

Effectiveness of Audio-Visual Media as Instructional Tools in English 11 in the Public Senior High School

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Abstract

This study assessed the effectiveness of audio-visual media as instructional tools in English 11 in the public senior high schools of Caba District, Division of La Union during the school year 2025–2026. Anchored on multimedia learning, dual coding, constructivist, cognitive load, experiential learning, motivational, and social learning perspectives, the study used a descriptive research design. Data were gathered through a validated questionnaire-checklist administered to nineteen English 11 teachers and six school administrators. The instrument measured the importance, effectiveness, impact, challenges, and applicability of audio-visual media in English 11 instruction and obtained a reliability coefficient of 0.91. The data were analyzed using frequency counts, weighted means, ranking, and t-test. Results showed that both school administrators and English 11 teachers perceived audio-visual media as very highly important and very highly effective. Teachers rated their impact on learner performance as very great, while administrators rated the impact as great. Both groups perceived the challenges as very highly serious, particularly limited equipment, poor internet connectivity, lack of teacher training, cognitive overload, technical difficulties, and preparation demands. Significant differences were found in perceptions of learner impact and applicability of suggested measures, while no significant differences were found in importance, effectiveness, and seriousness of challenges. The study concluded that audio-visual media strengthen engagement, comprehension, retention, communication skills, and academic performance, but require improved resources, teacher training, planning support, and administrative assistance. The study supports SDG 4 on Quality Education, SDG 9 on Innovation and Infrastructure, and SDG 17 on Partnerships for the Goals. Its sustainability impact lies in promoting educational, technological, institutional, and community-based support for improved English instruction.

Keywords: Academic Performance, Audio-Visual Media, Instructional Tools, Learner Engagement, Multimedia Integration, Teacher Training, Technological Sustainability

1. Introduction

This study focuses on the effectiveness of audio-visual media as instructional tools in English 11 in the public senior high schools of Caba District, Division of La Union. It responds to the increasing need for technology-enhanced, learner-centered, and contextually appropriate English instruction. Audio-visual media are viewed as tools that can improve engagement, comprehension, retention, communication skills, and academic performance, but their effectiveness depends on proper instructional design, teacher preparedness, adequate infrastructure, and institutional support.

Teaching and learning have shifted from purely traditional methods toward interactive and technology-supported approaches. Audio-visual media combine sound, images, videos, animations, and interactive presentations to provide multisensory learning experiences that support meaningful instruction (Mayer, 2009; Clark & Mayer, 2016). In English 11, where learners deal with literature, grammar, oral communication, academic writing, and higher-order thinking, these tools help connect abstract concepts with authentic language use. Videos, short films, and multimedia presentations expose learners to speech, idiomatic expressions, gestures, cultural meanings, and real-life communicative situations that printed materials alone may not fully provide (Azarnoosh & Birjandi, 2018; Gozcu & Caganaga, 2017). In the Philippines, the Department of Education has promoted multimedia integration through DepEd TV, DepEd Commons, and the Learning Resource Management and Development System, which provide video lessons, downloadable materials, and digital instructional resources (DepEd, 2020; DepEd, 2022). In Caba District, Division of La Union, teachers use PowerPoint presentations, instructional videos, and short clips to support English 11 lessons in literature, oral communication, and grammar application. These materials have been observed to help learners understand complex ideas, sustain attention, and participate in class discussions (Dela Cruz, 2022; Llanes, 2021). However, the full use of audio-visual media remains constrained by inadequate equipment, unreliable internet connectivity, limited teacher training, and time-consuming lesson preparation. In some cases, audio-visual materials are used for passive viewing rather than interactive learning, reducing their instructional value (Owolabi & Oginni, 2019; Kumar & Sharma, 2020). Poorly designed multimedia lessons may also

cause cognitive overload when excessive visual and auditory stimuli are presented without proper guidance (Sari & Wahyuni, 2018; Almurashi, 2016).

The literature consistently identifies audio-visual media as important and effective instructional tools because they support multisensory learning, increase motivation, and improve comprehension. International studies show that audio-visual materials can enhance speaking skills, learner motivation, and academic performance. Ramaoka et al. (2022) reported that audio-visual materials motivated Grade 10 learners and improved their speaking skills in English First Additional Language, while Lapada (2017) found improved academic performance through audio-visual aided instruction. In the Philippine setting, Galibo (2024) found that audio-video presentations improved reading comprehension, and Galang (2025) found that Grade 11 learners perceived audio-visual media as effective in Oral Communication contexts. The literature also emphasizes the value of multimedia in language learning. Azarnoosh and Birjandi (2018) found that audio-visual materials improve learners' listening and speaking abilities by exposing them to pronunciation, intonation, body language, and authentic communication. Almurashi (2016) reported that videos and PowerPoint presentations improve vocabulary acquisition and comprehension. Gozcu and Caganaga (2017) noted that visual and auditory materials stimulate curiosity and sustain attention, while Mayer (2020) emphasized that multimedia instruction increases cognitive engagement by requiring learners to interpret visual and auditory information simultaneously. Audio-visual media also affect learner performance by improving engagement, comprehension, retention, writing, listening, speaking, creativity, collaboration, and critical thinking. Sulaiman and Rosli (2019) found that multimedia materials improve students' writing skills by helping them organize ideas and express them clearly. Audio-visual resources also provide contextual examples that help learners interpret literature, analyze narratives, and understand language in real-life situations. These benefits support the view that multimedia instruction can make English learning more meaningful, interactive, and learner-centered. At the same time, related literature highlights recurring challenges. Schools may lack projectors, speakers, computers, internet access, electricity, technical support, and culturally appropriate multimedia materials. Rahman and Rahim (2019) reported that insufficient technological facilities limit multimedia integration. Kumar and Sharma (2020) explained that unstable power supply, slow internet, and equipment malfunction disrupt instruction. Owolabi and Oginni (2019) found that many educators lack training and confidence in designing and implementing multimedia-based lessons. Adeyemo (2021) emphasized that multimedia preparation is time-consuming because teachers must search, edit, align, and test materials before use. Dela Cruz (2022) likewise identified limited funding, inadequate facilities, and insufficient support as major barriers in Philippine public schools. Suggested measures include continuous teacher training, resource-sharing systems, offline multimedia materials, digital repositories, curriculum-aligned lesson planning, learner-generated multimedia outputs, and partnerships with stakeholders. Rahman (2020) emphasized professional development in educational technology. Abdullah and Karim (2021) recommended centralized multimedia facilities or "media rooms." Sari and Nugroho (2019) proposed offline and low-bandwidth teaching resources. Owolabi (2020) recommended school-based digital repositories. DepEd (2022) encouraged technology-based lesson planning aligned with curriculum competencies. Mendoza (2020) highlighted student-created outputs such as short films, vlogs, and digital storytelling projects. Garcia and Lopez (2021) emphasized public-private partnerships for sustaining multimedia initiatives.

Globally, research supports audio-visual media as tools that improve learner engagement, motivation, language skills, and academic achievement across subject areas and grade levels. These findings provide a broad foundation for examining their use in English 11 instruction. Nationally, the Philippine education system has increasingly promoted technology-supported learning. DepEd Order No. 42, s. 2016 encourages teachers to integrate ICT-based and audio-visual instructional materials into daily lesson preparation. DepEd TV and DepEd Commons expanded access to televised and downloadable multimedia lessons, particularly during the COVID-19 pandemic (DepEd, 2020). Project E-Skwela, initiated by the Department of Information and Communications Technology, supports digital literacy and media-based learning for out-of-school youth and adult learners (DICT, 2021). DepEd Region I also implemented Project T.E.A.C.H. to train teachers in producing and using audio-visual learning materials suited to regional and linguistic contexts (DepEd Region I, 2022). In higher education, flexible learning frameworks have encouraged video lectures, podcasts, and interactive presentations as part of multimodal instruction (CHED Memorandum Order No. 4, s. 2020). Locally, the study is situated in the public senior high schools of Caba District, Division of La Union, where English 11 teachers and school administrators encounter both the promise and limitations of audio-visual instruction. Although national initiatives provide support, local conditions such as infrastructure, teacher training, internet access, and school resources still shape implementation. Balila (2021) noted that the success of multimedia initiatives depends on infrastructure and teacher readiness, especially in rural schools. Thus, localized evidence is needed to determine how audio-visual media function in the specific context of Caba District.

This study is anchored on theories that explain how audio-visual media support learning. Mayer's (2009) Multimedia Learning Theory states that learners process information more effectively when it is presented through visual and auditory channels. Mayer and Moreno (2003) emphasize that effective multimedia design, such as segmenting content and aligning narration with visuals, reduces cognitive overload and promotes meaningful learning. The cognitive theory of multimedia learning, formulated by Mayer (2009), further explains that learners actively select, organize, and integrate verbal and visual information. Paivio's (1986) Dual Coding Theory supports the use of both verbal and non-verbal systems in learning.

In English 11, audio-visual materials help learners connect pronunciation, body language, visual context, and language meaning. Constructivist theory (Vygotsky, 1978; Bruner, 1966) explains that learners construct knowledge through interaction, reflection, and social engagement. Audio-visual media support this by providing authentic contexts for discussion, collaboration, and guided learning. Sweller's (1988) Cognitive Load Theory cautions that excessive or poorly structured multimedia content can hinder learning. Thus, audio-visual materials must be clear, relevant, and aligned with learning objectives. Kolb's (1984) Experiential Learning Theory supports the use of real-life videos, simulations, discussions, and role-play activities that allow learners to experience, reflect, conceptualize, and apply knowledge. Keller's (1987) ARCS Model explains how audio-visual media can capture attention, establish relevance, build confidence, and produce satisfaction. Bandura's (1977) Social Learning Theory further supports the use of videos and modeled communication because learners acquire language patterns and behaviors through observation. Conceptually, the study follows an Input-Process-Output model. The input variables are the importance, effectiveness, impact, challenges, and applicability of audio-visual media as instructional tools in English 11. The process involves analyzing the perceptions of English 11 teachers and school administrators regarding these variables. The output is a proposed enhancement program that includes teacher training, digital resource access, structured lesson planning, and strategies to improve the use of audio-visual media in English 11 instruction.

Although many studies confirm the value of audio-visual media, there is limited localized evidence on their effectiveness in English 11 classrooms in the public senior high schools of Caba District. Existing studies often focus on general education, lower grade levels, other subject areas, or broader regional contexts rather than the specific needs of Grade 11 English learners in this district (Balila, 2021; Mendoza, 2020). Prior research such as Galibo (2024) and Galang (2025) provides useful evidence, but district-specific variations in infrastructure, teacher readiness, learner characteristics, and administrative support remain insufficiently examined. Another gap concerns the alignment of stakeholder perceptions. The study addresses the perceptions of English 11 teachers and school administrators regarding the importance, effectiveness, impact, seriousness of challenges, and applicability of suggested measures. It also examines whether significant differences exist between these two groups. The study was guided by the null hypothesis that "there are no significant differences between the perceptions of the English 11 teachers and school administrators on the different variables under study." The rationale for the study is to provide empirical and context-specific evidence that can guide enhancement strategies. Specifically, it assessed the effectiveness of audio-visual media as instructional tools in English 11 in the public senior high schools of Caba District, Division of La Union during the school year 2025-2026 as basis for proposed intervention strategies. The study sought to determine the level of importance, level of effectiveness, extent of impact on learner performance, degree of seriousness of challenges, level of applicability of suggested measures, differences in perceptions between teachers and administrators, and the enhancement program that may be proposed.

The study naturally aligns with SDG 4 – Quality Education because it focuses on improving English 11 instruction through audio-visual media that enhance comprehension, engagement, retention, critical thinking, communication, and academic performance. By examining teacher and administrator perceptions and proposing enhancement strategies, the study supports more inclusive, learner-centered, and effective instruction. It also aligns with SDG 9 – Industry, Innovation and Infrastructure because the study addresses technological integration, multimedia tools, digital repositories, offline resources, internet connectivity, equipment availability, and infrastructure challenges. The proposed interventions emphasize innovation in instructional delivery and the need for reliable educational technology systems. The study further connects with SDG 17 – Partnerships for the Goals because it recognizes the role of administrators, teachers, DepEd initiatives, local government units, NGOs, private-sector partners, and school communities in sustaining multimedia instruction. Partnerships are particularly relevant for resource provision, teacher training, equipment maintenance, and technical support (Garcia and Lopez (2021)).

The study contributes to educational sustainability by supporting strategies that can make English 11 instruction more engaging, inclusive, and effective over time. For learners, audio-visual media can improve comprehension, retention, communication skills, critical thinking, and academic performance. For teachers, the study provides evidence that can guide the selection, design, and integration of appropriate multimedia materials. For school administrators, it offers data for planning resource allocation, instructional supervision, and teacher development programs. The study also supports technological sustainability by emphasizing the need for proper equipment, digital repositories, offline resources, technical support, and systematic lesson planning. These measures help ensure that multimedia instruction is not temporary or superficial but embedded in regular classroom practice. In terms of institutional and policy sustainability, the study can inform DepEd, school leaders, and future researchers in developing policies, enhancement programs, and professional development activities that promote effective technology integration. It also supports community sustainability by encouraging collaboration among schools, government agencies, local stakeholders, and private partners to address infrastructure and training gaps. Through these contributions, the study links English education, educational technology, governance, teacher development, learner performance, and community-based support into a multidisciplinary sustainability framework.

2. Material and methods

2.1 Research Design

The study employed the descriptive research design. According to Calderon and Gonzales (2018), descriptive research focuses on the present situation and provides an accurate account of the characteristics of a group or phenomenon through data gathering, classification, and interpretation. Travers (2017) explained that descriptive research portrays existing variables or conditions and describes “what is” without manipulating variables. Ary, Jacobs, Irvine, and Walker (2019) also emphasized that descriptive research assesses attitudes, opinions, demographic variables, and behaviors through observation, surveys, and other data-gathering techniques. This design was appropriate because the study described the effectiveness of audio-visual media as instructional tools in English 11. It examined the contribution of audio-visual materials to learners’ comprehension, retention, engagement, and motivation, as well as the challenges encountered in their use. The findings served as the basis for proposed intervention strategies to improve the utilization of audio-visual media in English 11 instruction.

2.2 Locale of the Study

The study was conducted in the public senior high schools of Caba District, Division of La Union during the school year 2025-2026. Caba is a coastal municipality in the southern part of La Union, facing the West Philippine Sea. It has lowland, coastal, and upland features, with terrain suitable for agriculture, settlement, fishing, tourism, and educational development. Its location along the national highway made it accessible and appropriate for school-based and community-based research.

2.3 Respondents of the Study

The respondents were nineteen English 11 teachers and six school administrators from the public senior high schools of Caba District, Division of La Union. They came from Caba NHS, Liquicia IS, Santigao Sur IS, San Gregorio NHS, San Jose NHS, and Wenceslao NHS.

2.4 Sample and Sampling Procedure

The study involved twenty-five respondents composed of nineteen English 11 teachers and six school administrators. The respondents were drawn from the public senior high schools in Caba District. The manuscript identified the number of teacher and administrator respondents per school but did not state a separate named sampling technique.

2.5 Research Instrument

The main data-gathering tool was a questionnaire-checklist. A common questionnaire was used for both English 11 teachers and school administrators. The instrument contained five parts that measured the level of importance, level of effectiveness, extent of impact, degree of seriousness of challenges, and level of applicability of audio-visual media as instructional tools in English 11. The questionnaire was validated to ensure that the items contained the needed information for analysis. It was pre-tested with twelve English 11 teachers and five school administrators from private and public senior high schools in Agoo District, Division of La Union. Reliability was determined using Cronbach’s Alpha, and the instrument obtained a coefficient of 0.91, indicating excellent reliability. Revisions suggested during the proposal defense were incorporated with the assistance of the thesis adviser before the final version was prepared.

2.6 Data Gathering Procedure

Before administering the questionnaire, the researcher secured permission from the Schools Division Superintendent of La Union, Dr. Jorge M. Reinante, CSEE, CEO VI, CESO V, with the endorsement of the Dean of the Graduate School of Polytechnic College of La Union, Dr. Rogelio E. Tangalin. After approval was obtained, the researcher personally distributed printed survey questionnaires to the English 11 teachers and school administrators. The purpose of the study and the instructions for answering the questionnaire were explained to the respondents. The completed questionnaires were personally retrieved with the help of fellow teachers and school heads to ensure completeness and a high retrieval rate.

2.7 Data Analysis Techniques

The gathered data were organized, tallied, and analyzed systematically. Frequency counts, weighted means, and ranking were used to describe the responses. A t-test was applied to determine whether significant differences existed between the perceptions of English 11 teachers and school administrators on the study variables at the .05 level of probability. The responses were interpreted using five-point scales for importance, effectiveness, impact, seriousness of challenges, and applicability. Computations were done using the Microstat computer program.

2.8 Ethical Considerations

The researcher complied with the PCLU Guidelines on Research Ethics. Permission was obtained from the proper authorities before data collection. Respondents were not forced or exposed to harm, and their consent was secured before participation. They were informed of the nature and objectives of the study and were allowed to withdraw at any stage of answering the questionnaire. Their names were not disclosed, and all gathered data were treated with confidentiality and

used only for research purposes. The researcher also used Grammarly for grammar checking, followed proper citation and referencing practices, and subjected the paper to plagiarism scanning to certify authenticity.

3. Results and Discussion

3.1 Perceived Importance of Audio-Visual Media in English 11

3.1.1 School Administrators' Perceptions of Importance

School administrators perceived audio-visual media as very highly important in English 11 instruction, with an average weighted mean of 4.93. The highest-rated areas were helping learners understand complex English concepts, making lessons more engaging and enjoyable, enhancing motivation and participation, accommodating different learning styles, supporting communication skill development, and encouraging active engagement, all with a weighted mean of 5.00. Other areas, including their role in effective English 11 teaching, literature instruction, and providing real-world examples of language use, also received very high ratings of 4.83. These findings indicate that administrators view audio-visual media not merely as supplementary materials but as essential instructional tools. Their ratings show recognition of the cognitive, motivational, communicative, and inclusive value of audio-visual media in English 11. The results also suggest the need for continued support in resource provision, teacher development, and structured integration so that the perceived importance of these tools can translate into effective classroom practice.

3.1.2 English 11 Teachers' Perceptions of Importance

English 11 teachers also rated audio-visual media as very highly important, with an average weighted mean of 4.92. The highest-rated items were audio-visual media as essential tools for effective English 11 teaching, making lessons more engaging and enjoyable, and enhancing learners' motivation and participation, all with a weighted mean of 5.00. Providing real-world examples of language use and encouraging active engagement followed with 4.94, while accommodating different learning styles, supporting communication skills, and teaching literature effectively also received very high ratings. These results show that teachers strongly recognize the classroom value of audio-visual media because they directly observe how these tools improve lesson delivery, learner interest, and participation. Their responses emphasize that audio-visual media support differentiated instruction, contextualized learning, and communication skill development. The findings further suggest that teachers regard audio-visual media as practical tools for making English lessons more meaningful, interactive, and learner-centered.

3.2 Perceived Effectiveness of Audio-Visual Media in English 11

3.2.1 School Administrators' Perceptions of Effectiveness

School administrators rated audio-visual media as very highly effective, with an average weighted mean of 4.94. The highest-rated areas, all with a weighted mean of 5.00, were encouraging active participation, facilitating interactive learning, making teaching productive and efficient, improving problem-solving skills, making lessons engaging and relatable, and enhancing real-life application of knowledge. Helping learners comprehend lessons easily, improving retention of vocabulary and grammar, and increasing learners' confidence also received very high ratings of 4.83. These findings suggest that administrators perceive audio-visual media as highly effective in improving both instructional delivery and learner outcomes. Their responses show that these tools are valued for making lessons interactive, efficient, relatable, and applicable to real-life contexts. The slightly lower but still very high ratings for comprehension, retention, and confidence imply that administrators recognize these outcomes as important but also dependent on how well audio-visual materials are designed and implemented.

3.2.2 English 11 Teachers' Perceptions of Effectiveness

English 11 teachers rated audio-visual media as very highly effective, with an average weighted mean of 4.85. The highest-rated areas were helping learners comprehend lessons easily, facilitating interactive learning, making teaching productive and efficient, and making lessons engaging and relatable, all with a weighted mean of 4.89. Improving retention of vocabulary and grammar, encouraging active participation, enhancing real-life application of knowledge, and increasing learners' confidence received 4.84, while improving problem-solving skills received 4.73. The results indicate that teachers consider audio-visual media effective because these tools help learners understand lessons, participate actively, retain vocabulary and grammar, and relate English concepts to real-life situations. Although problem-solving skills ranked lowest, it still fell within the very highly effective category, showing that teachers recognize audio-visual media as beneficial across several learning dimensions. The findings also imply teacher readiness to use multimedia-based strategies when adequate support, planning time, and resources are available.

3.3 Extent of Impact on Learners' Performance

3.3.1 School Administrators' Perceptions of Impact

School administrators rated the impact of audio-visual media on learners' performance as great, with an average weighted mean of 4.10. The highest-rated item was improvement in quiz and examination performance, with a weighted mean of 4.33. Other areas, such as helping learners understand literary texts, increasing confidence in completing tasks, encouraging

active participation, and helping learners apply English skills practically, received 4.17. Enhancing speaking and writing skills, developing critical thinking skills, and positively influencing academic performance received 4.00, while improving knowledge retention received 3.83. These results show that administrators acknowledge the positive impact of audio-visual media but view its effect as somewhat more moderate than teachers do. Their ratings suggest that audio-visual tools are useful in assessment performance, comprehension, confidence, participation, and practical skill application. However, the lower rating for retention may indicate that administrators see long-term learning outcomes as influenced by additional factors beyond multimedia exposure, such as study habits, teacher facilitation, and learner effort.

3.3.2 English 11 Teachers' Perceptions of Impact

English 11 teachers rated the impact of audio-visual media on learners' performance as very great, with an average weighted mean of 4.80. The highest-rated areas were improving knowledge retention and helping learners apply English skills practically, both with a weighted mean of 4.89. Encouraging active participation followed with 4.84. Helping learners understand literary texts, enhancing speaking and writing skills, increasing confidence in completing tasks, developing critical thinking skills, and positively influencing academic performance all received 4.78, while improving quiz and examination performance received 4.73. These findings show that teachers perceive audio-visual media as strongly influential in improving learner performance because they directly observe classroom participation, skill application, comprehension, and learner confidence. The results suggest that audio-visual media support both academic and affective outcomes by making language learning more concrete, interactive, and practical. These findings align with research suggesting that multimedia tools improve both achievement and learner confidence when integrated effectively into lesson delivery (Clark & Mayer, 2016).

3.4 Seriousness of Challenges in Using Audio-Visual Media

3.4.1 School Administrators' Perceptions of Challenges

School administrators rated the challenges in using audio-visual media as very highly serious, with an average weighted mean of 4.42. Limited access to equipment was the most serious challenge, with a weighted mean of 4.83. Poor internet connectivity, lack of teacher training, cognitive overload issues, and misalignment with the curriculum followed with 4.67. Time-consuming preparation and technical difficulties received 4.17, while learner distraction and inadequate administrative support received 4.00. These results indicate that administrators recognize that effective use of audio-visual media requires more than the availability of multimedia content. The findings point to infrastructure, connectivity, teacher competence, instructional design, and curriculum alignment as major implementation barriers. Although learner distraction and administrative support ranked lower, they remained very highly serious, showing that audio-visual integration requires technical, pedagogical, and institutional solutions.

3.4.2 English 11 Teachers' Perceptions of Challenges

English 11 teachers also rated the challenges as very highly serious, with an average weighted mean of 4.58. Limited access to equipment ranked highest, with a weighted mean of 4.89. Poor internet connectivity, lack of teacher training, and cognitive overload issues followed with 4.68. Time-consuming preparation and learner distraction received 4.57, misalignment with the curriculum received 4.47, technical difficulties received 4.42, and inadequate administrative support received 4.31. These findings show that teachers experience the challenges of audio-visual integration more directly in daily instruction. Their responses emphasize that limited equipment, unstable internet, insufficient training, lesson preparation demands, and learner distraction can reduce the effectiveness of multimedia-based teaching. The results suggest that successful implementation requires adequate equipment, professional development, technical support, curriculum-aligned materials, and classroom management strategies.

3.5 Applicability of Suggested Measures

3.5.1 School Administrators' Perceptions of Suggested Measures

School administrators rated the suggested measures as highly applicable, with an average weighted mean of 4.00. Collaborative strategies ranked highest with 4.50. Teacher training and access to digital resources followed with 4.33. Allocating time for audio-visual planning received 4.17, while suggested measures improving learner performance received 4.00. Administrative support, properly designed materials, ready-made resources, and workshops were also rated applicable, with scores ranging from 3.50 to 3.83. These findings suggest that administrators prioritize practical, collaborative, and capacity-building measures for improving audio-visual integration. Their responses show that teacher collaboration, professional development, digital access, and planning time are viewed as feasible solutions. The lower rating for workshops suggests that administrators may consider one-time training less effective than sustained collaboration, resource support, and systemic planning.

3.5.2 English 11 Teachers' Perceptions of Suggested Measures

English 11 teachers rated the suggested measures as very highly applicable, with an average weighted mean of 4.90. Access to digital resources, teacher training, collaborative strategies, and ready-made audio-visual resources received the highest rating of 4.94. Allocating time for audio-visual planning, designing materials that reduce overload, conducting workshops, and improving learner performance through suggested measures received 4.89. Administrative support received 4.78.

These results show that teachers strongly support concrete and immediately usable measures that address classroom realities. They value access to digital resources, training, ready-made materials, collaborative planning, and time allocation because these directly reduce preparation burdens and improve lesson delivery. Although administrative support ranked lowest, it remained very highly applicable, indicating that school leadership is still necessary for sustaining multimedia integration.

3.6 Summary of Teacher and Administrator Perceptions

Overall, both groups gave high ratings to audio-visual media across the main variables. Administrators rated importance at 4.93, effectiveness at 4.94, impact at 4.10, seriousness of challenges at 4.42, and applicability of suggested measures at 4.00. English 11 teachers rated importance at 4.92, effectiveness at 4.85, impact at 4.80, seriousness of challenges at 4.58, and applicability of suggested measures at 4.90. These findings show that teachers and administrators share positive perceptions of audio-visual media but differ in emphasis. Teachers rated learner impact and suggested measures higher, likely because they directly experience classroom outcomes and implementation needs. Administrators also valued audio-visual media but appeared more cautious regarding feasibility, institutional support, and broader implementation concerns. The results highlight the importance of combining teacher-based classroom insights with administrator-led planning and resource management.

3.7 Comparison of Perceptions Between English 11 Teachers and School Administrators

The t-test results showed no significant difference between teachers and administrators in their perceptions of the importance of audio-visual media, with a mean difference of 0.01, t-value of 0.07, and p-value of 0.94. There was also no significant difference in perceived effectiveness, with a mean difference of 0.09, t-value of 0.68, and p-value of 0.50. Similarly, no significant difference was found in the perceived seriousness of challenges, with a mean difference of -0.16, t-value of -1.01, and p-value of 0.32. These results indicate that both groups generally agree that audio-visual media are important and effective and that their implementation is affected by serious challenges. Their shared perception suggests common recognition of the value and limitations of audio-visual tools in English 11 instruction. This agreement provides a strong basis for collaborative planning between teachers and administrators. Significant differences were found in the perceived impact on learners' performance and in the applicability of suggested measures. For learner impact, the mean difference was -0.70, the t-value was -3.82, and the p-value was 0.001. For applicability of suggested measures, the mean difference was -0.90, the t-value was -4.25, and the p-value was 0.000. In both cases, the null hypothesis was rejected. These findings show that teachers perceived audio-visual media as having a stronger impact on learners and viewed the suggested measures as more applicable than administrators did. This difference may be attributed to teachers' direct classroom experience, where they observe learner engagement, skill development, and instructional needs more closely. Administrators may evaluate these same areas from a broader institutional perspective that includes feasibility, resources, and sustainability.

3.8 Proposed Enhancement Program

The proposed enhancement program focused on addressing the major challenges identified in the study. It included providing essential audio-visual equipment in classrooms, maintaining a centralized repository of materials, ensuring stable internet access, preparing offline resources, organizing regular workshops and seminars, allocating planning time for audio-visual lessons, developing sample multimedia-integrated lesson plans, creating guidelines for clear and concise materials, offering technical support, supporting classroom management, monitoring curriculum alignment, and strengthening administrative guidance and feedback. The proposed program responds directly to the identified barriers in equipment access, internet connectivity, teacher training, preparation time, cognitive overload, technical problems, learner distraction, curriculum alignment, and administrative support. It emphasizes that effective audio-visual integration requires coordinated action among teachers, school administrators, and institutional stakeholders. The program therefore serves as a practical framework for improving the sustainable use of audio-visual media in English 11 instruction.

4. Conclusion & Recommendations

Audio-visual media were found to be very important and highly effective instructional tools in English 11 in the public senior high schools of Caba District, Division of La Union. They supported learner engagement, motivation, comprehension, communication skills, knowledge retention, practical application of English skills, active participation, and overall academic performance. However, their implementation was affected by very highly serious challenges, and differences existed between the perceptions of school administrators and English 11 teachers. The suggested enhancement program was considered highly applicable in addressing these concerns and improving the use of audio-visual media in English 11 instruction.

The proposed enhancement program should be adopted and implemented to strengthen the use of audio-visual media in English 11. Schools should improve access to audio-visual equipment and resources, provide comprehensive teacher training on multimedia integration, instructional design, and technical troubleshooting, and ensure that audio-visual

materials are aligned with curriculum objectives. Teachers should collaborate in developing and sharing resources, manage learner engagement to minimize distraction, and use audio-visual tools in literature analysis, writing, speaking, and assessment preparation. School administrators should provide resources, technical assistance, incentives, monitoring, and feedback to support continuous improvement in audio-visual instruction.

Compliance with ethical standards

This study complied with the ethical standards of Polytechnic College of La Union and observed responsible research conduct throughout the study. Participation was voluntary, and informed consent was obtained from the English 11 teachers and school administrators before data gathering. The respondents were informed of the purpose of the study, assured of confidentiality, and allowed to withdraw at any point without penalty. Ethical approval and permission from concerned authorities were secured before the conduct of the research. The researcher declares no conflict of interest, acknowledges the assistance of the adviser, school officials, respondents, and other contributors, and affirms that copyright ownership and authorship responsibility belong to the researcher, with all sources properly cited and used only for academic purposes.

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