

Utilization of Digital Learning Tool in Developing Social Science Skills among Humss Students

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ABSTRACT

Digital learning tools have emerged as a promising avenue for reshaping Social Science education. This study primarily aimed to examine the utilization of digital learning tools in developing the social science skills of students. Specifically, it sought to identify the types of digital learning tools used by students and determine the extent of their utilization. It also examined the significant difference between teachers' and students' assessments regarding the extent of digital tool utilization, assessed students' social science skills and analyzed the significant relationship between digital learning tool utilization and these skills. A descriptive-quantitative research design was employed, utilizing a researcher-made questionnaire to gather relevant data. The findings revealed that digital learning tools were utilized to a moderate extent, and HUMSS students' social science skills were likewise rated as moderately manifested. Statistical analysis showed a significant difference between teacher and student assessments in the utilization of digital tools for written works, but no significant difference was found in performance tasks and quarterly assessments. Moreover, a significant relationship was identified between the extent of digital learning tool utilization and students' social science skills. Based on these findings, a digital supplementary learning package was developed to enhance Social Science instruction among HUMSS learners.

Keywords: digital learning tools, social science skills, digital supplementary learning package, 21st century skills

INTRODUCTION

Education in the 21st century is influenced by swift technological progress and globalization. Education and knowledge acquisition are not limited to traditional textbooks and classrooms anymore; instead, learners engage with a digital landscape that shapes how they gather information and develop understanding. To stay pertinent, schools need to incorporate technology into teaching to equip students for a community that appreciates creativity, analytical thinking, and teamwork.

One of the major advantages of digital tools is their ability to promote active learning and student-centered pedagogy. Through discussion forums, multimedia presentations, and project-based learning platforms, students take a more participatory role in their own education. Instead of passively receiving information, they are encouraged to explore, create, and collaborate. This shift from teacher-centered to learner-centered instruction aligns with constructivist theories, which emphasize the importance of students building knowledge through meaningful experiences. Tools such as Padlet, Canva, and Flipgrid allow students to express understanding creatively and interactively, increasing engagement and motivation, especially among learners who may struggle in traditional classrooms. Despite these advantages, the effective use of digital tools is not without challenges. Many teachers feel inadequately trained or lack confidence in integrating technology, which can result in underutilization or superficial use of powerful tools (Asratie et al., 2023). Additionally, digital inequality—limited access to the internet or insufficient devices—remains a barrier in many contexts, potentially widening the achievement gap. Professional development and equitable access are therefore critical to ensuring that digital learning tools fulfill their potential.

The problem in Social Science instruction lies in the persistent gap between traditional teaching strategies and the evolving learning needs of students. While learners are immersed in a highly digital environment and naturally inclined toward interactive technologies, classroom experiences often rely on passive methods such as

lectures, memorization, and textbook reading. This mismatch can lead to low motivation, poor engagement, and underdeveloped social science skills. Although digital learning tools offer a potential solution, their integration remains underutilized due to limited teacher training, inadequate resources, or resistance to innovation. On the other hand, students may engage with technology only at a surface level, missing opportunities for deeper, skill-based learning.

Additionally, one of the greatest challenges in teaching Social Sciences is finding effective strategies to deliver lessons in ways that actively engage students. This challenge is particularly significant for HUMSS learners, who are expected to analyze social phenomena, engage in informed discourse, and apply Social Science knowledge to real-world contexts. Without the proper integration of digital learning tools, HUMSS students risk failing to acquire the competencies required for higher education and future professions. Therefore, the concern is not the mere availability of digital tools but how they are utilized to develop social science skills.

Given the persistent gaps in instructional strategies and digital tool utilization, this study focuses on the utilization of digital learning tools in developing Social Science skills of HUMSS students. By examining how these tools are currently applied in the classroom, the study seeks to identify their impact on students' social science skill development and engagement. The findings aim to guide teachers in improving instructional practices, inform policymakers in strengthening educational strategies, and help students maximize digital learning tools for more meaningful and skill-based learning. This study is significant as it highlights how digital tools can enhance learning experiences in Social Science, particularly for HUMSS students who require strong critical thinking, communication, and analytical skills. It provides insights into effective digital integration, supports evidence-based instructional improvements, and contributes to the broader goal of preparing students for the demands of higher education and future careers.

Objectives of the Study

This study aimed to examine the utilization of digital learning tools in developing the social science skills of HUMSS students.

Specifically, it aimed to:

1. Describe the different types of digital learning tools used by students in HUMSS social science subjects
2. Determine the extent of utilization of digital learning tools used by students as assessed by teachers and students themselves in terms of:
 - 2.1 written work
 - 2.2 performance task
 - 2.3 quarterly assessment
3. Find the significant difference in the assessment of the two groups of respondents in the extent of utilization of digital learning tools
4. Assess the level of social science skills of HUMSS students as assessed by the teachers and students themselves in terms of:
 - 4.1 critical thinking skills
 - 4.2 analytical skills
 - 4.3 research skills
 - 4.4 communication skills

4.5 problem solving skills

5. Ascertain the significant relationship between the extent of utilization of digital learning tools and social science skills of HUMSS students

6. Development of digital supplementary learning package

METHODS

Research Design

This study employed a descriptive-quantitative research design. The quantitative component utilized the descriptive research method, which involved the collection and analysis of numerical data through tables and appropriate statistical treatments to describe and interpret the responses related to the statement of the problem.

Subjects of the Study

The respondents of the study consisted of Grade 11 HUMSS students and HUMSS teachers who handled social science–related or specialized subjects in selected public senior high schools in Congressional District IV, Division of Batangas. The table below shows the distribution of respondents across Congressional District IV.

Table 1: Distribution of Respondents

Municipality	Students	Teachers		
	<u>N</u>	n	N	n
Ibaan	363	41	18	10
Padre Garcia	469	53	20	13
Rosario	569	66	21	14
San Jose	368	42	16	13
San Juan	909	103	38	36
Taysan	310	45	15	11
Total	2988	341	128	97

Legend: N-total population, n-Sample Size

To determine the sample population of Grade 11 HUMSS students across Curriculum Division 4 (CD4), the study employed stratified random sampling. This technique was utilized to ensure that every student in the population had an equal and unbiased chance of being selected as a respondent. By using random sampling, the researcher minimized selection bias and enhanced the representativeness of the sample, allowing the findings to more accurately reflect the perspectives, experiences, and learning conditions of the entire Grade 11 HUMSS student population. Moreover, this approach strengthened the reliability and validity of the data gathered, as the respondents were selected without favoritism and were deemed capable of providing relevant and credible information necessary for achieving the objectives of the study.

In contrast, the sample population of HUMSS teachers handling social science–related subjects was determined through purposive sampling. This non-probability sampling technique was deemed appropriate because the study

required respondents who possessed specific qualifications, expertise, and direct instructional experience relevant to the integration of digital learning tools in Social Science. Only teachers who were actively teaching social science subjects to HUMSS learners were selected.

Validation and Reliability of the Instrument

A pilot test was then conducted to establish the reliability and validity of the survey questionnaire prior to its final administration. The questionnaire, consisting of 64 items, was subjected to reliability testing using Cronbach's alpha. The results revealed a Cronbach's alpha coefficient of 0.970 for the responses of 15 teachers, interpreted as excellent reliability, and 0.889 for the responses of 15 students, interpreted as good reliability. These findings justified the final administration of the research instrument.

Data Gathering Instruments

The primary data-gathering instrument used in this study was a structured survey questionnaire. The self-constructed questionnaire served as the main tool for collecting the necessary data. To supplement the information obtained from the survey, a focus group discussion was also conducted.

RESULTS

Different Types of Digital Learning Tools used by students in HUMSS Social Science subjects

Digital learning tools are broadly categorized into Learning Management Systems (LMS), video-based platforms, communication tools, mobile applications, collaborative tools, and digital learning modules, each serving distinct educational purposes. Learning Management Systems (LMS) such as Google Classroom and Moodle help students organize learning activities, access assignments, and monitor progress through structured and self-paced learning.

Video-based platforms like YouTube enhance understanding and engagement by providing recorded lectures, tutorials, and multimedia resources. Communication tools such as Facebook Messenger support collaboration, group work, and teacher-student interaction, while interactive applications like Kahoot! and Quizlet increase motivation through engaging assessments. Collaborative platforms including Google Docs and Padlet promote teamwork, critical thinking, and project-based learning. Students also use search engines, educational websites, and AI tools such as ChatGPT to support research and writing tasks. Overall, these digital tools foster accessibility, flexibility, independent learning, and the development of 21st-century skills such as critical thinking, creativity, collaboration, and digital literacy.

Assessment on the Extent of Utilization of the Different Types of Digital Learning Tools used by students as assessed by teachers and students themselves

The results indicate that digital learning tools for written works, performance tasks and quarterly assessments are moderately utilized by both teachers and students as shown in Table 2,3, and 4 below. The results indicate that digital learning tools are being positively and consistently integrated into written works, performance tasks, and quarterly assessments.

The moderate level of utilization reflects that both teachers and students are becoming increasingly comfortable and familiar with these tools. This suggests a growing adoption of technology in the learning process, providing a strong foundation for further enhancement and more effective use in supporting teaching and learning.

Table 2 Extent of Utilization of Digital Learning Written Works

A. Written Works (are assessments that require students to produce written responses) The students...	Teachers		Students	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
1. Answer quizzes and tests using Google Forms, Quizizz, or Kahoot.	3.05	Moderately Utilize	3.06	Moderately Utilize
2. Use word processors (MS Word) in accomplishing written activities.	3.54	Highly Utilize	3.20	Moderately Utilize
3. Participate in online collaborative writing (shared Google Docs or MS Word Online) for Social Science essays.	3.00	Moderately Utilize	3.03	Moderately Utilize
4. Respond to digital feedback from teachers (via Messenger or email) on their written works.	3.43	Moderately Utilize	3.18	Moderately Utilize
5. Submit written tasks through Learning Management Systems (Google Classroom, Moodle, MS Teams).	3.01	Moderately Utilize	3.10	Moderately Utilize
6. Access teacher-provided e-modules, e-books, or PDFs for written requirements.	3.40	Moderately Utilize	3.30	Moderately Utilize
7. Review lessons through watching videos from YouTube or other social media applications to support written outputs.	3.43	Moderately Utilize	3.23	Moderately Utilize
8. Have experience in using plagiarism or grammar-checking tools (Turnitin, Quillbot Checker) before submitting written works.	3.02	Moderately Utilize	2.74	Moderately Utilize
COMPOSITE MEAN	3.24	Moderately Utilize	3.10	Moderately Utilize

Table 3 Extent of Utilization of Digital Learning Tools in Tools in Performance Task

B. Performance Task (evaluate students' ability to apply knowledge and skills through practical activities or projects) The students...	Teachers		Students	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
1. Use PowerPoint or Canva for Social Science project presentations.	3.72	Highly Utilize	3.66	Highly Utilize
2. Integrate multimedia elements (images, infographics, audio) to enhance presentations and reports.	3.61	Highly Utilize	3.42	Moderately Utilize
3. Record and edit video presentations for performance-based outputs.	3.57	Highly Utilize	3.52	Highly Utilize
4. Create and co-edit outputs using Google Workspace/Microsoft 365 (Docs, Slides, Sheets) for group performance tasks.	3.27	Moderately Utilize	3.21	Moderately Utilize
5. Participate in gamified activities in Social Science performance tasks.	3.29	Moderately Utilize	3.25	Moderately Utilize
6. Use AI tools (if permitted) such as ChatGPT, Quillbot, or AI image generators to support completing performance tasks.	3.33	Moderately Utilize	3.12	Moderately Utilize
7. Submit performance tasks via an LMS (Google Classroom, Moodle, MS Teams) using posted rubrics and deadlines.	3.11	Moderately Utilize	3.09	Moderately Utilize
8. Use educational websites and online articles as references or source materials for performance tasks.	3.42	Moderately Utilize	3.43	Moderately Utilize
COMPOSITE MEAN	3.41	Moderately Utilize	3.34	Moderately Utilize

Table 4 Extent of Utilization of Digital Learning Tools in Quarterly Assessment

C. Quarterly Assessment (summative evaluations conducted at the end of each quarter to gauge overall learning progress) The students...	Teachers		Students	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
1. Complete quarterly online assessments through Google Forms or Microsoft Forms provided by the teacher.	2.88	Moderately Utilize	3.09	Moderately Utilize
2. Answer objective-type examinations checked through digital platforms such as Zipgrade.	3.06	Moderately Utilize	3.11	Moderately Utilize
3. Take teacher-administered written tests that are scheduled and supervised within the designated quarterly examination period.	3.60	Highly Utilize	3.27	Moderately Utilize
4. Respond to written and oral assessments conducted virtually or face-to-face set by the teacher.	3.48	Moderately Utilize	3.34	Moderately Utilize
5. Access exam instructions and schedules through digital messaging platforms (Messenger, email, text).	3.39	Moderately Utilize	3.25	Moderately Utilize
6. Submit quarterly projects and exam requirements through Learning Management Systems (Google Classroom, Moodle).	3.03	Moderately Utilize	3.18	Moderately Utilize
7. Accomplish digital-based assessments (e.g., concept paper, case analyses, document-based questions) prepared by my teacher.	3.12	Moderately Utilize	3.24	Moderately Utilize
8. Present outputs or performance tasks aligned with the quarterly competencies, such as essays, portfolios, or creative projects.	3.54	Highly Utilize	3.36	Moderately Utilize
COMPOSITE MEAN	3.24	Moderately Utilize	3.23	Moderately Utilize

Significant Difference in the Assessment of the Two Groups of respondents in the Extent of Utilization of the Digital Learning Tools

Table 5 Difference in the Assessment of Two Groups of Respondents in the Extent of Utilization of Digital Learning Tools

Variables	p-values	Computed t-values	Decision on Ho	Verbal Interpretation
Written Works	.036	2.107	Reject	Significant
Performance Tasks	.058	3.605	Failed to Reject	Not Significant
Quarterly Assessment	.706	.143	Failed to Reject	Not Significant

The analysis showed a notable disparity in the evaluation of written assignments, suggesting that teachers and students had contrasting views on the utilization of digital tools in academic writing tasks. This distinction can be linked to differences in teaching expectations and learning experiences, as educators typically highlight the educational goals of digital writing tasks, whereas students might concentrate more on fulfilling tasks and meeting submission criteria.

Assessment on the Level of Social Science Skills of HUMSS students

The findings indicate that the Social Science skills of HUMSS students are generally moderately manifested across key areas. Students demonstrate developing critical thinking by connecting concepts to real-life situations and using credible sources to support their ideas. Their analytical and research skills are evident in their ability to interpret information, compare perspectives, and gather data from reliable digital platforms. Communication skills emerge as a relative strength, supported by the use of digital tools for presenting and expressing ideas clearly. Additionally, students show competence in problem-solving through collaboration and the use of multimedia tools, although further enhancement of higher-order thinking skills is still needed.

Table 6 Level of Social Science Skills in terms of Critical Thinking Skills

A. Critical Thinking Skills (Evaluating, questioning, and reflecting on Social Science using digital tools) The students...	Teachers		Students	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
1. Ask relevant questions about various topics in online class forums or chats.	3.18	Moderately Manifest	3.23	Moderately Manifest
2. Use online quizzes to check their understanding.	3.00	Moderately Manifest	3.23	Moderately Manifest
3. Verify online information using fact-checking websites or tools.	3.45	Moderately Manifest	3.27	Moderately Manifest
4. Recognize bias or unreliable information in online sources.	3.49	Moderately Manifest	3.18	Moderately Manifest
5. Analyze social issues using videos, simulations, or infographics before forming opinions.	3.56	Highly Manifest	3.37	Moderately Manifest
6. Relate various lessons to their real-life experiences.	3.88	Highly Manifest	3.37	Moderately Manifest
7. Support answers or opinions with evidence from trusted websites.	3.67	Highly Manifest	3.38	Moderately Manifest
8. Create short digital works (post, slide, or video) that show their stand with a certain issue	3.45	Moderately Manifest	3.16	Moderately Manifest
COMPOSITE MEAN	3.46	Moderately Manifest	3.27	Moderately Manifest

Table 7 Level of Social Science Skills in terms of Analytical Skills

B. Analytical Skills (Interpreting, organizing, and analyzing Social Science information using digital tools) The students...	Teachers		Students	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
1. Identify patterns and relationships in various topics using online resources.	3.32	Moderately Manifest	3.24	Moderately Manifest
2. Collect and record project data in shared files (Google Docs, Google Sheets).	3.22	Moderately Manifest	3.11	Moderately Manifest
3. Interpret data and case studies using online quizzes, charts, or simulations.	2.99	Moderately Manifest	3.14	Moderately Manifest
4. Break down difficult topics into simpler parts using notes or slides.	3.45	Moderately Manifest	3.25	Moderately Manifest
5. Compare different opinions on social issues using online sources.	3.48	Moderately Manifest	3.13	Moderately Manifest
6. Organize information neatly using note-taking apps like OneNote, Notion, or Evernote.	2.91	Moderately Manifest	3.15	Moderately Manifest
7. Evaluate if infographics or posts online are accurate and trustworthy.	3.37	Moderately Manifest	3.26	Moderately Manifest
8. Draw conclusions from data and present them in a report or summary.	3.34	Moderately Manifest	3.16	Moderately Manifest
COMPOSITE MEAN	3.26	Moderately Manifest	3.18	Moderately Manifest

Table 8 Level of Social Science Skills in terms of Research Skills

C. Research Skills (Gathering, organizing, and evaluating Social Science information through digital tools) The students...	Teachers		Students	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
1. Find reliable sources in Google Scholar, library websites, or verified sites.	3.35	Moderately Manifest	3.40	Moderately Manifest
2. Search for studies and reports in academic or government databases.	3.30	Moderately Manifest	3.38	Moderately Manifest
3. Gather facts and evidence from websites, archives, or online articles for reports.	3.44	Moderately Manifest	3.41	Moderately Manifest
4. Learn and apply research steps (searching, citing, note-taking) using online tutorials.	3.43	Moderately Manifest	3.32	Moderately Manifest
5. Keep research files and notes organized in Drive or a folder system.	3.41	Moderately Manifest	3.33	Moderately Manifest
6. Save and arrange citations or references using citation tools or lists.	3.35	Moderately Manifest	3.28	Moderately Manifest
7. Use digital tools to structure and organize research properly.	3.40	Moderately Manifest	3.30	Moderately Manifest
8. Write summaries or bibliographies that combine information from different sources.	3.20	Moderately Manifest	3.22	Moderately Manifest
COMPOSITE MEAN	3.36	Moderately Manifest	3.33	Moderately Manifest

Table 9 Level of Social Science Skills in terms of Communication Skills

D. Communication Skills (Expressing and sharing ideas in Social Science learning using digital tools) The students...	Teachers		Students	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
1. Create presentations (PowerPoint, Canva, videos) that are visually organized and show understanding of the topic.	3.86	Highly Manifest	3.51	Highly Manifest
2. Use images, charts, or infographics to explain ideas.	3.80	Highly Manifest	3.48	Moderately Manifest
3. Express opinions on social or cultural issues through digital communication platforms.	3.58	Highly Manifest	3.37	Moderately Manifest
4. Give feedback and accept feedback during group work.	3.79	Highly Manifest	3.42	Moderately Manifest
5. Summarize group discussions and post them in shared documents.	3.60	Highly Manifest	3.26	Moderately Manifest
6. Present short lessons or findings using slides or short videos.	3.66	Highly Manifest	3.33	Moderately Manifest
7. Create multimedia presentations (slides, video, images) that explain and defend their point of view.	3.73	Highly Manifest	3.39	Moderately Manifest
8. Practice proper online behavior (netiquette) when interacting in digital learning platforms.	3.70	Highly Manifest	3.43	Moderately Manifest
COMPOSITE MEAN	3.70	Highly Manifest	3.40	Moderately Manifest

Table 10 Level of Social Science Skills in terms of Problem-Solving Skills

E. Problem Solving Skills (Applying Social Science knowledge to solve problems within the classroom using digital tools) The students...	Teachers		Students	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
1. Brainstorm and organize solution ideas using collaborative digital platform	3.38	Moderately Manifest	3.10	Moderately Manifest
2. Collaborate with classmates online (Google Docs, Messenger, or group chats) to solve case studies.	3.57	Highly Manifest	3.28	Moderately Manifest
3. Explore alternative solutions using online simulations, games or activities.	3.42	Moderately Manifest	3.15	Moderately Manifest
4. Plan and finish project steps using checklists or shared files.	3.51	Highly Manifest	3.27	Moderately Manifest
5. Collect data and use feedback from online assessments (Forms, quizzes) to refine solutions.	3.42	Moderately Manifest	3.22	Moderately Manifest
6. Show solutions using gamified or problem-solving platforms.	3.15	Moderately Manifest	3.20	Moderately Manifest
7. Use real data (reports, statistics, or surveys) from online sources to support solutions.	3.46	Moderately Manifest	3.31	Moderately Manifest
8. Present solutions with evidence using slides, videos, or charts	3.66	Highly Manifest	3.33	Moderately Manifest
COMPOSITE MEAN	3.45	Moderately Manifest	3.23	Moderately Manifest

Significant Relationship between the Extent of Utilization of the Different Types of Digital Learning Tools and Social Science Skills of HUMSS students

Table 11 Relationship between the Extent of Utilization of Digital Learning Tools in Written Works and Social Science Skills

Variable	p-values	Computed R-values	Interpretation	Decision	Verbal Interpretation
Critical Thinking Skills	.000	.593	Strong Positive Relationship	Reject	Significant
Analytical	.000	.577	Strong Positive Relationship	Reject	Significant
Research	.000	.509	Strong Positive Relationship	Reject	Significant
Communication	.000	.477	Moderate Positive Relationship	Reject	Significant
Problem Solving	.000	.516	Strong Positive Relationship	Reject	Significant

Coefficient of correlation (r): +1.0 (Perfect relationship), +.76 to .99 (Very Strong relationship), +.51 to .75 (Strong relationship), +.26-.50 (Moderate Relationship), +.11 to .25 (Weak relationship), +.01 to .10 (Very weak relationship), .00 (No relationship)

Table 11 reveal that all computed p-values are .000, which are lower than the 0.05 level of significance indicates that the relationships observed are statistically significant, leading to the rejection of the null hypothesis across all skill areas. The computed r-values range from .477 to .593, suggesting moderate to strong positive relationships between the use of digital learning tools and Social Science skills. This means that as the utilization of digital tools for written works increases students' Social Science skills also tend to improve.

Table 12 Relationship between the Extent of Utilization of Digital Learning Tools in Performance Task and Social Science Skills

Variable	p-values	Computed R-values	Interpretation	Decision	Verbal Interpretation
Critical Thinking Skills	.000	.665	Strong Positive Relationship	Reject	Significant
Analytical	.000	.647	Strong Positive Relationship	Reject	Significant
Research	.000	.598	Strong Positive Relationship	Reject	Significant
Communication	.000	.581	Strong Positive Relationship	Reject	Significant
Problem Solving	.000	.616	Strong Positive Relationship	Reject	Significant

Coefficient of correlation (r): +1.0 (Perfect relationship), +.76 to .99 (Very Strong relationship), +.51 to .75 (Strong relationship), +.26-.50 (Moderate Relationship), +.11 to .25 (Weak relationship), +.01 to .10 (Very weak relationship), .00 (No relationship)

The findings in Table 12 demonstrate a significant positive relationship between the extent of utilization of digital learning tools for performance tasks and the development of social science skills among HUMSS students. The results reveal significant relationships across all skill areas, indicating that increased use of digital tools in performance tasks is meaningfully associated with improved competencies in Social Science.

Table 13 Relationship between the Extent of Utilization of Digital Learning Tools in Quarterly Assessment and Social Science Skills

Variable	p-values	Computed R-values	Interpretation	Decision	Verbal Interpretation
Critical Thinking Skills	.000	.562	Strong Positive Relationship	Reject	Significant
Analytical	.000	.514	Strong Positive Relationship	Reject	Significant
Research	.000	.474	Moderate Positive Relationship	Reject	Significant
Communication	.000	.495	Moderate Positive Relationship	Reject	Significant
Problem Solving	.000	.508	Strong Positive Relationship	Reject	Significant

Coefficient of correlation (r): +1.0 (Perfect relationship), +.76 to .99 (Very Strong relationship), +.51 to .75 (Strong relationship), +.26-.50 (Moderate Relationship), +.11 to .25 (Weak relationship), +.01 to .10 (Very weak relationship), .00 (No relationship)

The results of Table 13 indicate that the extent of utilization of digital learning tools in quarterly assessments has a significant and positive relationship with all Social Science skills, including critical thinking, analytical, research, communication, and problem-solving skills. This suggests that students who actively engage with digital tools during assessments demonstrate stronger performance across these skills, while traditional assessment methods continue to reinforce foundational reasoning, structured thinking, and reflective evaluation.

DISCUSSIONS

Extent of Utilization of Digital Learning Tools:

Digital learning tools are moderately utilized by both teachers and students, with clear differences in their preferred tools and applications. Teachers most frequently use word processors (e.g., MS Word, Google Docs) for written tasks, while students rely more on educational videos from YouTube and other social media platforms, reflecting their preference for audiovisual learning that enhances understanding. Research supports that such platforms improve engagement and complement traditional instruction.

In performance tasks, teachers primarily utilize PowerPoint and Canva to facilitate multimedia presentations, recognizing their effectiveness in organizing content and enhancing comprehension. However, both teachers and students report lower utilization of Learning Management Systems (LMS) and collaborative platforms like Google Workspace and Microsoft 365, suggesting challenges related to digital literacy and the need for more structured guidance. Students also show moderate use of emerging tools such as AI applications, indicating limited familiarity or support in integrating these technologies.

For quarterly assessments, both groups strongly favor traditional teacher-administered written tests and structured performance outputs (e.g., essays, portfolios, projects). These methods remain dominant due to their perceived reliability, fairness, and alignment with academic standards. Despite the increasing availability of digital tools, conventional assessments continue to play a central role in evaluating student learning, highlighting the ongoing importance of structured, teacher-directed evaluation practices.

Level of Social Science Skills of HUMSS students

The findings indicate that the Social Science skills of HUMSS students are generally moderately manifested, with some areas showing stronger development than others. In terms of critical thinking skills, teachers observed that students can connect classroom concepts to real-life situations and increasingly use credible online sources to support their ideas, reflecting developing analytical and evaluative abilities. Similarly, students reported strong performance in supporting answers with evidence from trusted websites and analyzing social issues using multimedia tools, highlighting their growing digital literacy and reasoning skills.

For analytical skills, both teachers and students rated these as moderately manifested. Students demonstrated strengths in comparing different viewpoints using online sources and simplifying complex topics through notes or presentations. This suggests that digital tools help learners break down and organize information effectively, supporting analytical thinking. Regarding research skills, students showed competence in gathering information from websites, online articles, and academic platforms such as Google Scholar and library resources. Both perspectives indicate that learners are becoming more capable of locating and selecting relevant and credible information, although these skills are still developing.

In communication skills, this area received the highest ratings overall. Teachers assessed these as highly manifested, while students rated them as moderately manifested. The use of digital tools—such as presentations, videos, and online discussions—has helped students clearly express ideas, organize information, and collaborate with others, enhancing their confidence and communication abilities. Lastly, for problem-solving skills, both teachers and students identified collaboration through digital platforms and presenting solutions using multimedia formats as key strengths. These practices promote teamwork, critical analysis, and the effective organization and communication of ideas, demonstrating the integration of multiple skills in solving social science-related tasks.

Developed Digital Supplementary Learning Package

The Digital Supplementary Learning Package (DSLPP) provides students and teachers with digital resources that support learning in Social Science. It is accessible online through a dedicated website, allowing teachers and students to utilize the digital materials anytime and anywhere. The website is entitled iSOCIAL: Interactive Social Science Learning Module—Empowering HUMSS Students to Stay Informed, Think Critically, and Serve Society Actively. The online package includes also PowerPoint lessons for teachers, a daily lesson log, and a weekly learning plan containing various activities that can be implemented throughout the lessons in Disciplines

and Ideas in the Social Sciences.

Students can also take quizzes via Google Forms and participate in interactive games designed to make learning more engaging and enjoyable. All these resources are accessible through Google Drive.

In conclusion, the interactive website serves as a comprehensive digital platform that facilitates meaningful engagement with Social Science content. It provides students with opportunities to explore topics, complete activities, and take quizzes online, while offering teachers flexible tools to guide instruction, monitor progress, and ensure lessons are both engaging and educational.

By promoting skill development and active learning, the website creates a more interactive and enriching learning experience for HUMSS students. For easy and full access of the output, scan the qr code or follow the link below.

CONCLUSIONS

In light of the foregoing findings, the following conclusions are drawn.

1. The types of digital learning tools used by the students in social science subjects included video-based platforms, communication tools, mobile applications, collaborative tools, and digital learning modules.
2. Digital learning tools were moderately utilized as assessed by both teachers and students in terms of written works, performance tasks, and quarterly assessments.
3. There was a significant difference between teachers' and students' assessments of the extent of utilization of digital learning tools in written works. However, no significant difference was observed in performance tasks and quarterly assessments.
4. The social science skills of HUMSS students were moderately manifested in terms of critical thinking, analytical, research, communication, and problem-solving skills.
5. There was a significant relationship between the extent of utilization of digital learning tools and social science skills among HUMSS students.
6. A digital supplementary learning package was developed.

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