

LEVEL OF USE OF DIGITAL LEARNING RESOURCES AND STUDENT ENGAGEMENT IN SOCIAL STUDIES AMONG PUBLIC SCHOOL LEARNERS

Ryan Lloyd C. Gumayao

Master of Arts in Teaching (Major in Social Studies), Valencia Colleges (Bukidnon), Inc., Hagkol, Valencia City, Bukidnon
Philippines

ABSTRACT

This study investigated the level of use of Digital Learning Resources (DLR) on student engagement in Social Studies among 196 Grade 6 learners in District II, Division of Malaybalay City, during the School Year 2025-2026. Using a descriptive-correlational research design, the study assessed the level of use of Digital Learning Resources (DLR) across five dimensions: type, interactivity, teacher integration strategy, frequency of use, and learner access and proficiency. It further evaluated student engagement through behavioral, emotional, and cognitive lenses. Data were analyzed using mean, standard deviation, and Pearson r Product-Moment Correlation. Findings revealed a high-level of use across all Digital Learning Resources (DLR) dimensions, indicating that technology has become a foundational driver in the Social Studies curriculum. Furthermore, learners were often engaged behaviorally, emotionally, and cognitively, demonstrating frequent participation and deep reflection. Correlation analysis confirmed a very strong, significant positive relationship between the level of use of Digital Learning Resources (DLR) and student engagement. It implies that as the level of use of Digital Learning Resources (DLR) increases, the level of student engagement improves as well. Consequently, the null hypothesis was rejected, proving that engagement is a direct result of deliberate interactivity and teacher strategy. The study concludes that effective Social Studies instruction depends on synchronizing technical access with purposeful pedagogical integration. It is recommended that teachers prioritize high-interactivity and gamified tools over static materials. Learners should exercise initiative in using Digital Learning Resources (DLR) for independent inquiry, while school principals are encouraged to prioritize professional development in digital pedagogy and establish robust ICT infrastructure. Ultimately, fostering a literacy-first environment is essential to transforming digital consumption into active civic reasoning and academic mastery.

Keyword: Digital Learning Resources (DLR), Student Engagement, Social Studies, Interactivity, Pedagogical Integration

1. INTRODUCTION

The traditional classroom landscape undergoes a significant transition, as Digital Learning Resources (DLR) progressively replace static textbooks and conventional lectures. The researcher observes that while Digital Learning Resources (DLR) such as interactive simulations, educational videos, and gamified quizzes remain abundantly accessible, their mere existence does not inherently ensure effective learning, particularly in a content-intensive discipline like Araling Panlipunan. A significant number of learners, especially in public schools with inconsistent access to resources and technical assistance, continue to face difficulties during this

shift, frequently viewing Araling Panlipunan as tedious or inconsequential.

Although Digital Learning Resources (DLR) occupy an increasingly pervasive position in modern classrooms, their mere availability does not automatically translate into improved pedagogical outcomes, a nuance underscored by the critical perspectives of newer research regarding the integration of technology in education. While these digital tools possess the capacity to render complex historical concepts more concrete through cognitive processing, their effectiveness in a content-heavy discipline like Araling Panlipunan remains contingent upon the quality of their implementation. Ultimately,

shifting learner behavior from superficial participation to deep, sustained engagement requires a transition that mirrors the principles of contemporary educational theories, where learners move toward internalizing motivation rather than merely engaging with content as a passive task. By framing observations through these lenses, the researcher clarifies that the challenge involves not the digital resources themselves, but the instructional strategies required to bridge the gap between exposure and meaningful, long-term cognitive connection.

Furthermore, the incorporation of digital technology in education receives firm endorsement from Philippine law, particularly the 1987 Philippine Constitution, which stipulates that the State shall foster the preservation, enrichment, and dynamic evolution of a Filipino national culture based on the principle of unity in diversity in a climate of free inquiry and creative thought. This notion underlies the necessity for new, engaging teaching tools like Digital Learning Resources (DLR). The Department of Education Order Number 42, series of 2017, regarding the National Adoption and Implementation of the Philippine Professional Standards for Teachers, underscores the necessity for teachers to select, develop, organize, and utilize suitable teaching and learning resources, including ICT, to meet learning objectives.

To construct a compelling argument regarding the existing research void, the researcher highlights a critical disconnect between broad, global digital literacy trends and the localized realities of the Philippine public school system. By framing learner engagement as a complex, tripartite construct comprising behavioral, emotional, and cognitive elements, the study draws upon foundational work that established these dimensions as essential for understanding learner investment. The narrative subsequently shifts to identify a systemic oversight, noting that while Digital Learning Resources (DLR) have proliferated, the academic discourse often neglects the granular impact of these tools within humanities-focused subjects, such as Araling Panlipunan, which demands a nuanced appreciation of local history and cultural context.

Finally, the execution of this study becomes crucial as the Philippine education system increasingly integrates technology, necessitating a shift from mere adoption to the assessment of its

effectiveness. The findings will furnish empirical evidence delineating which specific categories of Digital Learning Resources (DLR) prove most efficacious in enhancing learner engagement characterized by sustained attention, emotional investment, and cognitive effort in the frequently neglected subject of Araling Panlipunan among public school learners. This targeted analysis will directly inform Department of Education policymakers regarding the judicious deployment of constrained public-school finances for digital material and assist curriculum planners in incorporating high-impact resources.

1.2. Theoretical framework

This study grounds its foundation in Social Constructivism, a paradigm developed by Lev Vygotsky (1978), which posits that learning constitutes an active and constructive process where individuals develop knowledge through social interaction and cultural context. This framework serves as a particularly suitable approach for Araling Panlipunan, as it views Digital Learning Resources (DLR) not as passive repositories but as cultural tools that mediate cognitive development. By applying the concept of the Zone of Proximal Development, the study analyzes how well-structured Digital Learning Resources (DLR) featuring integrated feedback and adaptable pathways act as scaffolding to assist public school learners in achieving complex tasks that remain unattainable independently.

Furthermore, the research explores how the type and interactivity level of Digital Learning Resources (DLR) serves as the material environment for this social negotiation of meaning. Highly interactive resources, such as collaborative maps or simulations, compel learners into active dialogue with peers and content, whereas the integration strategy of teachers and the frequency of use determine how effectively this digital scaffolding remains managed. In a Social Constructivist classroom, the teacher acts as a facilitator who bridges the gap between the current ability of the learner and their potential growth. This pedagogical mediation ensures that technology remains not a sporadic, disconnected activity but a consistent cultural tool that learners internalize to master concepts in Araling Panlipunan.

Finally, the study acknowledges that the digital access and proficiency of the learner represent

critical contextual factors that either enable or restrict this collaborative process. In a resource-constrained public-school setting, a lack of access prevents learners from participating in the learning community, effectively restricting the

utility of the cultural tool. Ultimately, the researcher measures engagement through this lens as the degree of active participation in social and constructive processes. Figure 1 presents the schematic diagram of the study.

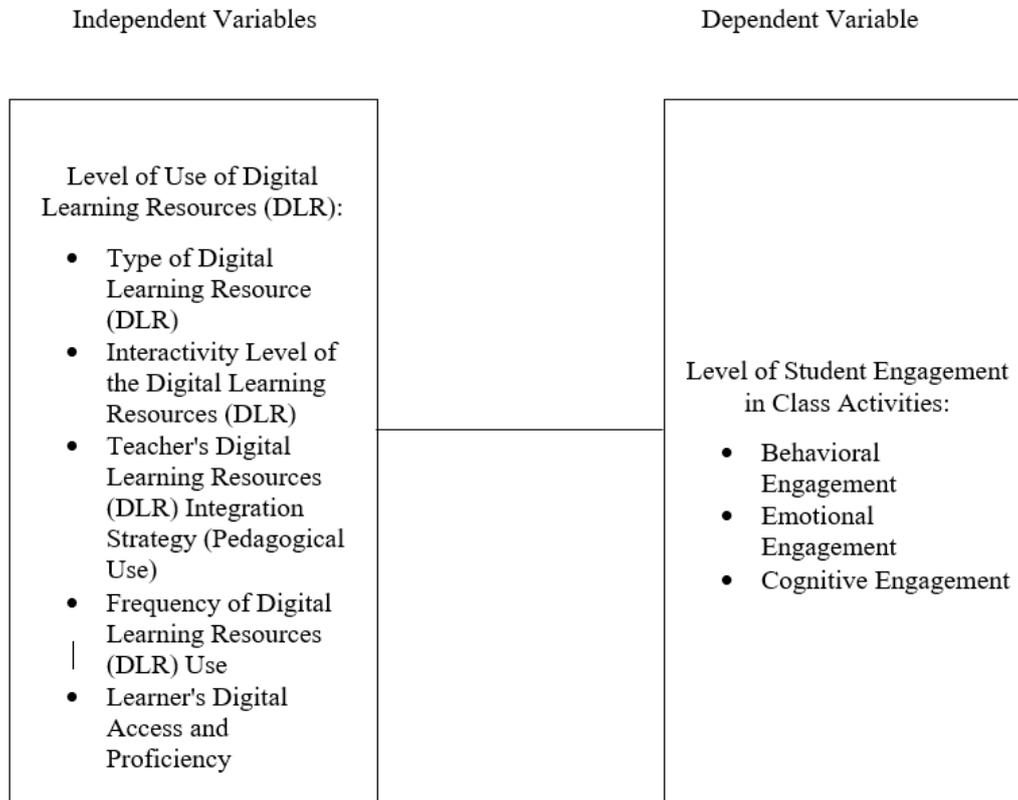


Figure 1. Schematic Diagram showing the Relationship of the Independent and Dependent Variables of the Study

1.2. Scope

The study focused on the 196 Grade 6 learners enrolled in the public elementary schools within the District II, Division of Malaybalay City, School Year (SY) 2025-2026. The data were analyzed by using descriptive statistics such as frequency count, percentage, mean, standard deviation, and inferential statistics, Pearson r Product Moment Correlation Coefficient. This study was conducted to find the level of use of Digital Learning Resources (DLR) on student engagement in Social Studies among public school learners in District II, Division of Malaybalay City, School Year (SY) 2025-2026. Teachers utilized a purposive sampling technique combined with cluster sampling to identify the most appropriate respondents for this investigation. Initially, researchers selected a specific number of public schools within District II of Malaybalay City at

random through cluster sampling to ensure a representative geographic distribution. Following this, teachers applied purposive sampling to select Grade 6 sections based on specific inclusion criteria: first, the classes must actively utilize Digital Learning Resources (DLR) in Araling Panlipunan instruction, and second, the learners must possess the requisite digital exposure to evaluate the interactivity and impact of such tools. Consequently, the study targeted a total sample size of 196 learners to participate as respondents.

2. REVIEW OF THE LITERATURE

The reviewed literature emphasizes that the integration of Digital Learning Resources (DLR) constitutes not merely a technical upgrade, but a multidimensional catalyst for enhancing learner engagement in Araling Panlipunan. Insights suggest that when teachers use gamified, interactive, and strategically aligned Digital

Learning Resources (DLR) to support their pedagogical goals, they effectively stimulate behavioral, emotional, and cognitive involvement among K-12 learners. Specifically, the use of adaptive platforms and interactive simulations fosters a sense of belonging and civic consciousness by connecting classroom lessons to real-world scenarios. However, the literature also warns that the quality of use outweighs quantity, which highlights a critical threshold where unregulated digital exposure leads to cognitive fatigue rather than academic gain.

Furthermore, the success of Digital Learning Resources (DLR) integration depends heavily on the integration strategy of the teacher and the socioeconomic context of the learners. Recent research underscores that scaffolding and real-time feedback function as essential pedagogical tools that transform digital media from mere distractions into powerful instruments for critical thinking. For Filipino learners in public schools, this impact often depends on the status of the digital divide, where infrastructure constraints and varying levels of digital literacy hinder equitable engagement. Consequently, the literature suggests that for Digital Learning Resources (DLR) to prove truly effective in an Araling Panlipunan context, teachers must provide access while cultivating technical self-efficacy and self-regulation among learners to help them navigate complex digital landscapes and combat disinformation.

This study grounds its foundation in Social Constructivism, a paradigm developed by Lev Vygotsky (1978), which posits that learning constitutes an active and constructive process where individuals develop knowledge through social interaction and cultural context. This framework serves as a particularly suitable approach for Araling Panlipunan, as it views Digital Learning Resources (DLR) not as passive repositories but as cultural tools that mediate cognitive development. By applying the concept of the Zone of Proximal Development, the study analyzes how well-structured Digital Learning Resources (DLR) featuring integrated feedback and adaptable pathways act as scaffolding to assist public school learners in achieving complex tasks that remain unattainable independently.

Furthermore, the research explores how the type and interactivity level of Digital Learning Resources (DLR) serves as the material

environment for this social negotiation of meaning. Highly interactive resources, such as collaborative maps or simulations, compel learners into active dialogue with peers and content, whereas the integration strategy of teachers and the frequency of use determine how effectively this digital scaffolding remains managed. In a Social Constructivist classroom, the teacher acts as a facilitator who bridges the gap between the current ability of the learner and their potential growth. This pedagogical mediation ensures that technology remains not a sporadic, disconnected activity but a consistent cultural tool that learners internalize to master concepts in Araling Panlipunan.

Finally, the study acknowledges that the digital access and proficiency of the learner represent critical contextual factors that either enable or restrict this collaborative process. In a resource-constrained public-school setting, a lack of access prevents learners from participating in the learning community, effectively restricting the utility of the cultural tool. Ultimately, the researcher measures engagement through this lens as the degree of active participation in social and constructive processes.

3. RESEARCH METHODOLOGY

The study used a descriptive-correlational research design to examine the variables within the public elementary schools of District II, Malaybalay City Division. The descriptive aspect of the research was intended to determine the status of the independent variables comprising the type of digital learning resources, interactivity levels, teacher integration strategies, frequency of use, and learner proficiency, alongside the dependent variables of behavioral, emotional, and cognitive engagement.

Concurrently, the correlational component investigated the existence and strength of the relationship between these digital resource factors and the multi-dimensional engagement of the learners. By focusing on intermediate students in Grades 4, 5, and 6 for the SY 2025–2026, the design ensured that the data gathered comes from respondents with the necessary cognitive maturity and digital exposure to provide objective and generalizable results.

To facilitate a rigorous analysis of the data gathered, specific statistical tools are employed to address the research objectives. The assessment

of the levels of digital resource impact and student engagement was conducted using weighted mean and standard deviation, providing a clear empirical basis for the descriptive findings. To determine the significance of the relationship between the independent and dependent variables, the Pearson Product-Moment Correlation Coefficient. This structured approach allows the researcher to move beyond mere observation, applying a mathematical framework to elucidate the psychological and pedagogical links between technology integration and learner participation.

This research was conducted in District II, Division of Malaybalay City, School Year (SY) 2025-2026. This research area, District II, functions as an integral part of the Malaybalay City Division. As the provincial capital of Bukidnon, located in the northern region of Mindanao, Philippines, Malaybalay City serves primarily as an agricultural hub characterized by a cold, alpine environment. The local economy relies heavily upon farming, particularly the cultivation of pineapples, rice, corn, and various other commercial commodities.

The Division of Malaybalay City oversees numerous public secondary schools within the city and ensures the consistent implementation of the K 12 curriculum. This district represents a significant site for educational study because it highlights the common problems and opportunities that arise when teachers use Digital Learning Resources (DLR) in a setting that blends farming traditions with the growing need for digital literacy.

The area provides an ideal site for this study for several reasons. First, the unique classification of the area within the Department of Education system facilitates the selection of a representative group of public schools. Second, the mix of traditional ways of making a living and ongoing educational modernization provides a rich context for observing how digital tools affect learners.

Third, the urgent need to close the digital divide makes research on the impact of Digital Learning Resources (DLR) especially important and timely for local policy and pedagogical changes. Teachers will conduct this study specifically in the following schools: Sumpung Central School, Can ayan Integrated School, Incalbog Elementary School, Tintinaan Elementary School, Tagilanao Elementary School, Kilapagan Integrated School, Candiisan Integrated School, Manalog Integrated School, Kibalabag Integrated School, and Baganao Elementary School.

4. FINDINGS

This study yielded the following results:

There was a high-level of use of digital learning resources in terms of the type of Digital Learning Resource (DLR), interactivity level of the Digital Learning Resources (DLR), teacher's Digital Learning Resources (DLR) integration strategy, frequency of Digital Learning Resources (DLR) use, and learner's digital access and proficiency.

The students are often engaged in class activities in terms of behavioral engagement, emotional engagement, and cognitive engagement. They frequently participate, listen attentively, and complete tasks on time.

There was a strong positive significant relationship between the level of use of digital learning resources in terms of type of Digital Learning Resource (DLR), interactivity level of the Digital Learning Resources (DLR), teacher's Digital Learning Resources (DLR) integration strategy, frequency of Digital Learning Resources (DLR) use, and learner's digital access and proficiency and the level of student engagement in class activities. This suggests that as the quality, frequency, and strategic integration of Digital Learning Resources (DLR) improve, learners demonstrate a corresponding and substantial increase in behavioral, emotional, and cognitive engagement during Araling Panlipunan lessons.

Table 2 shows the level of use of digital learning resources in terms of the type of Digital Learning Resource (DLR).

Table 2

Level of Use of Digital Learning Resources in terms of Type of Digital Learning Resource (DLR)

| Indicator | Mean | SD | QD |
|--|------|-------|-----------------|
| 1. The DLRs provide real-world examples that make topics more meaningful. | 4.19 | 0.919 | Very High Level |
| 2. The digital resources used in Social Studies include interactive videos and animations. | 4.12 | 1.043 | High Level |
| 3. Visual aids and digital maps make our lessons easier to understand. | 4.11 | 0.938 | High Level |
| 4. The DLRs contain games, quizzes, or simulations related to the lesson. | 3.88 | 1.124 | High Level |
| 5. I use educational websites or platforms such as DepEd Commons, YouTube (EDU) for more effective learning. | 3.75 | 1.196 | High Level |
| Overall | 4.01 | 0.660 | High Level |

| Scale | Interval | Qualitative Description | Qualifying Statement |
|-------|-----------|-------------------------|---|
| 5 | 4.20-5.00 | Very High Level | Level of use is observed 9-10 times out of ten situations |
| 4 | 3.40-4.19 | High Level | Level of use is observed 7-8 times out of ten situations |
| 3 | 2.60-3.39 | Moderate Level | Level of use is observed 5-6 times out of ten situations |
| 2 | 1.80-2.59 | Low Level | Level of use is observed 3-4 times out of ten situations |
| 1 | 1.00-1.79 | Very Low Level | Level of use is observed 0-2 times out of ten |

Table 2 indicates that learners perceive Digital Learning Resources (DLR) as influential and effective in approximately seven to eight out of ten learning situations. This high overall impact demonstrates that the transition from traditional media to a digitally integrated curriculum successfully enhances the pedagogical delivery of Araling Panlipunan.

Table 3 shows the level of use of digital learning resources in terms of the interactivity level of the Digital Learning Resource (DLR).

Table 3

Level of Use of Digital Learning Resources in terms of Interactivity Level of the Digital Learning Resource (DLR)

| Indicator | Mean | SD | QD |
|--|------|-------|------------|
| 1. The activities in the DLRs motivate me to participate actively. | 4.12 | 1.053 | High Level |

| | | | |
|--|------|-------|------------|
| 2. The DLRs give immediate feedback on my answers or performance. | 4.11 | 0.947 | High Level |
| 3. I can interact with the DLR by answering questions or completing tasks within it. | 3.90 | 1.006 | High Level |
| 4. The DLRs allow me to explore topics at my own pace. | 3.66 | 1.132 | High Level |
| 5. I can communicate or collaborate with classmates using online platforms. | 3.52 | 1.534 | High Level |
| Overall | 3.86 | 0.779 | High Level |

| Scale | Interval | Qualitative Description | Qualifying Statement |
|-------|-----------|-------------------------|---|
| 5 | 4.20-5.00 | Very High Level | Level of use is observed 9-10 times out of ten situations |
| 4 | 3.40-4.19 | High Level | Level of use is observed 7-8 times out of ten situations |
| 3 | 2.60-3.39 | Moderate Level | Level of use is observed 5-6 times out of ten situations |
| 2 | 1.80-2.59 | Low Level | Level of use is observed 3-4 times out of ten situations |
| 1 | 1.00-1.79 | Very Low Level | Level of use is observed 0-2 times out of ten |

Table 3 indicates that interactive elements remain consistently present and effective in approximately seven to eight out of ten Araling Panlipunan learning instances.

Table 4 presents the level of use of digital learning resources in terms of teachers' Digital Learning Resource (DLR) integration strategy.

Table 4

Level of Use of Digital Learning Resources in terms of Teachers' Digital Learning Resource (DLR) Integration Strategy

| Indicator | Mean | SD | QD |
|--|------|-------|-----------------|
| 1. My teacher explains how to use digital resources before class activities. | 4.43 | 0.955 | Very High Level |
| 2. The DLRs are used to review, reinforce, or apply lessons. | 4.43 | 0.847 | Very High Level |
| 3. The teacher connects DLR activities with real-life situations. | 4.23 | 0.932 | Very High Level |
| 4. My teacher uses digital tools to check our understanding after each lesson. | 4.22 | 0.927 | Very High Level |
| 5. The DLRs are integrated into both classroom and homework activities. | 3.98 | 1.161 | High Level |

| | | | | | |
|--------------|-----------------|--------------------------------|---|-------|-----------------|
| Overall | | | 4.26 | 0.711 | Very High Level |
| <i>Scale</i> | <i>Interval</i> | <i>Qualitative Description</i> | <i>Qualifying Statement</i> | | |
| 5 | 4.20-5.00 | Very High Level | Level of use is observed 9-10 times out of ten situations | | |
| 4 | 3.40-4.19 | High Level | Level of use is observed 7-8 times out of ten situations | | |
| 3 | 2.60-3.39 | Moderate Level | Level of use is observed 5-6 times out of ten situations | | |
| 2 | 1.80-2.59 | Low Level | Level of use is observed 3-4 times out of ten situations | | |
| 1 | 1.00-1.79 | Very Low Level | Level of use is observed 0-2 times out of ten | | |

Table 4 suggests that in nine out of ten instances, the integration strategy of the teacher for Digital Learning Resources (DLR) effectively enhances the learning experience.

Table 5 displays the level of use of digital learning resources in terms of the frequency of Digital Learning Resource (DLR) use.

Table 5

Level of Use of Digital Learning Resources in terms of Frequency of Digital Learning Resource (DLR) Use

| Indicator | Mean | SD | QD |
|--|------|-------|-----------------|
| 1. My teacher often uses DLRs during class discussions. | 4.29 | 0.890 | Very High Level |
| 2. DLR-based learning is part of our regular Social Studies routine. | 3.64 | 1.372 | High Level |
| 3. We are encouraged to explore online resources weekly. | 3.56 | 1.270 | High Level |
| 4. I use digital learning materials in our classes regularly. | 3.49 | 1.338 | High Level |
| 5. I access DLRs outside the classroom to review lessons. | 3.48 | 1.334 | High Level |
| Overall | 3.69 | 0.747 | High Level |

| | | | | |
|--------------|-----------------|--------------------------------|---|--|
| <i>Scale</i> | <i>Interval</i> | <i>Qualitative Description</i> | <i>Qualifying Statement</i> | |
| 5 | 4.20-5.00 | Very High Level | Level of use is observed 9-10 times out of ten situations | |
| 4 | 3.40-4.19 | High Level | Level of use is observed 7-8 times out of ten situations | |
| 3 | 2.60-3.39 | Moderate Level | Level of use is observed 5-6 times out of ten situations | |

| | | | |
|---|-----------|----------------|--|
| 2 | 1.80-2.59 | Low Level | Level of use is observed 3-4 times out of ten situations |
| 1 | 1.00-1.79 | Very Low Level | Level of use is observed 0-2 times out of ten |

Table 5 indicates that the frequency with which teachers use Digital Learning Resources (DLR) consistently influences the learning environment in approximately seven to eight out of ten situations.

Table 6 shows the level of use of digital learning resources in terms of learners' digital access and proficiency.

Table 6

Level of Use of Digital Learning Resources in terms of Learners' Digital Access and Proficiency

| Indicator | Mean | SD | QD |
|---|------|-------|----------------|
| 1. I know how to use search engines or online platforms for learning. | 4.05 | 1.276 | High Level |
| 2. I can navigate digital tools like PowerPoint, videos, or quizzes independently. | 3.80 | 1.301 | High Level |
| 3. I have access to a digital device such as phone, tablet, or computer for learning. | 3.53 | 1.416 | High Level |
| 4. I have a reliable internet connection for accessing online materials. | 3.45 | 1.306 | High Level |
| 5. I can troubleshoot simple technical problems when using Digital Learning Resource (DLR). | 2.62 | 1.464 | Moderate Level |
| Overall | 3.49 | 0.916 | High Level |

| Scale | Interval | Qualitative Description | Qualifying Statement |
|-------|-----------|-------------------------|---|
| 5 | 4.20-5.00 | Very High Level | Level of use is observed 9-10 times out of ten situations |
| 4 | 3.40-4.19 | High Level | Level of use is observed 7-8 times out of ten situations |
| 3 | 2.60-3.39 | Moderate Level | Level of use is observed 5-6 times out of ten situations |
| 2 | 1.80-2.59 | Low Level | Level of use is observed 3-4 times out of ten situations |
| 1 | 1.00-1.79 | Very Low Level | Level of use is observed 0-2 times out of ten |

Table 6 indicates that the combination of learner access and technical skill effectively supports digital learning in approximately seven out of ten instances.

Table 7 presents the summary of the level of use of digital resources.

Table 7

Summary of Level of Use of Digital Resources

| Indicator | Mean | SD | Qualitative Description |
|---|-------|--------|-------------------------|
| 1. Level of Use of Digital Learning Resource in terms of Teacher's Digital Learning Resource (DLR) Integration Strategy | 4.26 | 0.711 | Very High Level |
| 2. Level of Use of Digital Learning Resources in terms of Type of Digital Learning Resource (DLR) | 4.01 | 0.660 | High Level |
| 3. Level of Use of Digital Learning Resources in terms of Interactivity Level of the Digital Learning Resource (DLR) | 3.86 | 0.779 | High Level |
| 4. Level of Use of Digital Learning Resource in terms of Frequency of Digital Learning Resource (DLR) Use | 3.69 | 0.747 | High Level |
| 5. Level of Use of Digital Learning Resource in terms of Learner's Digital Access and Proficiency | 3.49 | 0.916 | High Level |
| Overall | 3.862 | 0.7626 | High Level |

| Scale | Interval | Qualitative Description | Qualifying Statement |
|-------|-----------|-------------------------|---|
| 5 | 4.20-5.00 | Very High Level | Level of use is observed 9-10 times out of ten situations |
| 4 | 3.40-4.19 | High Level | Level of use is observed 7-8 times out of ten situations |
| 3 | 2.60-3.39 | Moderate Level | Level of use is observed 5-6 times out of ten situations |
| 2 | 1.80-2.59 | Low Level | Level of use is observed 3-4 times out of ten situations |
| 1 | 1.00-1.79 | Very Low Level | Level of use is observed 0-2 times out of ten |

Table 7 indicates that while teachers consistently utilize digital tools within Araling Panlipunan, learners experience moderate variability in how they access and engage with these resources.

Table 8
Level of Student Engagement in Class Activities in terms of Behavioral Engagement

Table 8 presents the level of student engagement in class activities in terms of Behavioral Engagement.

| Indicator | Mean | SD | QD |
|---|------|-------|---------------|
| 1. I listen attentively during our lessons using digital tools. | 4.16 | 0.961 | Often Engaged |
| 2. I take notes or summarize lessons from videos or online materials. | 3.96 | 1.090 | Often Engaged |
| 3. I exert effort to understand lessons even when they are challenging. | 3.89 | 1.045 | Often Engaged |
| 4. I participate actively in online or classroom discussions. | 3.83 | 1.119 | Often Engaged |

| | | | |
|---|------|-------|---------------|
| 5. I complete DLR-based activities on time. | 3.66 | 1.018 | Often Engaged |
| Overall | 3.90 | 0.730 | Often Engaged |

| Scale | Interval | Qualitative Description | Qualifying Statement |
|-------|-----------|-------------------------|--|
| 5 | 4.20-5.00 | Always Engaged | The learner is consistently active, focused, and takes initiative in all classroom activities. |
| 4 | 3.40-4.19 | Often Engaged | The learner frequently participates, listens attentively, and completes tasks on time. |
| 3 | 2.60-3.39 | Sometimes Engaged | The learner participates occasionally but may sometimes be distracted or passive. |
| 2 | 1.80-2.59 | Seldom Engaged | The learner rarely joins discussions or activities and often needs a reminder to stay on task. |
| 1 | 1.00-1.79 | Never Engaged | The learner shows no interest or participation and is consistently disengaged from the lesson. |

Table 8 indicates that when teachers utilize Digital Learning Resources (DLR), students frequently demonstrate participation, focus, and adherence to classroom norms.

Table 9

Level of Student Engagement in Class Activities in terms of Emotional Engagement

Table 9 presents the level of student engagement in class activities in terms of Emotional Engagement.

| Indicator | Mean | SD | Interpretation |
|---|------|-------|----------------|
| 1. I feel proud when I perform well in DLR-based tasks. | 4.21 | 0.995 | Always Engaged |
| 2. I feel more interested in lessons when DLRs are used. | 4.09 | 1.024 | Often Engaged |
| 3. I enjoy using digital resources in learning. | 4.07 | 1.144 | Often Engaged |
| 4. I feel connected to my classmates during group DLR activities. | 3.93 | 1.008 | Often Engaged |
| 5. I am motivated to learn more about Social Studies topics through online materials. | 3.76 | 1.151 | Often Engaged |
| Overall | 4.01 | 0.751 | Often Engaged |

| Scale | Interval | Qualitative Description | Qualifying Statement |
|-------|----------|-------------------------|----------------------|
|-------|----------|-------------------------|----------------------|

| | | | |
|---|-----------|--------------------------|---|
| 5 | 4.20-5.00 | <i>Always Engaged</i> | <i>The learner is consistently active, focused, and takes initiative in all classroom activities.</i> |
| 4 | 3.40-4.19 | <i>Often Engaged</i> | <i>The learner frequently participates, listens attentively, and completes tasks on time.</i> |
| 3 | 2.60-3.39 | <i>Sometimes Engaged</i> | <i>The learner participates occasionally but may sometimes be distracted or passive.</i> |
| 2 | 1.80-2.59 | <i>Seldom Engaged</i> | <i>The learner rarely joins discussions or activities and often needs a reminder to stay on task.</i> |
| 1 | 1.00-1.79 | <i>Never Engaged</i> | <i>The learner shows no interest or participation and is consistently disengaged from the lesson.</i> |

Table 9 indicates that the use of Digital Learning Resources (DLR) frequently elicits positive affective reactions, interest, and happiness among students during Araling Panlipunan activities.

Table 10

Level of Student Engagement in Class Activities in terms of Cognitive Engagement

Table 10 shows the level of student engagement in class activities in terms of Cognitive Engagement.

| Indicator | Mean | SD | QD |
|--|------|-------|---------------|
| 1. I ask questions and seek clarification during digital activities. | 4.12 | 0.918 | Often Engaged |
| 2. I think deeply about what I learn from digital lessons. | 4.03 | 1.064 | Often Engaged |
| 3. I can relate digital lessons to real-life events. | 3.99 | 1.005 | Often Engaged |
| 4. I reflect on how digital lessons help me improve my understanding. | 3.99 | 1.005 | Often Engaged |
| 5. I find additional information about topics we study using the internet. | 3.96 | 1.122 | Often Engaged |
| Overall | 4.02 | 0.667 | Often Engaged |

| Scale | Interval | Qualitative Description | Qualifying Statement |
|-------|-----------|--------------------------|---|
| 5 | 4.20-5.00 | <i>Always Engaged</i> | <i>The learner is consistently active, focused, and takes initiative in all classroom activities.</i> |
| 4 | 3.40-4.19 | <i>Often Engaged</i> | <i>The learner frequently participates, listens attentively, and completes tasks on time.</i> |
| 3 | 2.60-3.39 | <i>Sometimes Engaged</i> | <i>The learner participates occasionally but may sometimes be distracted or passive.</i> |
| 2 | 1.80-2.59 | <i>Seldom Engaged</i> | <i>The learner rarely joins discussions or activities and often needs a reminder to stay on task.</i> |
| 1 | 1.00-1.79 | <i>Never Engaged</i> | <i>The learner shows no interest or participation and is consistently disengaged from the lesson.</i> |

Table 10 presents the level of student engagement in class activities in terms of cognitive engagement. This indicates that students frequently apply deep thinking, reflection, and strategic initiative when interacting with Digital Learning Resources (DLR) in Araling Panlipunan.

Table 11 presents the summary of the level of student engagement in class activities in terms of

| Indicator | Mean | SD | QD |
|-----------------------|------|-------|---------------|
| Behavioral Engagement | 3.90 | 0.730 | Often Engaged |
| Emotional Engagement | 4.01 | 0.751 | Often Engaged |
| Cognitive Engagement | 4.02 | 0.667 | Often Engaged |
| Overall | 3.98 | 0.72 | Often Engaged |

behavioral engagement, emotional engagement, and cognitive engagement.

Table 11

Summary of Level of Student Engagement in Class Activities in terms of Behavioral Engagement, Emotional Engagement, and Cognitive Engagement

| Scale | Interval | Qualitative Description | Qualifying Statement |
|-------|-----------|-------------------------|--|
| 5 | 4.20-5.00 | Always Engaged | The learner is consistently active, focused, and takes initiative in all classroom activities. |
| 4 | 3.40-4.19 | Often Engaged | The learner frequently participates, listens attentively, and completes tasks on time. |
| 3 | 2.60-3.39 | Sometimes Engaged | The learner participates occasionally but may sometimes be distracted or passive. |
| 2 | 1.80-2.59 | Seldom Engaged | The learner rarely joins discussions or activities and often needs a reminder to stay on task. |
| 1 | 1.00-1.79 | Never Engaged | The learner shows no interest or participation and is consistently disengaged from the lesson. |

The cognitive engagement indicator obtained the highest mean of 4.02 with a standard deviation of 0.667, which teachers interpret as often engaged. The standard deviation of 0.667 shows that responses remain tightly clustered around the mean, reflecting a high level of consensus among learners regarding their deep processing and strategic thinking during Araling Panlipunan lessons.

Table 12 displays the test of significant relationship between level of use of digital learning resources in terms of type of Digital Learning Resource (DLR), interactivity level of the Digital Learning Resources (DLR), teacher's Digital

Learning Resources (DLR) integration strategy, frequency of Digital Learning Resources (DLR) use, and learner's digital access and proficiency and the level of student engagement in class activities.

Table 12

Test of Significant Relationship between Level of Use of Digital Learning Resources in terms of Type of Digital Learning Resource (DLR), Interactivity Level of the Digital Learning Resource (DLR), Teacher's Digital Learning Resource (DLR) Integration Strategy, Frequency of Digital Learning Resource (DLR) Use, and Learner's Digital Access

and Proficiency and the Level of Student Engagement in Class Activities

| Variable | r | p-value | Interpretation |
|---|------|---------|----------------|
| 1. Type of Digital Learning Resource (DLR), | .596 | .000 | Significant |
| 2. Interactivity Level of the Digital Learning Resource (DLR) | .698 | .000 | Significant |
| 3. Teacher's Digital Learning Resource (DLR) Integration Strategy | .653 | .000 | Significant |
| 4. Frequency of Digital Learning Resource (DLR) Use, | .632 | .000 | Significant |
| 5. Learner's Digital Access and Proficiency | .602 | .000 | Significant |
| Overall | .811 | .000 | Significant |

Table 12 presents the test of a significant relationship between the level of use of Digital Learning Resources (DLR) in terms of type, interactivity, teacher integration strategy, frequency of use, and learner access and proficiency, and the level of student engagement in Araling Panlipunan class activities.

5. CONCLUSION AND RECOMMENDATIONS

In view of the findings presented, the study arrives at the following conclusions:

The investigation reveals that Digital Learning Resources (DLR) exerts a profound influence on Araling Panlipunan instruction through their varied formats, inherent interactivity, and the purposeful integration strategies employed by teachers. This high level of impact demonstrates that technology functions no longer as a

Building upon this foundation, the research finds that learners maintain consistent involvement in class activities, as evidenced by their high levels of focus, enjoyment, and capacity for deep thinking. This state of being often engaged indicates that digital integration successfully transcends the limitations of traditional rote learning models. It confirms that when learners demonstrate behavioral discipline and maintain a strong emotional connection to the subject matter, they transition into a state of cognitive mastery.

Finally, the study confirms a very strong and significant relationship between the impact of

Digital Learning Resources (DLR) and the level of learner engagement. This realization emphasizes that engagement occurs not by accident but as a direct result of deliberate interactivity and the strategic planning of the teacher.

5.1. Recommendations

In light of the findings and conclusions of this research, the following recommendations are offered:

Teachers can prioritize high-interactivity Digital Learning Resources (DLR), such as simulations and gamified tools, in place of static materials. These educators can move beyond passive substitution by intentionally aligning digital tools with specific lesson objectives. By focusing on interactive, teacher-led strategies, teachers effectively bridge the gap between simple content consumption and meaningful learner participation in Araling Panlipunan.

Parallel to the efforts of teachers, students possess the capacity to take initiative by using Digital Learning Resources (DLR) to advance beyond simple memorization toward independent inquiry. By maintaining self-discipline and actively participating in interactive tasks, learners strengthen their own cognitive mastery. Developing these digital habits allows them to transform enjoyment into deeper learning, ensuring they become technologically savvy and socially aware participants in their Araling Panlipunan education.

Finally, school principals find themselves in a position to prioritize professional development focused on pedagogical integration rather than mere hardware acquisition. These administrators can establish robust information and communications technology support and reliable internet infrastructure to bridge the existing access gap.