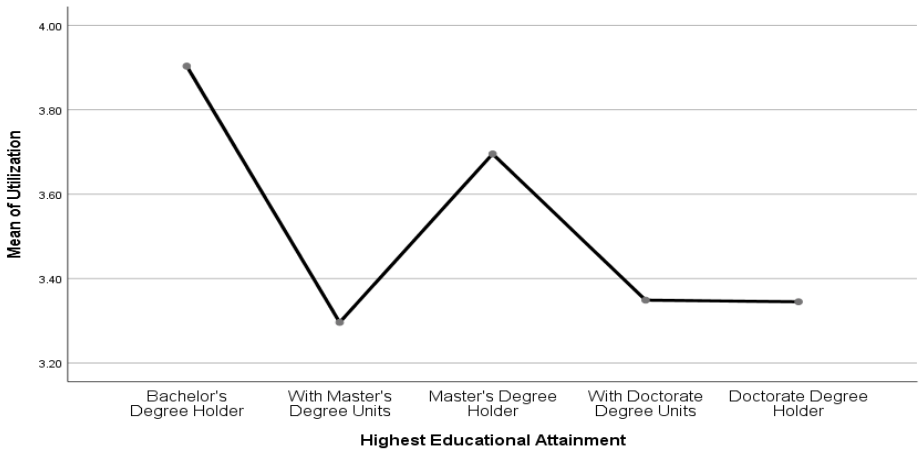
Overall, the findings affirm that while demographic factors such as sex, age, and experience do not significantly shape AVR-preparation competence, professional preparation and academic status do. Combined with the contrasting pattern in perceived benefits, the results underscore the need for continuous, rank-inclusive, and skills-focused professional development, ensuring that teachers across all qualification levels not only appreciate the value of AVRs but also feel confident and updated in the technical processes required to prepare them for instruction.

5.3 Utilization

The analysis showed that sex, age, academic rank, and length of service do not significantly influence teachers' perceived competence in utilizing audio-visual resources, as reflected in the non-significant ANOVA results for sex ($F(1,58) = 2.760$, $p = 0.102$), age ($F(7,52) = 0.524$, $p = 0.813$), academic rank ($F(3,56) = 2.326$, $p = 0.085$), and length of service ($F(6,53) = 1.191$, $p = 0.325$). These findings indicate that competence in AVR utilization is relatively consistent across demographic groups, supporting literature suggesting that technology-related skills are not strongly shaped by gender, age, or teaching experience.

Table 10 Analysis of Variance to Test the Significant Difference in the Social Studies Teacher-Respondents' Perceived Competence in Audio-Visual Resources in Terms of Utilization When Grouped According to Their Profile Variables

Utilization		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Sex	Between Groups	.637	1	.637	2.760	.102	Accept Ho Not Significant
	Within Groups	13.385	58	.231			
	Total	14.022	59				
Age	Between Groups	.923	7	.132	.524	.813	Accept Ho Not Significant
	Within Groups	13.099	52	.252			
	Total	14.022	59				
Highest Educational Attainment	Between Groups	2.780	4	.695	3.400	.015	**Reject Ho Significant**
	Within Groups	11.242	55	.204			
	Total	14.022	59				
Academic Rank	Between Groups	1.554	3	.518	2.326	.085	Accept Ho Not Significant
	Within Groups	12.469	56	.223			
	Total	14.022	59				
Length of Service	Between Groups	1.666	6	.278	1.191	.325	Accept Ho Not Significant
	Within Groups	12.356	53	.233			
	Total	14.022	59				



In contrast, highest educational attainment produced a significant difference ($F(4,55) = 3.400$, $p = 0.015$), indicating that academic preparation plays a meaningful role in shaping utilization competence. As shown in the mean comparisons, teachers with a bachelor's degree demonstrated the highest perceived competence in utilizing AVRs ($M \approx 3.90$), followed by those with a completed master's degree ($M \approx 3.70$). Teachers with master's or doctoral units reported lower competence ($M \approx 3.30–3.35$), while teachers holding a full doctoral degree registered the lowest mean ($M \approx 3.34$). This pattern suggests that teachers who are earlier in their graduate studies—or who have more recent exposure to technology-oriented coursework—may feel more confident in utilizing AVRs, whereas those with advanced degrees may rely more on traditional methods and less on hands-on technological engagement.

A powerful and nuanced contrast emerges when these findings are examined together with the earlier results on perceived benefits. Teachers believe that longer years of service increase the perceived instructional benefits of AVRs, yet they also believe that longer service does not translate into higher competence in the technical or mechanical aspects of utilization. In other words experience increases appreciation of AVRs, but experience does not increase competence in using them mechanically. This contrast suggests that AVR usage in Social Studies is driven more by pedagogical wisdom, classroom insight, and accumulated teaching experience than by technical comfort or skill. Seasoned teachers value AVRs because they understand their instructional impact, even if they do not feel more technically adept than younger or less experienced colleagues. This distinction between benefit-driven appreciation and competence-driven utilization represents a key contribution of the study.

Overall, while demographic characteristics such as sex, age, rank, and years of service do not shape teachers' perceived competence in AVR utilization, educational attainment does, emphasizing the need for sustained and inclusive professional development. These findings demonstrate the importance of providing continuous, updated training for teachers across qualification levels so they can remain confident and technically prepared to integrate audio-visual resources effectively into Social Studies instruction.

Conclusions

The following are the researcher's arrived conclusions based on the findings that are assigned on the Statement of the Problems:

1. The Social Studies teacher-respondents are female, in their middle adulthood, predominantly hold a Master's degree, mostly occupy the instructor rank, and have relatively new tenure in their positions.
2. The Social Studies teacher-respondents strongly agree that audio-visual resources significantly enhance their teaching competency, creativity, expressiveness, and improvisation.
3. The Social Studies teacher-respondents strongly agree on their competence in preparing, selecting, and utilizing audio-visual resources for effective teaching.
4. Significant differences in the perceived benefits of audio-visual resources among Social Studies teachers are observed in terms of competence, creativity, improvisation, and expressiveness based on academic rank and length of service, with no significant differences related to sex, age, or highest educational attainment.
5. Significant differences in perceived competence in audio-visual resources among Social Studies teachers are found in terms of selection, preparation, and utilization based on sex, highest educational attainment, and academic rank, with no significant differences related to age or length of service.

Recommendations

Based on the arrived conclusions, the researcher has formulated the following recommendations:

1. University administrators may provide focused training for Instructor-ranked teachers and those with Bachelor's degrees, as these groups showed significant differences in competence and may benefit most from structured support in AVR utilization.
2. The university may enhance Social Studies classrooms and laboratories with updated

AVR equipment—such as interactive boards, projectors, and reliable audio systems—to remove practical barriers that limit effective integration regardless of teacher competence.

3. Social Studies teachers may conduct research to determine how their reported competence in AVR selection, preparation, and utilization affects student engagement, learning performance, and critical thinking.
4. Future researchers may examine how academic rank, service length, sex, and educational attainment influence the use, benefits, creativity, and integration of AVRs to identify areas for more precise support.

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