

ENHANCEMENT OF ACADEMIC ACHIEVEMENT OF GRADE SEVEN LEARNERS IN FILIPINO THROUGH DIGITAL RESOURCES

DAWN EUNICE G. CORPUZ

Master in Education

Major in Filipino

Abstract

This study investigated the effectiveness of digital resources in enhancing the academic achievement of Grade 7 learners in Filipino within the Burgos District. Anchored on the descriptive research design, the study sought to identify effective digital tools that support Filipino language acquisition, determine the challenges and opportunities in their integration, and assess the impact of digital resource use through a comparison of pretest and posttest results. A combination of quantitative and qualitative data was gathered using survey questionnaires, language proficiency tests, and focus group discussions. Statistical tools such as frequency, percentage, weighted mean, and paired sample t-test were employed in data analysis.

Findings revealed that various digital resources—including interactive applications, multimedia presentations, and online collaborative platforms—significantly contributed to improved learner engagement and Filipino language skills development. Despite challenges such as limited access to devices and insufficient teacher training, the integration of digital tools was found to offer substantial opportunities for enhancing classroom instruction. Notably, the results of the paired sample t-test indicated a statistically significant improvement in students' Filipino proficiency following the use of digital resources.

The study concluded that digital tools are effective in improving language acquisition among Grade 7 learners when properly implemented and supported. Based on these findings, it is recommended that schools adopt technology-integrated approaches in Filipino instruction and provide adequate training and support for educators. The study contributes to the growing body of research advocating for the use of digital innovations in language education to meet the evolving needs of 21st-century learners.

Keywords: Digital Resources, Academic Achievement, Filipino Language, Grade 7 Learners, Language Instruction, Educational Technology, Descriptive Research, Pretest-Posttest, Language Proficiency, Burgos District

4. Introduction

In the dynamic landscape of 21st-century education, the integration of digital resources into classroom instruction has become not only a pedagogical innovation but also a necessity (Díaz-Suárez et al., 2025). The rapid advancement of technology and its increasing accessibility have transformed how students learn and how teachers deliver instruction. Consequently, the education sector is challenged to adapt instructional strategies that promote meaningful engagement, foster critical thinking, and enhance academic performance (Yang et al., 2025). Within this context, the Filipino language—an essential component of the basic education curriculum in the Philippines—requires innovative teaching approaches that align with learners' evolving needs and preferences. Thus, this study is grounded in the need to explore how digital resources can be effectively utilized to enhance the academic achievement of Grade 7 learners in Filipino (Esteban et al., 2024).

Although traditional methods of teaching Filipino remain widely practiced, they often rely heavily on printed texts and rote memorization, which may not be sufficient in engaging learners or developing higher-order thinking skills. Moreover, the digital generation of learners today is

naturally inclined toward multimedia and interactive content, suggesting that the integration of technology in language instruction may offer significant pedagogical advantages (Cao et al., 2023). Given these realities, there is a pressing need to reexamine how Filipino is taught, particularly at the junior high school level where foundational language skills are further developed. Digital tools such as educational applications, online platforms, and multimedia content have the potential to enrich language instruction by providing interactive, personalized, and learner-centered experiences (Zou et al., 2025).

Furthermore, current national and international assessments continue to reveal gaps in Filipino language proficiency among students. For instance, the results of the Philippine Informal Reading Inventory (PHIL-IRI) and various classroom-based assessments show that many learners struggle with reading comprehension, vocabulary, and grammar. These learning gaps underscore the urgency of adopting innovative and research-based interventions (Misanes & Pascual, 2023). Although several studies have been conducted on the use of digital resources in English and Science, there remains a scarcity of research focusing specifically on Filipino instruction, especially in the context of junior high school learners. This study aims to address that gap by investigating the effectiveness of digital resources in improving Filipino language proficiency and overall academic performance.

Additionally, this research is particularly relevant in the post-pandemic educational setting, where blended learning and digital literacy have become integral to classroom instruction. During the COVID-19 pandemic, the shift to online learning highlighted both the potential and the limitations of digital education in the Philippines. While some learners thrived in digital environments, others struggled due to a lack of access, inadequate infrastructure, or minimal guidance. Nevertheless, the crisis has reinforced the importance of equipping both students and teachers with the skills and tools needed to navigate technology-enhanced learning. As schools return to face-to-face instruction, there is a renewed opportunity to harness digital tools in a more structured and pedagogically sound manner (Raptis et al., 2025). Therefore, investigating how these tools can be applied to core subjects such as Filipino is both timely and necessary.

Moreover, the study situates itself within the broader framework of the Department of Education's commitment to improving quality, accessible, relevant, and liberating basic education. The DepEd's Basic Education Development Plan (BEDP) 2030 emphasizes the integration of Information and Communication Technology (ICT) in teaching and learning processes as a means of enhancing educational outcomes (Obniala, 2025). In line with this directive, the study seeks to contribute to policy discussions and school-based initiatives aimed at modernizing language instruction. By focusing on Grade 7 learners in the Burgos District, the research provides localized insights that can inform the development of contextually relevant teaching strategies and professional development programs.

In terms of instructional delivery, the use of digital resources holds promise not only in enhancing academic performance but also in promoting learner autonomy and motivation. When students are given opportunities to engage with interactive and multimedia content, they are more likely to take ownership of their learning. Digital resources also allow for differentiated instruction, enabling teachers to cater to diverse learning styles, paces, and needs (Hossain, 2023). This is particularly beneficial in Filipino classes, where learners exhibit varying levels of language proficiency. Moreover, digital platforms can facilitate collaborative learning through real-time feedback, discussion forums, and peer-to-peer interaction—further enriching the learning experience.

Despite these potential benefits, it is also essential to acknowledge the challenges associated with the integration of digital tools in language instruction. Issues such as limited internet connectivity, insufficient technological resources, and a lack of teacher training may hinder effective implementation (Manabo, 2024). Hence, this study does not merely aim to highlight the effectiveness of digital resources but also to examine the barriers and opportunities

that come with their use. By doing so, it provides a comprehensive understanding of how digital resources impact Filipino language instruction and what conditions are necessary for their successful integration.

Through this investigation, the study aims to achieve four specific objectives: (1) identify the digital resources that are effective in enhancing Filipino language skills among Grade 7 learners; (2) determine the challenges and opportunities in integrating these resources into instruction; (3) assess whether there is a significant difference between the pretest and posttest scores of learners exposed to digital tools; and (4) propose appropriate digital resources to improve academic achievement in Filipino. These objectives are grounded in the belief that data-driven decisions and localized evidence are crucial for developing effective teaching interventions.

Ultimately, the significance of this study lies in its potential to improve language instruction in Filipino, thereby contributing to the holistic development of learners. As Filipino is not only a subject but also a medium for expressing cultural identity and national pride, enhancing proficiency in this language is imperative. The study aspires to empower both educators and learners by promoting technology-enhanced instruction that is engaging, relevant, and effective. Furthermore, the findings may serve as a guide for school administrators, curriculum developers, and policymakers in crafting sustainable and impactful programs that leverage digital tools in language education.

In summary, this study is a timely response to the educational system's growing demand for innovation, inclusivity, and effectiveness. It bridges the gap between traditional language teaching and modern instructional technology, offering a pathway toward more meaningful and results-oriented Filipino language instruction for junior high school learners in the Burgos District and beyond.

5. Method

2.1 Research Design

The study employed a descriptive research design, which is appropriate for systematically exploring the current conditions, perceptions, and experiences of learners without manipulating any variables. This design was chosen to provide a comprehensive understanding of how digital resources influence the academic achievement of Grade 7 learners in Filipino. Specifically, it enabled the researchers to collect both quantitative and qualitative data that captured the effectiveness, challenges, and opportunities associated with integrating digital tools into language instruction. Moreover, the descriptive design allowed for the identification of patterns and trends in student responses, particularly in terms of their engagement with digital resources and their language performance. Through the use of surveys, proficiency tests, and focus group discussions, the study was able to generate evidence-based insights that reflect the real educational context of the Burgos District. Ultimately, this design was instrumental in drawing meaningful conclusions and formulating practical recommendations without the need for experimental manipulation.

2.2 Participants

The study consisted of Grade 7 learners from selected public schools in the Burgos District, who were purposefully chosen to represent the target population for evaluating the integration of digital resources in Filipino language instruction. These learners were selected based on their accessibility, availability, and relevance to the study's objectives. Moreover, the participants were chosen to ensure a diverse yet contextually grounded sample reflective of the academic and technological conditions within the district. With approximately 200 students participating, the study was able to gather a substantial amount of data to assess language proficiency levels, digital engagement, and instructional challenges. Furthermore, teachers and

school administrators were consulted during the selection process to facilitate coordination and ensure ethical compliance. Through this purposive sampling, the study gained valuable insights into the real classroom experiences of junior high school learners, thus enhancing the relevance and applicability of its findings to similar educational contexts.

2.3 Instrumentation

The study utilized multiple research instruments to gather comprehensive and reliable data on the effectiveness of digital resources in enhancing Filipino language learning. Primarily, a survey questionnaire served as the main tool, consisting of both closed-ended items using a five-point Likert scale and open-ended questions to capture learners' perceptions, experiences, and engagement with digital tools. Additionally, to assess academic performance objectively, Filipino language proficiency tests were administered before and after the intervention, covering key areas such as reading, writing, listening, and speaking. Furthermore, to deepen the understanding of student experiences, focus group discussions (FGDs) were conducted with a selected subset of participants, allowing for qualitative insights into the opportunities and challenges encountered during digital instruction. These instruments were carefully developed and validated to ensure both content relevance and clarity. Overall, the combination of quantitative and qualitative tools not only strengthened the validity of the findings but also provided a nuanced perspective on how digital resources influence language learning among Grade 7 students.

2.4 Data Analysis

This study involved both descriptive and inferential statistical techniques to ensure a comprehensive interpretation of the findings. Initially, frequency and percentage were employed to identify the most used and effective digital resources in enhancing Filipino language skills, thus addressing the first research question. Subsequently, data from the Likert scale responses were analyzed using weighted means to determine students' perceptions of the challenges and opportunities in integrating digital tools into Filipino instruction. Moreover, to assess the effectiveness of the intervention, a paired sample t-test was conducted to compare pretest and posttest scores, thereby identifying any significant improvements in academic achievement after the use of digital resources. In addition, qualitative data gathered from open-ended survey responses and focus group discussions were thematically analyzed to capture in-depth insights and contextual nuances. By integrating both quantitative and qualitative approaches, the study was able to triangulate the data, enhance validity, and draw more robust conclusions about the impact of digital resources on Filipino language learning.

3 Results

The study revealed that a variety of digital resources were effective in enhancing the Filipino language skills of Grade 7 learners. Based on the frequency and percentage analysis, the most utilized tools included educational applications such as Kahoot, Quipper, and Google Classroom, as well as multimedia materials like interactive videos and digital storybooks. Among these, Quipper was identified by 68% of respondents as the most beneficial for grammar and vocabulary development. In comparison, 59% of students reported that interactive videos significantly helped improve their listening and reading comprehension. These results indicate that students gravitate toward platforms that provide immediate feedback, engaging content, and user-friendly interfaces, all of which contribute to more effective and enjoyable language learning experiences.

In terms of challenges and opportunities, the Likert scale results showed that while learners appreciated the integration of digital resources, several barriers hindered their optimal

use. Notably, 74% of respondents indicated that limited internet access was a recurring issue, while 61% pointed to a lack of teacher guidance in navigating digital platforms. However, students also identified key opportunities, such as improved motivation (83%) and increased collaboration with peers (71%) through digital learning tools. These figures highlight a dual reality: while digital resources present transformative possibilities for Filipino instruction, infrastructural and instructional limitations must be addressed to maximize their benefits. The data suggest that targeted interventions, such as digital literacy programs and enhanced ICT support, could help overcome these constraints.

Furthermore, the results of the paired sample t-test demonstrated a statistically significant difference between the pretest and posttest scores of students exposed to digital resources. The mean pretest score was 72.35, while the mean posttest score rose to 84.10, with a computed t-value of 5.84 and a p-value of 0.000, which is less than the 0.05 level of significance. These findings confirm that the use of digital tools led to a measurable improvement in the academic achievement of Grade 7 learners in Filipino. The marked increase in scores reflects not only enhanced content retention but also greater learner engagement and motivation resulting from the use of interactive, technology-based instruction. Overall, the quantitative results strongly support the effectiveness of integrating digital resources in language instruction within the Burgos District.

4 Discussion

The results of this study align with the findings of previous research that emphasize the positive impact of digital resources on language learning. For instance, a study by Alakrash and Razak (2021) found that students exposed to technology-integrated instruction in language classes showed greater engagement and improved performance compared to those in traditional settings. Similarly, the present study demonstrated that the use of digital platforms such as Quipper, Google Classroom, and multimedia resources significantly enhanced students' language skills, particularly in grammar, vocabulary, and comprehension. This convergence of findings reinforces the view that digital tools offer dynamic and interactive experiences that facilitate more meaningful learning in language education.

Moreover, the challenges identified in this study—such as limited internet access and lack of teacher guidance—echo the findings of Lopez et al. (2023), who reported that infrastructural and pedagogical barriers often hinder the full potential of digital learning in low- to middle-income educational contexts. In both cases, while the benefits of technology use are evident, its success largely depends on proper support systems, including reliable infrastructure and trained educators. Thus, this study confirms that for digital resources to be maximally effective, supportive environments and adequate training must be prioritized alongside integration efforts. This insight is critical for policymakers and educational leaders aiming to scale digital interventions in language instruction.

In addition, this study's results corroborate the research conducted by Cendana et al. (2019), which highlighted that learners benefited significantly from digital collaboration tools, particularly in terms of motivation and interaction. The present findings revealed that a large majority of students (83%) reported increased motivation, while 71% noted improved collaboration through digital platforms. These parallels suggest that when students are provided with engaging and interactive tools, they are more likely to participate actively in the learning process and take greater responsibility for their academic progress. As supported by constructivist learning theories, this student-centered approach enables deeper cognitive processing and enhances skill acquisition across language domains.

Lastly, the improvement in posttest scores observed in this study substantiates the findings of Awang et al. (2025), who demonstrated that technology-enhanced language instruction leads to statistically significant gains in student achievement. Their meta-analysis concluded that

learners exposed to digital interventions outperformed their peers in traditional classrooms, particularly in vocabulary and reading comprehension. Likewise, the statistically significant difference between pretest and posttest scores in the present study underscores the transformative potential of digital resources in language instruction. Together, these corroborative studies provide strong empirical support for the continued integration of digital tools in language education, especially in contexts striving to improve academic achievement and learner engagement.

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