# Digital Engagement on Socio-emotional Skills and Learning Motivation among Elementary Learners. Inputs to Homeroom Guidance Program

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**Abstract**

The study aimed to examine the relationship between digital engagement and its impact on socio-emotional skills and learning motivation among elementary learners at Ambray Elementary School during the 2025–2026 academic year. The study specifically focuses on three dimensions of digital engagement—cognitive, emotional, and behavioral—and their effects on socio-emotional competencies (self-awareness, self-management, relationship skills, responsible decision-making, and innovation skills) and learning motivation (intrinsic motivation, extrinsic motivation, and self-efficacy). Using a descriptive-correlational research design, data was collected from Grade 4 to Grade 6 students through a series of researcher-made and adapted questionnaires. The results show significant positive correlations between all three dimensions of digital engagement and the students' socio-emotional skills and learning motivation. Behavioral digital engagement was found to be the most influential factor in enhancing students' socio-emotional competencies and motivational levels. These findings suggest that active and responsible digital participation plays a crucial role in supporting the development of essential skills and motivation in young learners. The study concludes with recommendations for educators, parents, and policymakers to incorporate strategies that balance digital engagement with socio-emotional learning to foster holistic student development.

*Keywords*: Digital engagement, socio-emotional skills, learning motivation, cognitive engagement, emotional engagement, behavioral engagement, intrinsic motivation, extrinsic motivation, self-efficacy, elementary learners, educational technology, digital literacy.

## 1. Introduction

In today's digital era, the widespread use of technology has significantly change how students learn, communicate, and interact. Digital platforms such as social media, online learning tools, and internet-based resources are becoming increasingly important in the lives of elementary school students. Digital engagement, which encompasses cognitive, emotional, and behavioral interactions with digital tools, delivers valuable opportunities for academic enrichment, access to information, and collaborative learning. However, although this advantage exists, concerns have emerged about the potential negative effects of excessive and unregulated digital engagement on students' overall development.

The majority of students in public schools spend more time on digital tools and platforms. In this current time pupils are spending their time studying at home whether it is online or modular. Less interaction is made between their peers. Communicating with their classmates is made through online chatting (Averion, 2021)

One of the major concerns is the decline in face-to-face social interaction among learners. Many students now spend a significant time using gadgets instead of engaging in personal communication with peers and family. This change in how people connect with each other could make it harder for them to learn important social and emotional skills like self-awareness, empathy, creating relationships, and sound decisions. Without non-verbal signs along with direct communication in digital environments, learners may encounter increased difficulty in comprehending and responding to social situations.

Digital interaction is a big part of how pupils learn and develop their socio-emotional skills. When students control how hard they work in digital learning, they are more likely to improve their conversation, connection, and self-management abilities by cooperating and talking to one other online. However, excessive or uncontrolled computer use might make it harder to have meaningful conversations in person, which may slow the development of important socio-emotional skills. Digital engagement can either boost or lower learning motivation, depending on how it is used. For example, when it is used productively for learning, it can have a positive effect on intrinsic, extrinsic, and self-efficacy factors. However, when it leads to distraction, dependence, or passive consumption, it can lower motivation.

Even before the world health crisis started, it is observed that pupils live with the social media, children discuss the trends they have seen, the memes, the new dance challenge and many more. Even in their free time in school most of them do not talk or interact with each other but rather hold their smartphone and talk about the things they see on social media. In some ways, socialization has changed since then (Uhls et al, 2017).

In addition to its impact on social development, digital engagement also generates concerns regarding students' learning motivation. Digital tools can increase motivation by providing dynamic and interesting material, but using them too much can be distracting, make it harder to focus, and make people rely on technology too much. Learners may pay more attention to entertainment and just watching or listening instead of actively learning in a meaningful way.

Digital engagement can widen learning opportunities, and it may also become challenging like increase distractions and may lessen face-to-face social interaction skills. Additionally, the duration of time spends by the students in using digital tools may affect their motivation to join in school activities. According to Helena & Deborah (2024) when digital tools help students access information and work with others, they can become more motivated, but too much or excessive dependence on these platforms can reduce their motivation.

More elementary students spend more time using digital devices, and it became a concern because it can affect their socio-emotional skills. When learners spend more time on devices, or other digital platform, they may lessen to communicate and interact with others in person. This situation can make it hard for students to develop important skills like self-awareness, empathy, building relationships, and making responsible decisions. Even though technology is essential in education, there are still not enough school programs that may help balance digital use with social and emotional development. Students may have some social and

emotional skills, but they are still not yet developed fully. This implies that there is a need for programs that can help balance responsible technology use with social and emotional development.

Many public elementary schools lack strong programs that can teach students to use digital technology in a way that is safe and can develop their social and emotional skills, and at the same time can stay motivated to learn. Although policies about digital behavior exist, schools may lack clear guidance for healthy online use, social interaction, and schoolwork. Resulting that student may find it hard to control their habits on using digital platform, to manage their emotions, and to stay motivated in their studies.

Thus, it is very essential to study how learners use digital tools in connection to their motivation to learn and growth to their social-emotional skills. This can help schools create homeroom programs that support good digital habits, strong relationships, and lasting motivation to learn.

This rationale is likewise reflected in DepEd Memorandum No. 027, s. 2020, titled "Reiteration of Advisory on the Use of Social Media for Public Schools, Teachers, and Learners," which underscores the importance of responsible digital behavior while encouraging the positive use of social media as a learning tool among educators and students.

As more elementary students engage with digital tools, the effects on their social and emotional development and learning motivation are still not fully understood. As technology becomes more important in education, schools need to understand whether digital use helps or harms students and how to manage it well.

This study will therefore investigate how digital engagement is related to elementary students' social and emotional skills and learning motivation. Its results are expected to help develop a homeroom guidance program that promotes responsible digital use and sustained motivation that encourages responsible digital use, enhances social competencies, and maintains students' motivation for learning across digital and face-to-face environments.

## 2. Objectives of the Study

The study was conducted to determine the relationship between digital engagement, socio-emotional skills, and learning motivation among Grades 4 to 6 learners of Ambray Elementary School during the school year 2025–2026. Specifically, the research aimed to assess the learners' level of digital engagement in terms of cognitive, emotional, and behavioral dimensions, and to evaluate their socio-emotional skills such as self-awareness, self-management, relationship skills, responsible decision-making, and innovation skills. It also aims to measure their learning motivation, focusing on intrinsic motivation, extrinsic motivation, and self-efficacy. Furthermore, the study intends to determine whether there is a significant relationship between digital engagement and socio-emotional skills, as well as between digital engagement and learning motivation. By achieving these objectives, the research hopes to provide valuable insights that can serve as inputs for designing a homeroom guidance program that promotes responsible digital use, strengthens socio-emotional competencies, and sustains learners' motivation to succeed academically and personally.

## 3. Methodology

This study employed a descriptive-correlational research design to examine the relationship between digital engagement, socio-emotional skills, and learning motivation among Grades 4 to 6 learners of Ambray Elementary School during the school year 2025–2026. The design was chosen because it allows the researcher to describe the current levels of digital engagement, socio-emotional skills, and learning motivation, while also determining whether significant relationships exist among these variables.

The population of the study consisted of 423 learners enrolled in Grades 4, 5, and 6. Using Slovin's formula at a 5% margin of error, a sample size of 206 respondents was determined through stratified random sampling with proportional allocation to ensure fair representation across grade levels.

Data were collected using a researcher-made questionnaire supplemented by adapted tools. The instrument was divided into three parts: (1) digital engagement, measured in terms of cognitive, emotional, and behavioral dimensions; (2) socio-emotional skills, assessed through self-awareness, self-management, relationship skills, responsible decision-making, and innovation skills; and (3) learning motivation, focusing on intrinsic motivation, extrinsic motivation, and self-efficacy. The questionnaire was validated by experts and pilot-tested to ensure reliability and clarity.

For data analysis, descriptive statistics such as mean and standard deviation were used to determine the levels of digital engagement, socio-emotional skills, and learning motivation. Correlational statistics, specifically Pearson's r, were employed to test the significance of relationships between digital engagement and the dependent variables.

The study was limited to one public elementary school, and results may not be generalizable to other contexts. Furthermore, the reliance on self-reported data may have introduced biases related to honesty and comprehension among respondents. Despite these limitations, the methodology was designed to provide reliable insights that can serve as inputs for developing a homeroom guidance program that balances responsible digital use with socio-emotional and motivational growth.

## 4. Results and Discussion

This chapter focuses on the presentation, analysis, and interpretation of data according to the problems formulated in the study.

Table 1. Perceived level of digital engagement of the respondents in terms of Cognitive

| Indicators | Mean | SD | Verbal Interpretation |
|---|---|---|---|
| 1, I want to follow through the interesting things I see online. | 2.97 | .79 | Agree |
| 2. I use the internet to help me answer my schoolwork | 3.04 | .74 | Agree |
| 3. I think about what I learn online. | 3.12 | .68 | Agree |
| 4. I compare answers from different websites before choosing the best one. | 2.85 | .85 | Agree |
| 5. I use gadgets and online platforms to make my schoolwork easier. | 2.92 | .79 | Agree |
| 6. I explore using Artificial Intelligence tools like Google AI and ChatGPT to help me in assignments. | 2.67 | .87 | Agree |
| 7. I use what I learn online in my school activities. | 3.04 | .67 | Agree |
| 8. I need access to internet every time I have an assignment or homework. | 2.69 | .85 | Agree |
| 9. I use the internet to learn new things outside my lessons. | 3.09 | .70 | Agree |
| 10. I cannot help but think about the things I learn or see online. | 2.90 | .74 | Agree |
| Overall | 3.00 | 0.76 | Agree |

*Legend: 3.50-4.00 (Strongly Agree/Highest) 2.50-3.49 (Agree/High) 1.50-2.49 (Disagree/Low) 1.00-1.49 (Strongly Disagree/Lowest)*

Table 1 shows the perceive level of digital engagement of the respondents in terms of cognitive engagement. The table indicates that respondents exhibit a high level of cognitive digital engagement, with an overall mean of 3.00 (SD = 0.76), verbally interpreted as "Agree." The results show that students are involved and use digital technology to help with their learning. Many students use internet to do homework, learn new topics, verify facts, and use information in class. Because the students use digital platforms on a regular basis, they find online materials easier to reach and more useful for learning. This may help students think more effectively, reflect, and maintain focused.

The highest rated indicator was found in reflecting on online learning (M = 3.12, SD = 0.64). This shows that learners do not just receive information online; they are actively thinking about and process what they find online. When they are connected to the online content, they somehow improve their understanding and critical thinking skills. On the other hand, the least rated indicators AI tool usage (M = 2.67, SD = 0.87), though it is still interpreted as 'Agree.' This implies that even though students are using AI tools, they somehow do not fully depend on them in using this platform for schoolwork. This may be due to learners that have limited access to technology, maybe because lack of digital skills, or follow school guidelines about using AI. These findings are aligned with Hu and Xiao (2025), which explains that cognitive engagement is mostly practical and focused on goals. Students usually use technology to finish assignments and find information, not for deeper research.

Table 2. Perceived level of digital engagement of the respondents in terms of Emotional

| Indicators | Mean | SD | Verbal Interpretation |
|---|---|---|---|
| 1. I feel uneasy whenever my gadget does not work or when I cannot use it. | 2.60 | .77 | Agree |
| 2. I feel happy when I learn using the internet. | 2.99 | .65 | Agree |
| 3. I am comfortable learning through online classes. | 2.62 | .80 | Agree |
| 4. I stay motivated and continue working even if online tasks are tough. | 3.02 | .63 | Agree |
| 5. I feel pressured whenever I don't finish online activities on time. | 2.89 | .77 | Agree |
| 6. I feel happy when I use phone, tablet or computer. | 3.03 | .71 | Agree |
| 7. I feel excited when using digital platforms for learning. | 2.99 | .68 | Agree |
| 8. I feel sad when I cannot use my gadget or the internet. | 2.59 | .83 | Agree |
| 9. I feel proud when people acknowledge or say good things about me during online classes or when I use an online platform to do a task. | 3.04 | .66 | Agree |
| 10. I get angry when my parents or teachers tell me to stop using my gadget. | 2.19 | .88 | Disagree |
| Overall | 2.80 | 0.74 | Agree |

*Legend: 3.50-4.00 (Strongly Agree/Highest) 2.50-3.49 (Agree/High) 1.50-2.49 (Disagree/Low) 1.00-1.49 (Strongly Disagree/Lowest)*

Table 2 shows the perceived level of digital engagement of the respondents in terms of emotional engagement. The results shows that most students are strongly emotionally engaged, with an average score of 2.80 (SD = 0.74), which indicates that the respondents generally agree. This implies that the learners somehow have a feeling of positive emotions and connections when they use digital technology in their studies. Digital learning helps learning gives convenience, more enjoyable, motivating, and give leaners more opportunity to interact and participate with other. Although technology is already part of students' daily lives, many students somehow find online learning comfortable and interesting, which may help increase their emotional engagement. They use the internet for schoolwork, to obtain new ideas, to check information from different websites and platforms, and sometimes leaners use what they learn online in class.

Most of the indicators are in the "Agree" range, which indicates that students feel positive about digital learning in general. Some respondents said they feel proud when others notice or praise them during online classes or when they use an online platform to complete a task (M = 3.04, SD = 0.66). This indicates that recognition and positive feedback are very important for students to be familiarize in digital learning. When teachers, classmates, or parents show appreciation or positive feedback, it may help improve students' confidence, motivation, and sense of achievement. The findings also shows that social interaction and validation from others can help students feel more emotionally connected to online learning.

However, the statement "I get angry when my parents or teachers tell me to stop using my gadget" received the least rated indicator with the score of 2.19, indicating that most students disagreed. This suggest that most students somehow do not react strongly when adults set limits on their gadget use. Many students may be aware of the importance of managing gadget time alongside responsibilities, rest, and family needs.

The results also show that students can often control their use and understand that gadgets should not be used too much. Support from parents and teachers may help students build discipline and healthy digital habits, and make them less likely to respond with frustration or resistance when asked to stop using their devices.
This result is aligned with the findings of Deci and Ryan's (2000) Self-Determination Theory, which says that relatedness and competence are basic psychological needs. When these needs are achieved or satisfied, individuals tend to develop greater motivation and positivity. Additionally, Dixson (2015) also stated that learner's online engagement in courses is strongly affected by the emotional climate, especially through recognition and affirmation.

Table 3. Perceived level of digital engagement of the respondents in terms of Behavioral

| Indicators | Mean | SD | Verbal Interpretation |
|---|---|---|---|
| 1. I actively participate in online class discussions or forums. | 3.01 | .70 | Agree |
| 2. I work with classmates in online group projects. | 3.13 | .67 | Agree |
| 3. I finish my online school tasks. | 3.21 | .61 | Agree |
| 4. I use the internet or the gadgets every day. | 2.82 | .89 | Agree |
| 5. I share helpful online resources with my classmates | 2.99 | .68 | Agree |
| 6. I follow rules and guidelines in online platforms used for school. | 3.24 | .58 | Agree |
| 7. I contribute positively when working on online group projects. | 3.11 | .63 | Agree |
| 8. I respect others' opinions during online discussions. | 3.34 | .64 | Agree |
| 9. I use digital platforms to communicate effectively with teachers and peers. | 3.03 | .63 | Agree |
| 10. I am comfortable when I am using my gadgets. | 3.01 | .75 | Agree |
| Overall | 2.80 | 0.74 | Agree |

*Legend: 3.50-4.00 (Strongly Agree/Highest) 2.50-3.49 (Agree/High) 1.50-2.49 (Disagree/Low) 1.00-1.49 (Strongly Disagree/Lowest)*

Table 3 shows the respondents perceived behavioral dimension of digital engagement. The table indicates that respondents exhibit a high level of behavioral engagement in digital activities, with an overall mean of 3.09 (SD = 0.68), which is verbally interpreted as "Agree." The results indicates that the students can somehow adapt to online learning. They can join discussions, work on group projects with peers and classmates, and they can follow online rules. This shows that digital platforms are often part of their school life and being active online is important for learning.

All indicators are in the "Agree" range, shows that students often take part in online learning activities. The highest rated indicator is for respecting others' opinions during online discussions (M = 3.34, SD = 64 "Agree"). The data suggests that students can recognize the importance of digital etiquette and they respect in online learning. This relates to Filipino cultural values, where being polite and considerate is important in school and social life. Respecting someone else opinions may help students work better together, to avoid conflicts, and to improve teamwork, especially in online classes.

On the other hand, the indicator with the least rated indicator was "I use the internet or gadgets every day" (M = 2.82, SD = 0.89, "Agree"). The data shows that students somehow see digital tools as useful, not just something they use out of habit. Some students do not have stable internet access or their own devices, especially in places where technology is limited or situated in remote areas. While other respondents limit their gadget use to avoid distractions, stay focused, and protect their physical and mental health.

According to Martin and Bolliger (2018), online engagement strategies increase student motivation, minimize isolation, and strengthen academic performance, especially through interaction with peers, instructors, and learning materials. Similarly, Nkomo et al. (2021) stressed that in their systematic review that student engagement with digital technologies is often described as multidimensional, including visible participation and interaction. This supports the finding that behavioral engagement is a clear and important part of digital learning.

Table 4. *Perceived level of socio-emotional skills of the respondents in terms of Self-Awareness*

| Indicators | Mean | SD | Verbal Interpretation |
|---|---|---|---|
| 1.I know when I am feeling happy, sad or angry. | 3.36 | .65 | Agree |
| 2.I know what I am good at and what I need help with | 3.26 | .63 | Agree |
| 3.When I make a mistake, I think about what I can do to make it right. | 3.35 | .66 | Agree |
| 4.I know what I like and what I don't like. | 3.40 | .70 | Agree |
| Overall | 3.34 | 0.66 | Agree |

*Legend: 3.50-4.00 (Strongly Agree/Highest) 2.50-3.49 (Agree/High) 1.50-2.49 (Disagree/Low) 1.00-1.49 (Strongly Disagree/Lowest)*

Table 4 presents the perceived level of socio-emotional skills of the respondents in terms of self-awareness. The overall mean of 3.34 (SD = 0.66) falls within the "Agree" range which indicates that respondents demonstrate a high level of self-awareness. This suggests that students are generally capable of recognizing their emotions, reflecting on their actions, and identifying their preferences. Self-awareness is a critical socio-emotional skill that supports effective learning, interpersonal relationships, and personal growth, and the findings highlight those respondents are able to demonstrate this competence consistently.

All indicators fall within the "Agree" range, reflecting a consistent capacity for recognizing and understanding one's emotions, strengths, and preferences. The highest mean score is "I know what I like and what I don't like" (M = 3.40, SD= 0.70 "Agree"). This suggests that students generally understand their own preferences and interests. Students often find it easier to notice these things because they come from their own experiences and feelings. Daily decisions, like choosing activities or social interactions, contribute to increased self-awareness. Students that are aware of their preferences gain a stronger sense of who they are and greater confidence in making decisions.

On the other hand, the least rated indicator was "I know what I am good at and what I need help with" (M = 3.26, SD = 0.64, "Agree"). This implies that even though students can recognize their emotions and preferences, they find it difficult to determine their own strengths and weaknesses. Self-assessment requires deep reflection and sometimes involves comparison with their abilities to outside standards, such as academic results or peer expectations. Some students somehow avoid asking for help due to worries about how others will perceive them or a lack of confidence. As a result, even though they are conscious of their emotions and preferences, they are less skilled at honestly evaluating their abilities and limits.

This finding is supported by Brackett et al. (2021) and CASEL (2020) their study found out that self-awareness is one of the initial socio-emotional skills children develop. Particularly when identifying feelings and personal preferences. Halle and Darling-Churchill (2016) also emphasized that self-awareness is closely tied to emotional regulation and academic achievement. Goleman (2020) added that reflecting on one's actions helps build emotional intelligence. Locally, Averion (2021) found that students who understand their emotions and behavior engage better in guidance programs, showing the importance of self-awareness in elementary school.

Table 5. Perceived level of socio-emotional skills of the respondents in terms of: Self-Management

| Indicators | Mean | SD | Verbal Interpretation |
|---|---|---|---|
| 1.I can control myself when I am angry. | 3.04 | .75 | Agree |
| 2.I can relax when I am feeling worried. | 2.96 | .77 | Agree |
| 3.I don't give up easily when tasks are hard. | 3.11 | .73 | Agree |
| 4. I can handle negative comments and challenges without getting too angry or emotional. | 2.95 | .74 | Agree |
| Overall | 3.01 | 0.75 | Agree |

*Legend: 3.50-4.00 (Strongly Agree/Highest) 2.50-3.49 (Agree/High) 1.50-2.49 (Disagree/Low) 1.00-1.49 (Strongly Disagree/Lowest)*

Table 5 shows the perceived level of socio-emotional skills of the respondents in terms of self-management. The overall mean score was 3.01 with a standard deviation of 0.75, which is interpreted as "Agree." This shows that respondents somehow can manage their emotions, can stay focused, and they can keep going even when things are difficult for them. Their response about managing anger, calming themselves, and finishing tasks demonstrates strong emotional control and resilience.

The statement "I don't give up easily when tasks are hard" received the highest score (M= 3.11, SD= 0.73 "Agree"). This explains that respondents are persistent and they are determined. Their persistence may come from cultural and school influences that value hard work as a way to succeed. They also show a growth mindset; the respondents believe that effort helps them overcome challenges. Because of this, they feel more confident in handling difficult tasks than dealing with social pressure.

However, least rated indicator was for l can handle negative comments and challenges without getting too angry or emotional (M=2.95, SD= 0.74 "Agree"). This means that the respondents somehow find it difficult to handle social situations and criticism. Persistence helps people face their own difficulties and challenges, but in dealing with negative feedback from others, the respondents need more emotional control. People who are influenced by others' opinions may have difficulty staying calm when criticized. This may be related to cultural values that focus

According to Zimmerman (2002) said that self-regulation, including persistence and emotional control, takes time to develop and is often not fully learned by students. The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020) also noted that skills such as stress management and emotional regulation develop gradually, which supports the “Agree” level reflected in the results.
Additionally, Brackett et al. (2012) and Compas et al. (2017) their study found that controlling emotions, especially during stress and negative feedback, is often difficult. This may explain why the study had a lower average score for handling negative comments.

Table 6. Perceived level of socio-emotional skills of the respondents in terms of Social Awareness

| Indicators | Mean | SD | Verbal Interpretation |
|---|---|---|---|
| 1.I listen intently and empathically to my friends, teachers and family when they are telling me something. | 3.36 | .57 | Agree |
| 2.I check on others’ feelings and thoughts. | 3.20 | .67 | Agree |
| 3.I cheer my friends and family up when they feel down. | 3.30 | .63 | Agree |
| 4.I understand others’ needs and feelings | 3.34 | .62 | Agree |
| Overall | 3.30 | 0.62 | Agree |

*Legend: 3.50-4.00 (Strongly Agree/Highest) 2.50-3.49 (Agree/High) 1.50-2.49 (Disagree/Low) 1.00-1.49 (Strongly Disagree/Lowest)*

Table 6 shows the respondents’ perceived social awareness. The overall mean of 3.30 (SD = 0.62), interpreted as Agree, this shows that most respondents somehow see themselves as empathetic, attentive, and supportive toward others. Social awareness is important because it helps people understand the feelings, thoughts, and needs of others. This helps the respondent to build good relationships and communicate better. They show empathy, compassion, and a readiness to assist others, that are key factor to forming strong connections with other people. The respondent’s capacity to listen, understand, and respond to others emotions emphasizes a well-developed social skills and empathy.

The highest mean score (M=3.36, SD= 0.57 “Agree”) was for “I listen intently and empathically to my friends, teachers and family when they are telling me something.” These results implies that respondents are good at active listening, an important part of social awareness. Focusing on what others say indicates respect and helps strengthen trust and relationships. Emphasis on respecting elders, teachers, and family in cultural values may lead individuals to listen more carefully. Listening is also easier to notice and practice than other social awareness skills, which might explain why respondents may feel more confident in this area.

On the other hand, the least rated indicator was “I check on others’ feelings and thoughts.” (M= 3.20,

SD= 0.67 "Agree") although this is still in the "Agree" range, this implies that respondents are less likely to start conversations about other people's emotions. Listening often depends on others choosing to talk, while checking in requires taking the initiative, since it requires approaching them first. Respondents might hold back because of ideas about privacy, worry about intruding, or not certain about how their concern will be received. So, when they show empathy when others open up, they may feel less confident about asking how others are feeling.

These findings are aligned with the study of Zins et al. (2022) and the Collaborative for Academic, Social, and Emotional Learning. Both studies show that empathy and listening are among the first socio-emotional skills children develop. These studies also reveal that students who use active listening and empathy often enjoy positive relationships and constructive social interactions.

Table 7. Perceived level of socio-emotional skills of the respondents in terms of Relationship Skills

| Indicators | Mean | SD | Verbal Interpretation |
|---|---|---|---|
| 1. I control my temper well especially when others' are pushing my limits. | 3.08 | .64 | Agree |
| 2. I am always willing to help others. | 3.42 | .62 | Agree |
| 3. I respect others' feelings. | 3.45 | .62 | Agree |
| 4. I am polite to everyone especially the elders and even with my classmates | 3.28 | .60 | Agree |
| Overall | 3.30 | 0.62 | Agree |

*Legend: 3.50-4.00 (Strongly Agree/Highest) 2.50-3.49 (Agree/High) 1.50-2.49 (Disagree/Low) 1.00-1.49 (Strongly Disagree/Lowest)*

Table 7 shows the respondents' perceived relationship skills. The overall mean of 3.30 (SD = 0.62), interpreted as Agree, these findings indicates that respondents somehow value and understand the importance of respecting others and acknowledging emotions. They can connect with people in a way that they can build understanding and trust. Their ability to keep positive relationships shows emotional maturity and social skills that are useful in both personal and school life. The statement that received the highest score is "I respect others' feelings" (M=3.45, SD= 0.62 "Agree"). These results show that respondents have empathy and they care about others' feelings. The score shows that respondents value kindness and understanding. Respecting the emotions of others helps build stronger relationships through being aware and sensitive to each other's feeling and thoughts. This may be influenced by their culture and family background, especially in communities that value relationships.

In contrast, the least rated indicator was "I control my temper well especially when others are pushing my limits (M= 3.08, SD= 0.64 "Agree"). Although the score is still in the "Agree" range, it indicates that respondents somehow find it difficult to manage their emotions when they encounter situations like conflicts or challenges. According the study of Durlak et al. (2022) and Zins and Elias (2019) showing empathy, cooperation, helping others, and respectful communication are signs of strong social and emotional skills. Their study also shows that good relationship skills help students do better in school and get along well with others.

Table 8. Perceived level of socio-emotional skills of the respondents in terms of:
Responsible Decision Making

| Indicators | Mean | SD | Verbal Interpretation |
|---|---|---|---|
| 1.I follow the rules set by my teachers. | 3.38 | .61 | Agree |
| 2.I know what is right from wrong and I always choose to do what is right. | 3.37 | .62 | Agree |
| 3. I am a responsible child, student and citizen. | 3.35 | .58 | Agree |
| 4. People rely on me because I think things through before deciding. | 3.10 | .64 | Agree |
| Overall | 3.30 | 0.61 | Agree |

*Legend: 3.50-4.00 (Strongly Agree/Highest) 2.50-3.49 (Agree/High) 1.50-2.49 (Disagree/Low) 1.00-1.49 (Strongly Disagree/Lowest)*

Table 8 shows the respondents' perceived responsible decision-making skills. The overall mean of 3.30 (SD = 0.61), interpreted as Agree, this shows that respondents somehow see themselves as responsible people who can make good decisions and follow moral and social rules. Responsible decision-making is an important skill because it means thinking about the results of actions, doing what is right, and choosing what is good for oneself and others.

The statement "I follow the rules set by my teachers" received the highest score (M=3.38, SD= 0.61, "Agree"). This result indicates that respondents somehow value obeying rules and respecting authority figures. Schools often encourage this kind of behavior through strengthening discipline and rules.

However, the least rated indicator was "people rely on me because I think things through before deciding" (M= 3.10, SD= 0.64, "Agree") while still within the "Agree" range, this suggests that respondents may somehow feel less confident in their ability to be seen as decision leaders. The respondents may be somehow unsure about being relied on because it means taking on more responsibility and being accountable for results. Although they act responsibly on their own, they might not yet see themselves as dependable decision-makers in group or leadership roles. Since these respondents are still in elementary school, they are developing their social and thinking skills. At this age, children are usually good at following rules because the expectations are clear and set by others. However, they are still learning to make independent decisions and think critically when taking initiative. Their lower confidence in being relied on is a normal part of growing up. They are responsible within structured settings, but are still learning to become proactive and reliable decision-makers in group or leadership situations.

The findings are consistent with those of Elias et al. (2022) and Weissberg et al. (2020), who found that following rules supports the development of moral reasoning and is key to responsible decision-making among students. They also noted that students who accept school rules and social expectations tend to act responsibly and show positive social behavior.

Table 9. Perceived level of socio-emotional skills of the respondents in terms of Innovation Skills

| Indicators | Mean | SD | Verbal Interpretation |
|---|---|---|---|
| 1. I like to know about different things. | 3.37 | .61 | Agree |
| 2. I am curious. | 3.29 | .63 | Agree |
| 3. I like learning new things at school. | 3.41 | .62 | Agree |
| 4. If I don't know something, I like to ask questions. | 3.29 | .68 | Agree |
| Overall | 3.34 | 0.63 | Agree |

*Legend: 3.50-4.00 (Strongly Agree/Highest) 2.50-3.49 (Agree/High) 1.50-2.49 (Disagree/Low) 1.00-1.49 (Strongly Disagree/Lowest)*

Table 9 presents the perceived level of socio-emotional skills of the respondents in terms of innovation skills. The overall mean of 3.34 (SD = 0.63) was interpreted as Agree, indicates that they somehow usually see themselves as curious and eager to learn, valuing exploration and creativity. Innovation skills are essential for the learners to obtain because it maya somehow help them become open to new ideas, willing to learn, and able to handle change. These qualities may help them grow and solve problems in school and everyday life.

The statement "I like learning new things at school" received the highest score (M=3.41, SD= 0.62, "Agree"). The results indicates that respondents somehow feel confident and motivated to explore their curiosity in an organized and structured learning environments. Schools encourage to participate through guided discovery, teamwork, and accept feedback, to make learning more enjoyable and meaningful. The high ratings show that respondents have a positive view of their teachers and school environment and find classroom learning engaging and supportive of their interests.

On the other hand, the least rated indicator were "I am curious" (M= 3.29, SD= 0.63, "Agree") and "If I don't know something, I like to ask questions." (M= 3.29, SD= 0.68, "Agree") although the ratings are still in the "Agree" range, the results are a bit lower, which explains that respondents may not always be

proactive in asking questions or showing curiosity. Students may not ask questions because they feel shy, afraid of being judged, or taught not to question authority. Even if they are curious, they may prefer to learn on their own. So, curiosity does not always lead to asking questions.

This result supports Dweck (2021), who said that A love of learning is considered a key element of a growth mindset, which encourages persistence and creativity. Fredrickson (2020) explained that interest and enthusiasm foster more open thinking and stimulate new ideas. Beghetto and Kaufman (2022) found that students who enjoy learning new things often believe more in their own creative abilities.

Table 10. Perceived level of learning motivation of the respondents in terms of Intrinsic

| Indicators | Mean | SD | Verbal Interpretation |
|---|---|---|---|
| 1.I prefer learning materials that can change me and help me learn new things. | 3.32 | .61 | Agree |
| 2.I prefer materials that spark my curiosity, even if they are difficult to learn. | 3.23 | .61 | Agree |
| 3.I try to understand the content as thoroughly as possible. | 3.29 | .58 | Agree |
| 4.I choose assignments that I can learn from, even if they don't guarantee a good grade. | 3.18 | .65 | Agree |
| 5.I study to improve my skills and gain knowledge. | 3.31 | .66 | Agree |
| Overall | 3.26538 | 0.621482 | Agree |

*Legend: 3.50-4.00 (Strongly Agree/Highest) 2.50-3.49 (Agree/High) 1.50-2.49 (Disagree/Low) 1.00-1.49 (Strongly Disagree/Lowest)*

Table 10 presents the respondents' perceived level of intrinsic learning motivation. The results show that all four items are in the Agree range (2.50 to 3.49), this shows that learners are more focus on their personal growth, curiosity, and skills rather than on rewards like grades or recognition. People stay motivated when they enjoy what they're doing and feel good about it.

The statement "I prefer learning materials that can change me and help me learn new things." (M=3.32, SD=0.61, "Agree) received the highest score. The study shows that materials can somehow help people grow and stay motivated. The respondents prefer learning activities that can challenge their ideas and improve their understanding. The respondents stay motivated because they think effort and learning help them get better.

However, the indicator with the least rated indicator was "I choose assignments that I can learn from, even if they don't guarantee a good grade." (M= 3.18, SD= 0.65, "Agree"). This shows that students may focus more on activities that improve their grades. The respondents often choose tasks that help them get good grades, but this doesn't mean they are not motivated, it shows they try to balance learning with doing well in school.

This finding supports Carol Dweck (2021), who found that learners with a growth mindset are more likely to enjoy challenges, value learning, and persist when tasks become difficult. Similarly, Fredrickson (2020) demonstrated that curiosity, interest, and enthusiasm can enhance thinking, creativity, engagement, and motivation to learn.

In addition, Beghetto and Kaufman (2022) found that students who enjoy discovering new ideas and learning new concepts tend to develop higher creative self-efficacy and stronger academic engagement. These findings align with respondents' positive attitudes toward meaningful, growth-oriented learning experiences. However, these findings differ from Covington (2020), who argued that many students in performance-focused educational systems pay more attention to grades, recognition, and competition than to real learning.

The study found that external pressure to achieve academically may reduce students' intrinsic interest in learning. This differs from the current findings, as the respondents showed positive intrinsic motivation even though grades remain important in their school environment.

Table 11. Perceived level of learning motivation of the respondents in terms of Extrinsic

| Indicators | Mean | SD | Verbal Interpretation |
|---|---|---|---|
| 1.Getting a good grade is the most satisfying thing for me. | 3.46 | .59 | Agree |
| 2.I feel motivated whenever I am praised for my achievements at school. | 3.39 | .60 | Agree |
| 3.I want to get better grades than most of the other students in my class. | 3.06 | .73 | Agree |
| 4.I want to do well in class because it's important to show my abilities to my family, friends, employers, or others. | 3.30 | .62 | Agree |
| 5.I feel more accepted by others when I receive good grades on tests. | 3.33 | .69 | Agree |
| Overall | 3.31 | 0.65 | Agree |

*Legend: 3.50-4.00 (Strongly Agree/Highest) 2.50-3.49 (Agree/High) 1.50-2.49 (Disagree/Low) 1.00-1.49 (Strongly Disagree/Lowest)*

Table 11 presents the respondents' perceived level of extrinsic motivation, with an overall mean score of 3.31 (SD = 0.65), interpreted as Agree. This shows that students somehow work hard for grades and praise, and in school, these things matter because they affect how much effort they put in.

The statement "Getting a good grade is the most satisfying thing for me." (M=3.46, SD=0.59, "Agree) received the highest score. The results show that respondents see academic success as very rewarding. Good grades reflect their effort and skills, which give them satisfaction and recognition from others.

On the other hand, the statement "I want to get better grades than most of the other students in my class" the least rated indicator (M=3.06, SD= 0.73 "Agree") This shows that respondents are not very motivated by competition. They want to do well, but they are not focused on competing others. Instead, they somehow prefer to work together and focus on their own progress. These attitudes may come from classrooms that encourage teamwork, respect, and shared success rather than competition.

The results are aligned with the study of Ryan and Deci's Self-Determination Theory, which explains that people feel extrinsically motivated when they do things for rewards or approval instead of just because they enjoy them. The theory also shows that grades and praise can increase students' participation and engagement, especially for younger learners who still need guidance and support from adults.

Table 12. Perceived level of learning motivation of the respondents in terms of Self-Efficacy

| Indicators | Mean | SD | Verbal Interpretation |
|---|---|---|---|
| 1.I do well in all my subjects. | 3.12 | .65 | Agree |
| 2.I can finish my assignments and projects independently. | 3.22 | .67 | Agree |
| 3.I can manage my time efficiently for learning. | 3.17 | .61 | Agree |
| 4. I have an effective strategy in studying especially during quizzes and examinations that help me get good grades. | 3.21 | .61 | Agree |
| 5.I can usually find several solutions when I face problems in my study. | 3.20 | .67 | Agree |
| Overall | 3.31 | 0.65 | Agree |

*Legend: 3.50-4.00 (Strongly Agree/Highest) 2.50-3.49 (Agree/High) 1.50-2.49 (Disagree/Low) 1.00-1.49 (Strongly Disagree/Lowest*

Table 12 presents the respondents' perceived level of self-efficacy, with an overall mean score of 3.18 (SD = 0.64), interpreted as Agree. The results show that most respondents are confident in handling their academic responsibilities. They somehow believe in their skills, strategies, and independence, showing strong confidence in school work.

The statement "I can finish my assignments and projects independently." (M=3.22, SD=0.67, "Agree") received the highest score. Students feel most confident when they can do tasks on their own. It also shows that students like having control and believe they can meet expectations, which helps them stay motivated.

On the other hand, indicator with the least rated indicator was "I do well in all my subjects." (M= 3.12, SD= 0.65, "Agree"). This shows that "Students usually feel confident, even if some subjects are harder, because they know their strengths and weaknesses but still believe in themselves.

The results match Bandura's Social Cognitive Theory (1986), which explains that those students who believe in themselves are probably hard working, resilient, and can overcome academic challenges.

Pajares (2021) also found that strong self-efficacy beliefs are associated with better academic performance, greater confidence, and higher motivation to learn. In a similar vein, Zimmerman, Barry J. (2020) showed that students with high self-efficacy are more likely to use self-regulated learning strategies such as planning, tracking their progress, and managing their time effectively.

Table 13. Significant relationship between digital engagement and the respondents' level of socio-emotional skills

| Digital Engagement | Self-Awareness | Self-Management | Social Awareness | Relationship Skills | Responsible Decision-Making | Innovation |
|---|---|---|---|---|---|---|
| Cognitive | .268** | .192** | .230** | .324** | .246** | .336** |
| Emotional | .245** | .201** | .104 | .213** | .147* | .243** |
| Behavioral | .609** | .396** | 519** | .549** | .517** | .557** |

***Legend:*** ***. Correlation is significant at the 0.01 level (2-tailed).*
**. Correlation is significant at the 0.05 level (2-tailed).*

Table 13 show a clear link between the extent of respondents' digital engagement and their socio-emotional skills. Looking at cognitive, emotional, and behavioral engagement, distinct patterns emerge that show how respondents perceive and develop their socio-emotional abilities during digital interactions.

Cognitive engagement has moderate but steady connections with all socio-emotional skills, especially innovation and relationship skills. When learners Work to interpret digital information, think critically, and address problems effectively, they somehow become better at creating ideas creatively and coordinate with others. Deep thinking in digital environments may help students notice their own thoughts and feelings and to make better decisions by considering options carefully. This kind of engagement supports the thinking side of socio-emotional growth, which help students become more reflective, creative, and socially aware. The strongest connections are with self-awareness and innovation, that suggests emotional connection to digital tasks helps learners better understand themselves and express creativity.

Emotional involvement helps learners control themselves because feelings like happiness and a sense of belonging encourage them to stay focused and continue. Although it does not greatly affect social awareness, emotional engagement still helps people feel empathy and think about their experiences, both of which are important for building good relationships. This shows that caring about how students feel in digital learning matters, since emotions can keep them motivated and support their personal growth.

Behavioral engagement is the highest rated indicator of socio-emotional skills, with strong connections to all sub-skills. When learners join digital activities, talk with each other, and stay involved, they become more socially aware and develop better relationships through direct social interaction. These habits also help students understand themselves and manage their time, effort, and emotions.

Overall, "When students put more effort into their thoughts, feelings, and actions, their social and emotional skills get better in every area. Emotional engagement helps build empathy and motivation. Being active improves relationships, responsibility, and creativity. Students who are fully engaged online somehow are better able to manage themselves, form strong relationships, make good decisions, and be creative skills they need for both digital and real-world situations.

The findings are also supported by Yu and Ramaprasad (2019), who noted that digital engagement can positively influence cognitive, emotional, and behavioral development when learners use technology

responsibly and interactively. They emphasized that online collaboration and communication may strengthen learners' relationship skills, creativity, and self-awareness.

Table 14. Significant relationship between digital engagement and the respondents' level of learning motivation

| DIGITAL ENGAGEMENT | LEARNING MOTIVATION OF THE RESPONDENTS | | |
|---|---|---|---|
| | INTRINSIC MOTIVATION | EXTRINSIC MOTIVATION | SELF-EFFICACY |
| COGNITIVE | .323** | .304** | .289** |
| EMOTIONAL | .254** | .279** | .205** |
| BEHAVIORAL | .559** | .471** | .449** |

***Legend*** ***. Correlation is significant at the 0.01 level (2-tailed).*

Table 14 shows the relationship between digital engagement (cognitive, emotional, and behavioral) and students' learning motivation, including intrinsic motivation, extrinsic motivation, and self-efficacy. The results shows that digital engagement is strongly linked to learning motivation in all areas. Behavioral engagement has the highest correlations with intrinsic motivation, extrinsic motivation, and self-efficacy.

When students are cognitively engaged, they somehow put mental effort into processing information, thinking critically, and solving problems. This can help build their curiosity and enjoyment in learning, which boosts their intrinsic motivation. It also supports students are motivated by wanting good grades and praise. When students feel happy, included, and satisfied, they stay motivated and respond better to rewards, which improves both inner and outer motivation.

This supports Yu and Ramaprasad's (2019) theory, which explains that doing schoolwork, working with classmates, and joining online activities turn thoughts and feelings into results. In this study, Students feel more motivated and confident when they take part in digital tasks, showing that being involved matters for motivation.

"Thinking hard, staying focused, and solving problems help students feel motivated and capable when working with digital content. This idea supports Self-Determination Theory (Deci & Ryan, 1985, 2000), which says motivation grows when students feel independent and connected. Thinking hard helps them learn more, especially when they take part actively.

Emotional engagement is statistically significant however; it has the weakest link with motivation. Feeling happy, interested, or included helps, but students need to think and act too to stay motivated. This aligns with (Uhls, Ellison, & Subrahmanyam, 2017), which found that emotional involvement online often lacks the depth of in-person interactions and may not fully sustain ongoing motivation.

## 5. Conclusion and Recommendation

The study concludes that digital engagement significantly influences the socio-emotional skills and learning motivation of elementary learners. Purposeful use of digital tools enhances self-awareness, relationship skills, innovation, and intrinsic motivation, while excessive or unregulated use weakens self-management, responsible decision-making, and focus. These findings highlight the dual nature of digital engagement: it can enrich learning and social connection when guided properly, but it also poses risks to emotional regulation and interpersonal development if left unchecked.

In light of these conclusions, students are encouraged to balance online activities with meaningful offline interactions to strengthen both motivation and socio-emotional skills. Parents should monitor and guide their children's screen time, fostering healthy digital habits and family bonding. Teachers are advised to integrate socio-emotional learning into classroom and homeroom sessions, using digital tools purposefully while teaching strategies for self-management. The Department of Education is recommended to establish

centralized homeroom guidance programs that promote responsible digital use and socio-emotional growth, supported by teacher training. Finally, future researchers are encouraged to pursue longitudinal and qualitative studies to explore the long-term effects of digital engagement and provide deeper insights into learners' experiences.

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