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## RESEARCH ARTICLE

### TEACHERS' AND LEARNERS' CLASSROOM EXPERIENCES IN THE USE OF DIGITAL LEARNING RESOURCES FOR ENHANCING STUDENTS ENGAGEMENT IN SENIOR HIGH SCHOOL SOCIAL SCIENCE EDUCATION IN THE SCHOOLS DIVISION OF QUIRINO

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#### Abstract

The integration of digital learning resources in Senior High School education has significantly transformed instructional practices and learner engagement in contemporary classroom settings. In Social Science education, digital resources such as multimedia presentations, online platforms, educational videos, interactive applications, and virtual learning materials provide opportunities for collaborative learning, critical thinking, and active participation among learners. This qualitative phenomenological study explored the classroom experiences of teachers and learners in utilizing digital learning resources to enhance student engagement in Senior High School Social Science education in the Schools Division of Quirino. Specifically, the study examined instructional practices, learner experiences, engagement strategies, implementation challenges, and coping mechanisms associated with digital resource integration in Social Science classes. Twelve Senior High School Social Science teachers and fifteen learners were purposively selected as participants. Data were gathered through semi-structured interviews, focus group discussions, classroom observations, and document analysis of instructional materials and digital learning activities. Braun and Clarke's thematic analysis framework was utilized in analyzing the collected data. Findings revealed that digital learning resources enhanced learner participation, collaboration, critical thinking, and classroom interaction through multimedia instruction, interactive discussions, online research activities, and technology-assisted presentations. However, participants also experienced challenges related to unstable internet connectivity, insufficient digital devices, limited technological resources, distractions during online activities, and varying levels of digital literacy. Despite these challenges, teachers and learners demonstrated adaptability, creativity, and collaborative learning practices in maximizing available digital resources for meaningful educational experiences. The study concluded that effective utilization of digital learning resources requires strengthened technological infrastructure, continuous teacher training, learner digital literacy development, and institutional support systems to sustain learner engagement and instructional innovation in Social Science education. The findings contribute to the growing discourse on digital pedagogy, student engagement, and technology-enhanced learning in Philippine Senior High School education.

**Keywords:** digital learning resources, student engagement, Social Science education, Senior High School, classroom experiences, technology integration, qualitative research, digital pedagogy

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## INTRODUCTION

The rapid advancement of digital technology has significantly transformed educational practices and instructional delivery across various educational contexts. In contemporary education, digital learning resources have become essential tools in facilitating learner-centered instruction, promoting collaboration, and enhancing student engagement. Digital technologies such as multimedia presentations, educational applications, online learning platforms, interactive videos, virtual simulations, and web-based resources provide opportunities for more dynamic, accessible, and meaningful learning experiences. In Senior High School education, the integration of digital learning resources has become increasingly important in supporting the development of 21st-century skills, critical thinking, communication, and independent learning among learners.

In Social Science education, digital learning resources offer innovative ways to explore historical events, social issues, political concepts, and cultural perspectives through interactive and multimodal learning experiences. Teachers are encouraged to utilize digital technologies to promote active learner participation, collaborative inquiry, reflective thinking, and contextualized understanding of societal realities. Through digital learning environments, learners can engage in online discussions, multimedia analysis, research-based activities, and collaborative projects that deepen their understanding of Social Science concepts and issues.

In the Philippine educational context, the Department of Education continues to promote the integration of technology-enhanced instruction as part of educational reforms and 21st-century learning initiatives. The implementation of flexible learning modalities, blended learning approaches, and digital instructional resources became more prominent during and after the COVID-19 pandemic, highlighting the growing importance of digital pedagogy in basic education. However, despite the recognized benefits of digital learning resources, teachers and learners continue to encounter challenges related to technological accessibility, digital literacy, internet connectivity, and instructional adaptation in public school settings.

Teachers often experience difficulties in preparing digital instructional materials, managing technology-assisted classrooms, and addressing learners' varying levels of digital competence. Similarly, learners encounter challenges related to limited access to digital devices, unstable internet connectivity, distractions during online learning, and difficulties in maintaining engagement in technology-mediated instruction. These realities significantly affect the implementation and effectiveness of digital learning practices in classroom settings, particularly in geographically and socioeconomically diverse communities.

Previous studies emphasized that digital learning resources positively influence learner engagement, motivation, collaboration, and academic performance when effectively integrated into classroom instruction (Hew et al., 2019). Likewise, Constructivist Learning Theory explains that learners develop understanding more effectively through interactive, collaborative, and technology-supported learning experiences (Vygotsky, 1978). The Technological Pedagogical Content Knowledge (TPACK) framework further emphasizes the importance of integrating technological competence, pedagogical knowledge, and subject matter expertise in effective digital instruction (Mishra & Koehler, 2006).

Despite the increasing integration of digital technologies in Philippine education, limited qualitative studies specifically explore the lived classroom experiences of both teachers and learners in utilizing digital learning resources in Senior High School Social Science education. Most existing studies focus primarily on quantitative assessments of technology use, online learning readiness, or learner achievement, leaving a gap in understanding the actual instructional and engagement experiences within classroom settings.

Hence, this study aimed to explore the classroom experiences of teachers and learners in utilizing digital learning resources for enhancing student engagement in Senior High School Social Science education in the Schools Division of Quirino. Specifically, the study investigated instructional practices, learner engagement experiences, implementation challenges, coping mechanisms, and recommendations for improving digital learning integration in Social Science instruction. The findings of the study are expected to contribute to digital pedagogy initiatives, teacher professional development programs, and educational policies that strengthen technology-enhanced instruction and student engagement in Philippine Senior High School education.

## RESEARCH OBJECTIVES

This study aimed to explore the classroom experiences of teachers and learners in utilizing digital learning resources for enhancing student engagement in Senior High School Social Science education in the Schools Division of Quirino. Specifically, it sought to examine how teachers utilize digital learning resources in Social Science instruction, identify the classroom experiences encountered by both teachers and learners in the use of digital technologies, determine the influence of digital learning resources on student engagement and classroom participation, investigate the challenges experienced by teachers and learners during digital learning integration, and propose recommendations that may strengthen digital learning practices and learner engagement in Senior High School Social Science education.

## METHODOLOGY

This study utilized a qualitative phenomenological research design to explore the classroom experiences of teachers and learners in utilizing digital learning resources for enhancing student engagement in Senior High School Social Science education. The phenomenological approach was appropriate because it enabled the researcher to examine the lived experiences, instructional realities, and perspectives of participants regarding technology-enhanced learning practices in classroom settings. The study was conducted in selected Senior High Schools in the Schools Division of Quirino. The locale was selected due to its active implementation of digital learning initiatives and diverse educational contexts among Senior High School learners. The participants consisted of twelve Senior High School Social Science teachers and fifteen learners selected through purposive sampling. Participants were included based on the following criteria: currently involved in Senior High School Social Science classes, actively utilizing digital learning resources, and willing to participate in the study. Data were gathered through semi-structured interviews, focus group discussions, classroom observations, and document analysis of instructional materials, digital activities, and assessment tasks. Interviews and discussions were audio-recorded with participants' consent and transcribed verbatim for analysis. The study employed Braun and Clarke's (2006) thematic analysis framework involving data familiarization, coding, theme generation, theme review, and interpretation. To ensure the trustworthiness of the study, credibility was established through member checking and triangulation of data sources, while dependability was strengthened through audit trails. Confirmability and transferability were ensured through reflective journaling and thick descriptions of participants' experiences and classroom contexts.

## RESULTS AND FINDINGS

### **Theme 1: Digital Learning Resources Promote Active Engagement and Collaborative Learning**

The findings revealed that digital learning resources significantly enhanced learner engagement,

classroom interaction, and collaborative participation in Social Science classes. Teachers utilized multimedia presentations, educational videos, online discussion platforms, digital storytelling, interactive applications, and virtual research activities to make lessons more engaging and meaningful for learners.

One teacher shared:

"Mas nagiging interactive ang discussion kapag gumagamit kami ng videos at online activities."

A learner explained:

"Mas naiintindihan namin ang lessons kapag may visual presentations at digital examples."

Another participant stated:

"Nakakatulong ang online collaboration dahil mas nakakapagbahagi kami ng ideas sa klase."

Classroom observations revealed that learners became more participative during technology-assisted discussions, collaborative group tasks, and multimedia-based presentations. Learners also demonstrated improved confidence and interest in discussing social issues and historical concepts through digital learning activities.

The findings suggest that digital learning resources create more interactive and learner-centered classroom environments that encourage collaboration, critical thinking, and active participation. These findings align with Constructivist Learning Theory, which emphasizes that meaningful learning occurs through interactive and socially mediated experiences (Vygotsky, 1978). Similarly, Hew et al. (2019) emphasized that technology-supported learning environments improve student motivation and classroom engagement.

### **Theme 2: Technological Challenges and Digital Inequality Affect Learning Experiences**

Despite the positive effects of digital learning resources, participants encountered several challenges related to technological accessibility, digital literacy, and classroom management. Teachers and learners identified unstable internet connectivity, limited access to digital devices, insufficient technological infrastructure, and distractions during online activities as significant barriers to effective digital learning.

One teacher stated:

"Minsan naantala ang klase dahil sa mahina o walang internet connection."

A learner shared:

"Hindi lahat ng students ay may sariling gadgets kaya nahihirapan sa activities."

Another participant explained:

"May mga pagkakataon na nawawala ang focus ng students dahil sa social media at ibang online distractions."

Teachers also expressed concerns regarding the time required to prepare digital instructional materials and manage technology-assisted classroom activities. Some learners experienced difficulties in navigating online platforms and completing digital tasks independently.

The findings indicate that technological inequality and digital access limitations significantly affect the quality of digital learning experiences among Senior High School learners. These findings support OECD (2019), which highlighted that educational technology integration remains dependent on infrastructure accessibility, digital readiness, and institutional support systems.

### **Theme 3: Teacher Adaptability and Learner Digital Literacy Strengthen Digital Pedagogy**

The findings further revealed that teachers and learners demonstrated adaptability, resilience, and collaborative learning practices in maximizing available digital learning resources despite technological limitations. Teachers continuously improved their digital competencies through webinars, peer mentoring, self-directed learning, and collaborative instructional planning.

One teacher explained:

"Patuloy kaming nag-aaral ng bagong applications para mas mapaganda ang teaching strategies."

A learner shared:

"Mas naging confident kami sa paggamit ng digital tools dahil palagi itong ginagamit sa klase."

Another participant stated:

"Malaking tulong ang guidance ng teachers para matutunan namin ang tamang paggamit ng online resources."

Teachers emphasized the importance of digital literacy, responsible technology use, and collaborative support systems in sustaining learner engagement and improving classroom

participation. Learners also developed independent learning skills, research abilities, and communication competencies through technology-supported activities. The findings demonstrate that teacher adaptability and learner digital literacy significantly contribute to effective digital pedagogy and meaningful technology integration in Social Science education. These findings align with the TPACK framework of Mishra and Koehler (2006), which emphasizes the integration of technological, pedagogical, and content knowledge in effective classroom instruction.

## DISCUSSION

The findings of the study revealed that digital learning resources significantly enhanced learner engagement, collaboration, and participation in Senior High School Social Science education in the Schools Division of Quirino. Teachers effectively utilized multimedia presentations, educational videos, online discussions, digital storytelling, and interactive applications to make lessons more engaging and meaningful for learners. The integration of digital technologies promoted active participation, collaborative inquiry, and critical thinking among learners while improving classroom interaction and communication. These findings support Constructivist Learning Theory, which explains that meaningful learning occurs through active engagement, collaboration, and interactive experiences (Vygotsky, 1978). Similarly, Hew et al. (2019) emphasized that digital learning environments enhance learner motivation, participation, and academic engagement.

However, the study also highlighted several challenges affecting the effective implementation of digital learning resources. Teachers and learners experienced difficulties related to unstable internet connectivity, insufficient digital devices, technological limitations, distractions during online learning, and varying levels of digital literacy. These findings indicate that digital inequality and limited technological accessibility continue to affect educational experiences in public school contexts. Similar findings were emphasized by OECD (2019), which reported that successful technology integration requires adequate digital infrastructure, technological support systems, and learner accessibility to digital resources.

Despite these challenges, teachers and learners demonstrated adaptability, resilience, and collaborative learning practices in maximizing available digital learning opportunities. Teachers continuously improved their digital competencies through professional development activities, peer mentoring, and self-directed learning, while learners developed digital literacy, communication skills, and independent learning behaviors through technology-assisted instruction. These findings support the TPACK framework proposed by Mishra and Koehler (2006), which emphasizes the importance of integrating technological competence, pedagogical knowledge, and subject matter expertise in effective classroom instruction. Overall, the findings demonstrate that digital learning resources significantly contribute to learner engagement and instructional innovation in Social Science education. However, effective digital pedagogy requires strengthened technological infrastructure, continuous teacher development, learner digital literacy enhancement, and institutional support systems to sustain meaningful and inclusive technology-enhanced learning experiences.

## CONCLUSION AND IMPLICATIONS

### Conclusion

The study concluded that digital learning resources significantly enhanced student engagement, classroom participation, collaboration, and critical thinking in Senior High School Social Science education in the Schools Division of Quirino. Teachers utilized multimedia presentations, online learning activities, educational videos, and interactive digital platforms to create more engaging, learner-centered, and meaningful instructional experiences. Learners demonstrated improved

participation, confidence, and collaborative interaction during technology-assisted classroom activities.

However, the study also concluded that teachers and learners encountered several challenges related to unstable internet connectivity, limited digital devices, insufficient technological infrastructure, distractions during online learning, and varying levels of digital literacy. These challenges affected the continuity and effectiveness of digital learning experiences in classroom settings.

Despite these limitations, teachers and learners demonstrated adaptability, resilience, and collaborative learning practices in maximizing available digital resources for educational purposes. The study therefore concludes that effective digital learning integration requires strengthened technological infrastructure, continuous professional development programs for teachers, learner digital literacy enhancement initiatives, and institutional support systems to sustain learner engagement and instructional innovation in Senior High School Social Science education.

### **Implications of the Study**

The findings of the study provide significant implications for educational leaders, curriculum planners, policymakers, and teacher education institutions. Schools may strengthen digital learning programs through the provision of adequate technological resources, stable internet connectivity, accessible digital platforms, and technical support systems for both teachers and learners. Educational administrators may also prioritize digital literacy programs and technology-enhancement initiatives that support effective classroom instruction and learner engagement.

The study further suggests the need for continuous teacher professional development programs focusing on digital pedagogy, instructional technology integration, classroom management in technology-assisted learning environments, and digital assessment strategies. Schools may also strengthen learner support programs that develop responsible technology use, digital citizenship, and independent learning competencies.

Moreover, the findings contribute to the growing discourse on digital pedagogy, student engagement, and technology-enhanced instruction in Philippine Senior High School education. The study may serve as a basis for future research focusing on digital learning effectiveness, technology-supported assessment, learner achievement, and inclusive digital education practices.

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