Information and Communication Technology Skills and Study Habits As Determinants of Everyday Digital Literacy

Kian O. Ayento, Tristan Bataque, Divine Grace P. Carnicer, April P. Facun, Kian Kisspher M. Good, Keanne L. Gorit, Jenieza L. Laab, Modesto luige P. Mendez, Addriene O. Mina, Bent Jaryl Panaligan, Hanny Grace T. Pelandas, Jade E. Punay, James Arthur Retiza, Mika Jean E. Tabuno, Gilla S. Versano, Noli P. Julosan

The Committee, Senior High School Lorenzo S. Sarmiento Sr. National High School Oblation, Moab, Davao de Oro

ABSTRACT

This study examined the effect of ICT skills and study habits on students' everyday digital literacy. It used a quantitative correlational research design with 136 high school students from Lorenzo S. Sarmiento Sr. National High School as respondents. The study used the weighted mean, Pearson r, and multiple regression analysis as statistical tools. The results showed that students had very high levels of ICT skills, especially in using digital tools, managing information, and performing basic technical tasks. Study habits were also rated very high, particularly in time management, learning strategies, and discipline in studying. Overall, students' everyday digital literacy was found to be very high in terms of accessing information, communicating digitally, and using technology responsibly. The findings showed that ICT skills and study habits have a significant relationship with everyday digital literacy. This highlights the importance of improving both technology skills and good study habits to help students become more digitally capable in their daily academic activities.

Keywords: Information and communication technology, Study habits, Determinants as Everyday digital literacy

INTRODUCTION

Rationale

Globally, everyday digital literacy is a common problem of students, as numerous individuals do not possess basic digital skills and continue to struggle with basic tasks like file management, word processing, and safe internet use (Jacobson & Idziorek, 2021). However, in India, particularly those living in rural areas, lack access to digital education makes it challenging for them to use online services and basic computer tools (Sampath Kumar & Basavaraja, 2021). Brazil faces similar challenges, as limited access to training and technology affects people's ability to develop daily digital literacy skills needed for work, communication, and accessing information (Rezende, 2022). Also, in South Africa, many people lack digital literacy skills needed for daily activities such as job applications and online banking (Deursen & Dijk, 2021). This reflects the critical need to improve, especially in countries with limited resources where access to digital education remains rare (Selwyn, 2021).

In the Philippines, information and communication technology (ICT) skills are essential as they enhance communication, able to access to information, work and learning (Santiago et al., 2021). These skills significantly bolster the education sector, particularly through online learning platforms, and create new job like market opportunities (Hossain, 2023). Furthermore, information and communication technology (ICT) skills are closely linked to everyday digital literacy since they empower individuals to responsibly create, manage, and utilize digital content (Martin, 2021). Additionally, these competencies foster safety and security in technology usage, enabling Filipinos to engage effectively in everyday digital activities (Vadil & Tallungan, 2023). By

Page 599

bridging the digital divide, ICT skills enable a greater number of individuals to partake in national development while enhancing their practical digital literacy (Chetty et al., 2022).

Furthermore, effective study habits are crucial for students to successfully navigate the challenges and opportunities presented by Information and Communication Technology in education (Eremie, 2020). Different ways to studying can influence a student's academic progress (Tus, 2022). Supporting this notion is a study conducted at Maticmatic National High School in Pangasinan, which focused on Grade 11 learners to identify factors influencing their study habits. The goal is to explore the connection between study habits and academic performance (Relucio, 2021). Creating and maintaining effective study habits is essential for achieving academic success and encouraging lifelong learning (Calonia et al., 2023). Additionally, these habits assist students in remaining organized and focus when utilizing digital tools for educational purposes (Khanduri & Teotia, 2023). With effective study habits, learners are better supply to handle online assignments, conduct information searches, and utilize digital platforms skills that are essential for everyday digital literacy (Keskin et al., 2021).

In Mindanao, there is an increasing concern regarding the limited everyday digital literacy among students, particularly those enrolled in Computer System Servicing programs (Manalao, 2022). In Region XI, as technology increasingly influences education, employment, and communication, digital literacy has become more critical. However, many students still lack the necessary skills to effectively use digital tools (Guguloth et al., 2023). In Davao City, despite the widespread availability of digital devices and internet access, students frequently encounter challenges in navigating online information sources, engaging in digital communication, and managing digital content responsibly (Mhlongo et al., 2023). This issue is evident in local schools where pupils struggle to apply fundamental digital skills during their daily learning activities, thereby limiting their involvement and participation within the digital realm (Statti et al., 2021; Reddy et al., 2024). At Mindanao State University Senior High School, insufficient development of everyday digital literacy among students continues to impact their academic performance and readiness for a technology-driven environment (Thelma et al., 2024).

Nevertheless, This study aims to assess the ICT skills, study habits, and everyday digital literacy of students at Lorenzo S. Sarmiento Sr. National High School. It also seeks to determine the relationship between these variables and develop strategies to improve students' ICT skills, study habits, and digital literacy. The research is important because some students still face challenges in computer system servicing despite having ICT skills and good study habits. Conducting this research is essential due to the challenges many students face with computer system servicing despite possessing information and communication technology (ICT) skills along with good study practices and everyday digital literacy.

Research Objectives

This research was conducted to examine the influence of ICT skills and study habits on everyday digital literacy among the computer system servicing students in Lorenzo S. Sarmiento Sr. National High School. This specifically aims to.

To determine the level of ICT skills among computer system servicing student of Lorenzo S. Sarmiento Sr. National High School in terms of:

 1.1 knowledge of word processing/ excel

1.2 knowledge of PowerPoint

1.3 knowledge of search engine; and

1.4 knowledge of internet.

To determine the level of study habits among the computer system servicing students of Lorenzo S. Sarmiento Sr. National High School in terms of.

2.1 note taking

2.2 use of library; and

2 .3 time allocation.

To determine the level of everyday digital literacy among the computer systems servicing students of Lorenzo S. Sarmiento Sr. National High School in terms of.

3.1 information and communication

3.2 contents creation and management; and

3.3 safety and security.

4. To determine the significant relationship between the ICT skills of computer system servicing and everyday digital literacy of computer system servicing students of Lorenzo S. Sarmiento Sr. National High School.

5. To determine the significant relationship between the study habits and everyday digital literacy among the computer system servicing students of Lorenzo S. Sarmiento Sr. National High School.

6. To determine which of the domains in the ICT skills would influence everyday digital literacy among the computer system servicing students of Lorenzo S. Sarmiento Sr. National High School.

7. To determine which of the domains in the study habits would influence everyday digital literacy among the computer system servicing students of Lorenzo S. Sarmiento Sr. National High School.

Research Hypotheses

The following hypotheses were tested at a 0.5 level of significance.

1. There was no significant relationship between ICT skills and everyday digital literacy among computer system servicing student of Lorenzo S. Sarmiento Sr. National High School.
2. There was no significant relationship between study habits and everyday digital literacy among the computer system servicing students of Lorenzo S. Sarmiento Sr. National High School.
3. There was no domain in ICT skills that would significantly influence everyday digital literacy among the computer system servicing students of Lorenzo S. Sarmiento Sr. National High School.
4. There was no domain in study habits that would influence everyday digital literacy among the computer system servicing students of Lorenzo S. Sarmiento Sr. National High School.

Review of Related Literature

This section of the study contained a review of articles and findings related to Information and Communication Technology skills, study habits and everyday digital literacy. Various variables and indicators used in the study in this section were presented as well.

ICT Skills

ICT skills are very important in education because they help students use computers and digital devices in their studies (Esteban et al., 2021). With these skills, learners can manage information, make school outputs, and communicate through technology, which are now part of most academic tasks (Reyes, 2023). In technical-vocational tracks like Computer System Servicing, information and communication technology skills are needed not only in classroom activities but also in practical work (Duhaylungsod, 2021). Having these skills also gives students confidence in exploring digital tools for learning (Greener & Wakefield, 2021). Researchers often describe Information and Communication Technology skills in three levels: basic operating system functions, intermediate literacy skills, and advanced literacy skills (Wilson et al., 2022). These levels show how students improve as they learn to use technology (Valverde-Berrocoso et al., 2021).

Students who already haveInformation and Communication Technology experience usually find it easier when the lessons match what they know (Hammond et al., 2021). ICT skills generally starts with learning about computer use and applications in this regard, students are guided in customizing, repairing, and working with both software and hardware tools (Scheel, Vladova, & Ullrich, 2022). Knowledge of handling devices and peripherals facilitates students' conceptual understanding and enhances their participation in discussions (Pan et. al, 2024).

Knowledge of Word Processing / Excel. Knowledge of word processing/ Excel Word refers to the actions of using a computer to create, edit, save and print documents (Ogochukwu, 2021). Word processing allows learners to produce written outputs efficiently through tools for formatting, structuring, and proofreading (Akubos, 2025). Meanwhile, Excel provides functions for computation, tabulation, and data visualization, making it an important application for academic and research tasks (Kumar, 2023). Together, these software skills serve as a foundation for digital literacy that supports learners in meeting the academic demands of higher education (Kayyali, 2024).

Many students who have little knowledge of word processing and Excel often find it hard to use even the basic functions (Simaremare & Siregar, (2024). Even basic tasks such as saving a document, adjusting the page setup, or adding a simple formula in Excel can already be difficult for them (Mount, 2024). Students in this situation usually rely on doing things by hand, like writing or calculating manually, and this often takes longer and makes them more prone to mistakes (Reddig et al., 2025). With limited exposure to these applications, they also find it challenging to accomplish academic tasks that require properly formatted reports or organized data sets (Liu & Panagiotakos, 2022).

Knowledge of PowerPoint. The art of using PowerPoint helps a lot in presenting projects, proposing novel solutions to problems, and clear and coherent user guide documentation inside computer sysytem servicing (Miller et al., 2021). Through a plenty of design and formatting tricks, the students convert technical information into visual, audience-friendly content through PowerPoint (Pe et. al 2023). The subsequent integration of bullet points, charts, diagrams, and selected images ensures that students present their salient points logically and memorably (Williams et. al, (2020). That visual structuring will not only help the audience make sense of things, but it will also build the speaker's confidence in structuring their ideas for clear delivery (Miller et al., 2021).

In addition, students who are proficient in PowerPoint boast high-level skills in organizing visual data and communicating complex technical processes step-by-step (Smith, 2021). For example, complicated programming workflows, system designs, or debugging methods could be chunked with different slide transitions and animations and multimedia integration (Maurice et al 2020). The logic of the algorithm could be developed using flowchart technique (Davis, 2022).

Knowledge of Search Engine. The understanding and effective utilization of search engines have become increasingly crucial in today's information-rich environment (Alagar, 2025). Research consistently shows a correlation between effective search strategies and information literacy skills (Ngozi, 2024). The ability to formulate precise search queries significantly impacts the efficiency and accuracy of information retrieval (Sharma & Panda, 2023). This highlights the need for comprehensive education and training in search engine optimization (SEO) principles and techniques (Usmany et al, 2024).

Numerous studies explore the cognitive processes involved in conducting online searches, including information seeking behavior and the influence of user interfaces (Ma et al., 2023). These studies often analyze the impact of different search engine algorithms on user experience and search result relevance (Aman et al., 2024). Studies suggest that personal biases and cognitive limits play a role in how individuals develop their search strategies, which directly impacts the speed and accuracy of retrieving information Friedman, Hershey H. (2023). Other researchers also explain that examining these factors helps build a clearer understanding of human-computer interaction, especially in the way users behave when searching online Boroomand, (2023).

Knowledge of the Internet. Internet knowledge is defined as a set of individual characteristics or qualities that encompass what people know about the internet, including both Internet terminology and Internet skills (Lu Wei, 2021). Moreover, students understanding of the importance of the world grows due to their use of the internet

(Ogedebe, 2021). Understanding the internet involves knowing how it works, what it offers, and how to use it efficiently (Leiner et al. 2021). It includes familiarity with basic terms, online tools, and the skills to find, assess, and apply online information (Daud, 2024). With today's heavy reliance on digital platforms, this knowledge is more important than ever (Parveen & Ramzan, 2024).

It supports everything from sending emails and browsing websites to researching for school or work (Bulatovic, 2024). As people become more connected online, internet knowledge becomes a key part of being digitally literate and active in the modern world (Aimé 2024). Research has shown that students who are more knowledgeable about using the internet often do better in school (Asio et al., 2021). For example, student high school students in Cape Coast Metropolis and found that those who used the internet more effectively had stronger academic performance (Dorsah, E. et al., 2022). Found that students with better internet knowledge were more likely to keep using digital tools to support their learning (Rafiq et al., 2024).

Study Habits

Study habits are the techniques and routines students use to effectively understand and retain their lessons (Cavrasco et. al, 2021). These include strategies like note-taking, managing closely linked to students' academic performance, especially in hands-on fields such as Computer Systems Servicing or CSS (Torres & Villanueva, 2021). Students who rewrite lessons in their own words tend to understand concepts more deeply and remember them longer (Reyes, 2021). This method improves their ability to handle both written tests and practical activities (De Castro, 2022).

Study habits play a big role in how well students understand lessons in Computer Systems Servicing (Ramos and Reginable, 2023). Students who effectively manage their time by creating schedules, prioritizing tasks, and balancing study with leisure tend to complete their computer-related assignments more efficiently, produce higher-quality work, and experience less stress compared to those with poor time management skills (Lopez & Santiago, 2020). When learners stick to a regular study schedule, they become more organized and can follow the technical steps more easily (Tus et. al, 2023). According to Idulog et. al (2023), reviewing class notes regularly helps students remember how to use tools and install basic software. Good planning also reduces the chances of confusion when working on practical activities, especially in the computer lab (Villanueva, 2023). Focus is another important habit, students who avoid distractions during study time usually perform better during system setup and troubleshooting tasks (Svarta et. al, 2022). Even small actions, like reading instructions ahead of time or bringing complete tools, can support student confidence and learning (Goh, 2021).

Note Taking. Note-taking is one of the common indicators of study habits because it shows how students record and organize important ideas from lessons (Rabia et. al, 2021). It is defined as the practice of writing down key points during discussions, lectures, or while reading study materials (Lopez, 2021). Good note-taking helps learners remember details, review lessons easily, and prepare better for quizzes and examinations (Espinol, 2021). This practice is important in understanding study habits since it reflects how students manage and keep the information they needed in learning (Saputri et. al, 2025).

Students with a low level of note-taking often rely only on memory without writing down important points from class (Salame ang Thompson, 2021). Because of this, students tend to lose track of the lessons quickly and have a hard time studying for tests (Wang and Chen, 2025). A low level of note-taking also shows that students may not yet realize how written notes can support their learning (Salame et. al 2024). A moderate level of note-taking is seen when students write some notes but not all important details during lessons (Tu et. al, 2021) Some students only copy a few important terms or examples, leaving their notes incomplete (Zhai rt. al, 2024).

Use of Library. The use of the library is one of the common indicators of study habits because it shows how students make use of available resources for learning (Feria et. al, 2021). It is defined as the practice of visiting the library to read books, borrow references, and use other learning materials that support school tasks (Reyes, 2022). Through the library, learners can access reliable sources that help them complete assignments, deepen their knowledge, and prepare for examinations (Dela Cruz, 2022). This indicator is important in understanding

how study habits affect academic performance because it reflects the student's effort to go beyond classroom learning (Villanueva, 2023).

Students who have a low level of library use usually rely only on classroom notes or online materials without exploring the books and references that are present in the library (De Oliviera et. al, 2021). Students who seldom use the library often have fewer details in their schoolwork, so the output is not complete (Reyes, 2021). This also shows that they are not yet fully aware that the library can help improve their study habits (Mendoza, 2021). A moderate level of library use is observed when students visit the library only when they are asked to do projects or research work (Stone & Ramsden, 2022). These students sometimes borrow books or consult references, but they do not yet make the library a regular part of their routine (Reyes, 2021). While their performance may still improve because of occasional use, the habit is not strong enough to support consistent academic growth (Lim et. al, 2022).

Time Allocation. Time allocation is an important aspect of study habits, explaining how learners distribute their time for academic activities (Hernandez et. al, 2021). Arranging time for studies, class schedules and schoolwork is something Ventosa et. al, (2021) highlighted as an action. Good time allocation allows students to balance their studies and personal activities, making learning easier (Castro et. al, 2022). Research states that students who create a systematic management schedule are more likely to succeed in classes than students who did not plan (Navarro et. al, 2021).

According to Coll et al, (2021), a learner with a low time allocation generally studies only close to the deadlines or exams, exhibiting irregular study regimes. This practice often leads to cramming, hence producing stress and less understanding of the lessons (Garcia et. al, 2022). Poor time allocation implies that the learners have not developed the habit of setting up regular hours for study that would aid them in developing better academic habits (Abareshi et. al, 2022). Without a proper schedule, they might not be able to balance their school chores with other personal commitments, thereby negatively affecting their performance (Arcaya, 2024). If they do not create and stick to a schedule, some students may not properly manage their school responsibilities surrounding other personal commitments, which may result in them not performing to their full potential (Khiat, 2022).

Everyday Digital Literacy

Everyday digital literacy can be understood as the capacity to make effective and responsible use of digital platforms in routine activities such as communication, information sharing, and online writing (Reddy, et al., 2021). It goes beyond just knowing how to type or use devices it also includes critical thinking, awareness of online behavior, and the ability to express oneself clearly in messages, emails, or social media posts (Smith & Storrs, 2023). This competence can be seen in how clearly a person writes, how well they choose the right words for each platform, how organized their ideas are, and how effectively they adjust their tone or style based on who will read it (Neubaum,et al., 2025).These indicators provide a useful guide for understanding how people handle their day-to-day digital communication tasks (Pinto et. al, 2021). People with low everyday digital literacy often struggle to organize their ideas online, which leads to vague or confusing messages (Ng, 2022). For example, some individuals write posts or emails that appear mismatched in tone compared to the context where they are shared (Polizzi et al., 2021). Those at a moderate level can usually communicate more clearly and choose appropriate wording, though they still make errors in maintaining clarity and accuracy (Disonglo & Limpot, 2023). At this stage, regular practice and supportive feedback are important in strengthening their digital communication skills (Hatlevik & Christophersen, 2021).

Individuals who cultivate advanced everyday digital literacy are skillful at navigating complex online environments whether engaging in hybrid work settings or mastering new digital tools which underscores their adaptability to evolving communication norms (Martzouko et al., 2021). They often benefit from digital transformation trends that, while boosting digital competence in specific group, have simultaneously widened in everyday digital practices (Buddeberg & Grotlüschen, 2021). These individuals are also familiar with frameworks that integrate digital and information literacy into lifelong learning empowering everyday digital participation through critical thinking, communication, and adaptive use of technologies (Brande et al., 2023).

Moreover, they proactively employ technologies like AI to facilitate personalized learning and bridge digital gaps, thereby creating empowering feedback loops in digital literacy development (Fisseler, 2024).

Information and Communication. Information and Communication is the broad collection of tools and systems that people use to create, process, and share information in digital form (Elmi, 2024). It covers both the physical devices we use like laptops, tablets, and mobile phones and the software that makes communication and data management possible, such as cloud storage, databases, and messaging platforms (Fegely, 2023). In simple terms, ICT brings together communication tools and computer systems to make global connections faster and easier (Reyes, 2022). Today, ICT is an important part of communication because it connects people, businesses, and governments through digital networks (Elmi, 2024). It also helps people share information easily, making it an important part of learning, working, and talking with others every day (Villanueva, 2024).

In education, ICT has transformed the learning environment by encouraging active participation and helping teachers present lessons more creatively (Kandel, 2022). It helps students build the digital literacy and problem-solving skills that are essential in a technology-driven world (Thelma, 2024). Online learning platforms and virtual classrooms now allow students from different areas to access the same learning materials, promoting inclusion and flexibility in education (Ramos, 2023). At the same time, ICT nurtures creativity and collaboration, allowing learners to share ideas and projects with ease (Kalyani, 2024). Beyond the classroom, it also supports lifelong learning by giving anyone the opportunity to study independently through e-books, online courses, and other digital materials (Santos, 2023).

Contents creation and Management Content creation and management are important for improving teaching and helping students produce their own digital learning materials, as these skills develop creativity and independent learning among students (Zhou, 2025). This approach also encourages learners to be more active and engaged in their studies, supporting deeper understanding through online collaboration and digital interaction (Bataineh, 2025). Using digital tools to create e-learning materials has been found to enhance participation and develop useful skills such as communication and digital literacy (Rafia, 2024). Students who use online learning platforms aim not only to study and discuss content but also prefer platforms that allow group interaction and mobile access to resources efficiently (Wang et al., 2022) Their previous experiences often shape how they want to interact with e-learning systems (Hwee & Rebecca, 2021).

Many students seem to grasp their lessons better when they help make or design their own learning materials. Being involved in the process makes them feel more connected to what they're studying and gives them a small sense of ownership over their work (Doyle et. al, 2021). Overall, using digital tools to make and manage content tends to make learning more engaging and hands-on for most learners (Reddy et al., 2023) Content creation, on the other hand, also gives teachers real examples of how they can use technology to support skill development that fits the needs of modern education (Wen-Chi et al., 2023). By working on digital projects, students from different backgrounds can explore creative ideas while improving their ability to communicate and produce media (Pellas, 2023). Visual content plays a key role in attracting attention, improving storytelling, and promoting engagement across online spaces (Lu & Nurul Hanim, 2024). Well-designed digital activities don't just build technical skills—they also help both individuals and small groups become more confident and effective when working online (Sunarso et al., 2023).

Safety and Security. As CSS students level up in their learning, the challenges they face become harder. Delos Santos and Lim (2023) noted that at this stage, students should be able to think critically, follow logic, and figure out system errors even without someone guiding them. It's no longer just about following steps they now need to understand how systems work. Fernandez and Ocampo (2021), found that students with advanced literacy skills can manage more complicated tasks like network configuration, software installations, and even basic coding. Alonzo and Javier (2022) also said that being able to communicate clearly and solve problems independently makes these students much more ready for real-world jobs after graduation. These are the kinds of skills that employers are really looking for.

Safety and security are considered part of everyday digital literacy because many people now rely on digital tools that store personal and sensitive information, which need to be protected from misuse (UNESCO, 2021).

Since the internet is widely used for schoolwork, communication, and online services, users often encounter risks such as scams, fake accounts, and privacy issues without immediately realizing it (OECD, 2021). Individuals who are digitally literate are usually better at noticing warning signs online, such as suspicious links or unsafe websites, before these cause serious problems (van Laar et al., 2022). Knowing how to manage privacy settings and limit the sharing of personal data also helps users feel safer when using social media and other online platforms (European Commission, 2022). Because of this, safety and security contribute to everyday digital literacy by encouraging users to be more careful and responsible in their online actions (Choi & Cristol, 2021).

Correlation Between Measures

This study investigates the relationship between ICT skills and study habits, emphasizing their combined impact on student engagement (Ashraf et al., 2022). Proficiency in ICT can reduce cognitive load, thereby improving learning performance (Zhampeissova et al., 2021). It is proposed that having strong prior knowledge, together with effective study habits, can significantly enhance both student engagement and academic achievement (Paramole et al., 2024). These factors serve as a foundation for building new knowledge and shaping students' understanding, engagement, and overall learning outcomes (Fasco et al., 2024). Personality, however, remains a crucial yet underexplored factor in this area (Naga et al., 2024).

This study also emphasizes the importance of prior knowledge as a significant factor affecting student success (Mulaudzi, 2023). Actively engaging with and expanding upon existing knowledge is essential for effective learning (Lombardi et al., 2021). Furthermore, the research will explore the effects of note-taking strategies, the use of library resources, and time management skills (Salame et al., 2024). Students who possess strong study habits are expected to exhibit greater organization, preparation, and participation in their learning activities, which are crucial for academic efficiency and achievement (Bibi et al. 2022).

In addition, students with a solid foundation in a subject are more inclined to develop efficient study strategies (Tus et al. 2021). Their prior knowledge enables them to concentrate on gaining a deeper understanding rather than relying solely on memorization (Schneider, 2025). Consistent review and practice through effective study habits further strengthen and expand their existing knowledge (D'Souza & Broeseker, 2022). This interconnection between prior knowledge and study habits leads to improved learning outcomes and academic achievement (Siraj, 2021). Moreover, positive student–teacher interactions enhance this process by promoting a sense of belonging and encouraging active engagement in learning (Prananto et al., 2025).

The previously presentations and discussions of different literature provided significant assistance and clarified the importance of study habits and ICT skills as factors influencing everyday digital literacy. The literature referenced also helped the researchers in identifying a significant correlation between ICT skills and study habits, helping to preserve the everyday digital literacy of students at Lorenzo S. Sr. Sarmiento National High School.

THEORETICAL FRAMEWORK

This theory was anchored by Jean Piaget (1896-1980) constructivist Theory, supports the combined influence of ICT skills and study habits as determinants of everyday digital literacy. This theory posits that ICT skills and study habits directly influence the development of everyday digital literacy, as learners interact with their environment to construct knowledge actively. Also, theory promotes the development of ICT skills, which include proficiency in tools such as processing software, Excel, PowerPoint, search engines, and internet navigation, all of which are valuable assets for learning. By actively participating, learners can use their ICT skills to improve their daily digital literacy, especially concerning information and communication, enabling them to share and manage knowledge efficiently. Additionally, constructivist theory of knowledge construction corresponds with content creation and management, as students utilize their ICT abilities and effective study practices to create, organize. Therefore, in order to improve everyday digital literacy through active learning and real-world interaction, both ICT skills and study habits are important (Martzoukou et al., 2021).

Also, this theory Cognitive Load Theory and Schema Theory was gleaned to Sweller, 1988 and Bartlett, 1932, bases ICT skills, both theory support the role of ICT skills as a determinant of everyday digital literacy because

they explain how students process and apply knowledge efficiently. Based on cognitive load theory, learners are able to concentrate on essential activities when they minimize irrelevant mental strain. Consequently, when students possess a good level of proficiency in ICT tools like the knowledge of internet, Excel, search engines, and PowerPoint, they can lessen unnecessary cognitive load and concentrate on utilizing these tools for their learning. At the same time, Schema Theory emphasizes that learners create mental structures to categorize and access information; thus, proficiency in these ICT skills assists in developing schema that enhance the speed, precision, and significance of digital tasks.

To further strengthen the study, the researchers utilized Azikiwe's (1998) theory to understand student study habits and their endurance. This theory measures how an individual respond to and deals with everyday academic challenges and the consistency of their study practices, particularly focusing on key indicators: note-taking, which involves effectively capturing and organizing information; use of the library, demonstrating a commitment to independent learning and research; and time allocation, reflecting efficient management of academic tasks. It focuses on the extent to which someone perceives their study habits in these areas and how much this perception influences their academic outcomes. The theory discusses the extent to which students believe they can control and improve their study habits, taking ownership of their learning processes regardless of external requirements or formal obligations (tus., et al., 2021). In the academic context, this theory highlights the importance of teachers fostering effective study habits to enhance student engagement and academic performance (Tomaszewski, et al., 2022).

Furthermore, this study used Paul Gilster's (1997) Digital Literacy Theory, which asserted that learners develop cognitive engagement and learning ability through effective interaction with digital information and technologies. The theory emphasized everyday digital literacy indicators, highlighting the importance of understanding and applying digital skills in daily life. It also explained that learners' information and communication skills improve as they engage in searching, evaluating, and sharing digital information. Digital Literacy Theory stressed the importance of safety and security, as learners must practice responsible and ethical behavior in digital environments (Thelma, 2024) .the theory supported the development of content creation and management, encouraging learners to create, organize, and manage digital content meaningfully (Rachmad, 2023).

Moreover, this study utilized Zimmerman's (2000) Self-Regulated Learning Theory, which emphasizes the proactive role of learners in managing their learning process. The Self-Regulated Learning Theory posits that students who actively set goals, select effective learning strategies, and self-monitor their progress achieve greater academic success. Effective study habits, such as strategic planning and critical evaluation of information, can enhance a student's ability to navigate digital resources and critically assess online content, leading to more informed learning outcomes (Yadav, 2024). This improved skill set then facilitates their capacity to effectively utilize digital tools in various daily contexts, boosting productivity and creativity (Praveen, 2024) Ultimately, fostering strong self-regulated study habits can significantly impact a student's overall digital literacy, preparing them for success in the digital age (Lilian, 2022).

CONCEPTUAL FRAMEWORK

Presented in Figure 1 was the conceptual framework. The independent variables of this study were the information and communication technology skills and study habits. Firstly, ICT skills had the following indicators: *knowledge of word processing/excel*, signifying the ability to create, edit, and format documents and spreadsheets effectively, *knowledge of PowerPoint*, indicating the capacity to design and deliver engaging presentations, *knowledge of search engines*, reflecting the skill of using search engines to find relevant information, and *knowledge of the internet*, encompassing understanding how to navigate the internet and use online communication tools (Cadiz-Gabejan , et al., 2021).

Secondly, study habits are assessed with the following indicators: *note-taking*, which involves the ability to actively listen, summarize, and record key information, *use of the library*, indicating the extent to which individuals utilize library resources, and *time allocation*, referring to the ability to manage time effectively and prioritize tasks (Barcenas, et al., 2022).

Furthermore, the dependent variable was everyday digital literacy with the following indicators: *information and communication*, encompassing the ability to access, evaluate, and communicate information effectively, *content creation and management*, involving the skills to create, organize, and share digital content, and *safety and security*, highlighting the awareness and practices related to protecting personal data and mitigating online risks (Yazon, et al., 2021)
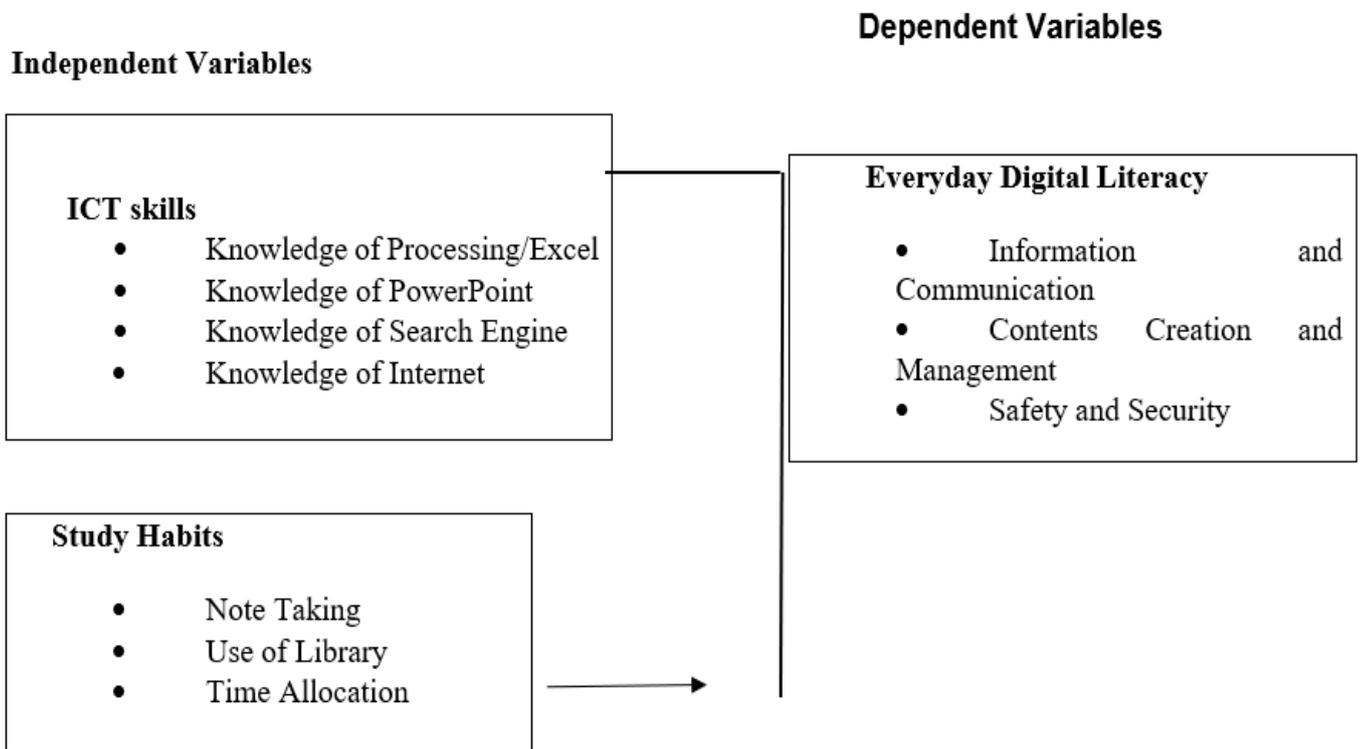

Figure 1. Conceptual Framework of the Study

Significance of the Study

This study would be valuable to various stakeholders, including the Department of Education, school administrators, school educators, parents, students and future researchers. For the Department of Education (DEPED), this study provides important data on how ICT skills and study habits affect students' everyday digital skills. This information can help the Department of Education (DepEd) improve Information and Communication Technology (ICT) programs and policies to better support the growth of students in everyday digital literacy. School administrators can use the findings to create a learning environment that promotes effective study habits and ICT skills, which both help students become better at navigating and using digital technologies in their daily lives.

School educators will benefit from knowing how to adjust teaching strategies to improve students' everyday digital skills. Parents will understand how their support and encouragement can positively impact on their children everyday digital literacy by influencing study habits and ICT knowledge. This study helps students recognize the importance of having a strong ICT foundation in developing everyday digital literacy, especially when learning technical subjects like CSS. It emphasizes the value of making basic ICT skills as a process to more advanced in digital ability. Lastly, future researchers can utilize this study as a foundation to investigate other factors that impact students' understanding of everyday digital literacy.

Definition of Terms

 For the readers to have a better understanding of the terminological used in the study, the following terms were defined conceptually and operationally.

Information and Communication Technology Skills. This referred to the abilities that enable individuals to effectively use and interact with various technologies for communication and information processing (Eremie and Agi, 2020). In this study, this is used to digital tools like computers, smartphones, and the internet to find, create, share, and manage information.

Study Habits. Study habit was an action such as reading, taking notes, holding study groups which the students perform regularly and habitually to accomplish the task of learning (Tus et al., 2020). In this study, study habits are the consistent practices and strategies that students regularly use when learning, such as time management, note-taking, and reviewing lessons.

Everyday Digital Literacy. Digital literacy means having the skills to effectively use technology, and the knowledge and skills to do so safely and responsibly (Farah, 2025)**.** In operational term, every day digital skills are the practical abilities or skills to use technology in daily life to navigate, understand, and engage with digital technologies

METHOD

This chapter discussed the research steps and procedures that will be employ in this study. This chapter present the research design, research locale, sample, research instrument, data collection, and statistical tools.

Research Design

This study was utilize a quantitative, non-experimental research design that used descriptive correlational techniques to describe the hypothetical existence of a relationship between three define variables and to determine the direction and degree of that relationship if one exists. When the purpose is to describe the condition of the situation as it existed at the time of the study to investigate the causes of a particular phenomenon, the descriptive correlation method will consider appropriate. A correlational research design investigates relationships between variables without the researchers controlling or manipulating any of them. A correlation reflects the strength and direction of the relationship between two or more variables (Edward and Bagozzi ,2021).

Incorrelation research, it involves examining the relationship between two or more quantifiable variables and aims to determine if a relationship exists and the strength of that relationship (Devi et al., 2023).

This survey deal with quantitative data about the phenomenon. The quantitative aspect was an appropriate schedule for gathering the data, designed for the target respondents to answer the questions. The process of gathering the data was based on the use of questionnaires. The focus of this study was to determine the influence of Information and Communication Technology and study habits in Information and Communication Technology on everyday digital skills in computer system servicing among the computer system servicing students of Lorenzo S. Sarmiento Sr. National High School.

Research Locale

The location of this study was specific to the context Lorenzo S. Sarmiento Sr. National High School in Moab, Davao de Oro. The general applicability of the findings was limited by the scope and the sample. Accordingly, even though there could be common features, the findings might not have general applicability to other systems. Presented in figure 2 was the map of the Philippines consisting of 17 regions in which the municipality of Moab, province of Davao de Oro, was located in Region XI. Furthermore, presented in the same figure is the vicinity map of the respondents in the municipality of Moab, Davao de Oro.

Mawab was landlocked municipality in the Philippine coastal province of Davao de Oro. Moab is 103 kilometers from Davao City, the regional center of Davao Region (Region XI), and 21.1 kilometers from Davao de Oro's Provincial Capitol. The municipality has a land area of 136.10 square kilometers (52.55 square miles), which constitutes 2.98% of Davao de Oro's total area. Its population, as determined by the 2020 Census, was 39,631. The location of the respondents is in the Moab, Davao de Oro. Moab district consists of six high schools, both

public and private. Furthermore, the section of the respondents is the section Hermes, Alexandrite, Athena and Artemis at Lorenzo S. Sarmiento Sr. National High School, in the Municipality of Moab, Davao de Oro, Philippines**.**

Figure 2. Map of the Philippines Highlighting Moab, Davao de Oro

Population and Sample

Stratified random sampling was be utilized to select respondents for this study. The subjects include 136 students from a Lorenzo S. Sarmiento Sr. National High School; all of whom must be part of the Computer System

Servicing Students These individuals are consider ideal respondents due to their direct involvement in research study aligning with the study's focuses on students' everyday digital literacy.

According to Delice (2010) a sample size of 30 to 500 was generally sufficient and acceptable. From a population of 208 individuals at Lorenzo S. Sarmiento Sr. National High School, a random sample of 136 respondents was selected. This number of students 136, was deemed statistically significant for representing the broader population of educators in the district. The sample size was calculated using the Raosoft sample size calculator. The respondents were the students from the Computer System Servicing Strand Grades 11 and 12, at Lorenzo S. Sr. National High School Davao de Oro, Philippines, for the 2025-2026 school year.

Section	Population	Respondents
A	59	38
B	52	34
C	50	33
D	48	31
TOTAL	209	136

Table 1. Population and Sample Size of Respondents

The distribution of the respondents, as shown in Table 1, are as follows: 38 students from section A; 34 students from section B; 33 students from section C; and 31 students from section D. The total number of students involved in this study was 136.

Research Instrument

The instruments was use in this study were adapted from the standardized survey of Ogugue et al. (2020) for the first independent variable questionnaire. The first set of the questionnaire deal with Information and Communication Technology skills.

It composed of four (4) indicators such as knowledge of word processing/excel, knowledge of PowerPoint, knowledge of search engine and knowledge of internet. The contents of the instrument was present to the group of experts for validation and rating.

In evaluating the level of ICT skills, the following four (4) orderable gradations with their respective range of means and descriptions were considered:

Range of Means	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	This means that ICT skills among CSS students of Lorenzo S. Sarmiento Sr. National High School was very much positive.
3.40 – 4.19	High	This means that ICT skills among CSS students of Lorenzo S. Sarmiento Sr. National High School was positive.
2.60 – 3.39	Moderate	This means that ICT skills among CSS students of Lorenzo S. Sarmiento Sr. National High School was moderately positive
1.80 – 2.59	Low	This means that ICT skills among CSS students of Lorenzo S. Sarmiento Sr. National High School was less positive.
1.00 – 1.79	Very Low	This means that ICT skills among CSS students of Lorenzo S. Sarmiento Sr. National High School was not positive.

The second set of the instrument dealt with study habits. The second independent variable questionnaire was use to determine the respondents' study habits by Sakirudeen & Sanni (2017). It is composed of three (3) indicators such as note taking, use of library, and time allocation. The following four (4) orderable gradations with their respective range of means and descriptions were considered.

Range of Means	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	This means that study habits among CSS students of Lorenzo S. Sarmiento Sr. National High School was very much positive.
3.40 – 4.19	High	This means that study habits among CSS students of Lorenzo S. Sarmiento Sr. National High School was positive.
2.60 – 3.39	Moderate	This means that study habits among CSS students of Lorenzo S. Sarmiento Sr. National High School was positively moderate.
1.80 – 2.59	Low	This means that study habits in ICT among CSS students of Lorenzo S. Sarmiento Sr. National High School was less positive.
1.00 – 1.79	Very Low	This means that study habits among CSS students of Lorenzo S. Sarmiento Sr. National High School was not positive.

The third set of the instrument was embarked with the everyday digital skills questionnaire by Choi et al., 2020 for the dependent variable, the questionnaire is modified to suit the context of the study. It composed of three (3) indicators; information and communication, contents creation and management and safety and security. The following five (5) orderable gradations with their respective range of means and descriptions were considered.

Range of Means	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	This means that everyday digital literacy among CSS students of Lorenzo S. Sarmiento Sr. National High School was very positive.
3.40 – 4.19	High	This means that everyday digital literacy among CSS students of Lorenzo S. Sarmiento Sr. National High School was positive.
2.60 – 3.39	Moderate	This means that everyday digital literacy among CSS students of Lorenzo S. Sarmiento Sr. National High School was moderately positive.
1.80 – 2.59	Low	This means that everyday digital literacy among CSS students of Lorenzo S. Sarmiento Sr. National High School was less positive.
1.00 – 1.79	Very Low	This means that everyday digital literacy among CSS students of Lorenzo S. Sarmiento Sr. National High School was not positive.

Data Collection

The following salient steps was be adhered as part of the procedure for gathering data. The researcher sought validation of research questionnaires, and after validated, they asked for an endorsement from their research teacher Noli P. Julosan conduct the study. Next, a letter to conduct the study was obtained from our Assistant School Principal lI of Lorenzo S. Sarmiento Senior National High School, Ma'am Roberta A. Javier, PhD. This letter was forward to the withdrawn student who would participate in the data collection for the entire duration, with maximum observance by asking enough questions, and ensuring the safety of all respondents and other people involved in the study.

Next, assent forms was be given and collected in a face-to-face procedure. Upon giving the forms, the researchers explain to the respondents the details of the study, specifically its purpose, as well as the nature of their participation. All queries about their participation in the study and how the data would be collected and utilized was fully addressed. Upon the voluntary acceptance of the respondents to take part in the study, the form was collected and kept for data-gathering purposes. Moreover, no other personal information was collected from the

respondents aside from the essential information need for the study. All data was keep confidential by the researchers and utilized only during the conduct of the study. Afterward, the forms was stored to avoid unnecessary utilization of information.

Next, the questionnaires was distributed to the study respondents. During the data gathering process, the instructions was clearly explaining to each of them, and it is ensuring that their responses would remain confidential, as their names would not appear in any part of the study nor on the forms they submitted. Each respondent was given ample time to answer all the questionnaires.

Afterward, the researchers retrieved the survey questionnaires and checked if all items are filled out by the respondents. Lastly, the researchers collected all the survey questionnaires and prepared them for statistical treatment. This was done by the researchers and validated by the statistician from Lorenzo S. Sarmiento Sr. National High School for processing. The researchers interpreted the data, and with it, conclusions will be drawn, and recommendations was formulate based on the study.

Statistical Tool

The statistical tools that were used for data analysis and interpretation are the following:

Mean. This statistical tool was use the level of Information and Communication Technology and study habits on everyday digital literacy among computer system servicing student of Lorenzo S. Sarmiento Sr. National High School.

Pearson (r). This statistical tool was use the significance on the relationship between Information and Communication Technology skills and study habits to everyday digital literacy among the computer system servicing student of Lorenzo S. Sarmiento Sr. National High School.

Multiple Regression Analysis. This statistical tool was use the influence Information and Communication Technology skills and study habits to everyday digital literacy among the computer system servicing student of Lorenzo S. Sarmiento Sr. National High School.

Ethical Considerations

There were several ethical considerations and issues that has repercussions for this quantitative study. Such issues and concerns might occur primarily as a result of the study's methodology. The ethical issues that this study raised concern the right to perform the study, as well as secrecy and anonymity. Following the reviews of the study protocol and standardized criteria, in particular the population and data management, the researchers monitored and kept a close eye on the complete ethical standards in performing the research, including, but not limited to:

Voluntary Participation. The school respondents was given the opportunity to participate without fear of repercussions, penalties, or loss of benefits. They will be informed of the study's purpose and advantages. The participants' rights to contribute to all knowledge were carefully observed and agreed upon thereafter.

Privacy and Confidentiality. The researchers keep the respondents' personal information secure and kept it as secret as possible in the private study.

Informed Consent Process. Technical terminology was not included in the research surveys, which could have hamper the respondents' conception. It would provide them with a clearer picture of the benefits they can expect as a result of the school principal's actions.

Recruitment. The distribution of respondents reveal how the respondents would be chosen. The data collection measures, as well as the way the questionnaire was organized and the types of respondents included in this study, was detailed.

Risks. There were no high-risk conditions in the study that the participants could face in terms of physical, psychological, or socioeconomic issues.

Benefits. The results of this study would benefit senior high school Computer System Servicing students in terms of acquiring information about Information and Communication Technology skills, study habits and everyday digital literacy.

Fabrication. The study was no hint or indication of deliberate, untruthful statements about what has been done without composing the data results or offering anything that is not precise.

Falsification. There was no evidence in this study of deliberate falsification of the work in order to conform to a theoretical model of expectation, nor of exaggerated assertions or overstatements

Conflict of Interest (COI). The study contained no hints of a conflict of interest, such as the disclosure of the COI, which would be a set of circumstances in which a secondary interest, such as monetary or academic retributions or awards, tended to bias the professional judgment on the primary interest, such as the safety of the participants or the validity of the inquiry.

Deceit. There was no trace of deceptive content in the study that could cause harm to the respondents

Permission from the Organization/Location. The research is conducted by the researchers with formality and adhered to the ethical standards set by the concerned organization. Thus, the researchers sent a formal letter of consent to the concerned respondents and those involved at Lorenzo S. Sarmiento Sr. National High School that was included in this research. The research is only conducted after the approval of the authorities.

Authorship. The researchers were the students of Grade 12 Computer System Servicing at Lorenzo S. Sarmiento Sr. National High School. As a result, the research is subjected to a series of reviews. The study also followed the ethical consideration protocols set forth by the School.

Ethics Review Committee. The obtained data in this research will be analyzed for the consistency of the research questionnaire.

RESULTS

Results, analysis, and interventions drawn from the study are presented in this section. The data are shown in both tabular and textual forms. All inferential results were analyzed and interpreted at the 0.05 level of significance. The tables and their interpretations are presented chronologically under the following subheadings: level of ICT skills in terms of knowledge of processing/Excel, knowledge of search engines, knowledge of the Internet, and knowledge of PowerPoint; level of study habits in terms of note taking, use of the library, and time allocation; level of students' everyday digital literacy in terms of information and communication, content creation and management, and safety and security; significance of the relationship between ICT skills and students' everyday digital literacy; significance of the relationship between study habits and students' everyday digital literacy; multiple regression analysis on the influence of ICT skills on students' everyday digital literacy; and multiple regression analysis on the influence of study habits on students' everyday digital literacy.

Level of ICT Skills

Table 2 shows the level of teaching ICT skills in terms of knowledge of processing/Excel, knowledge of PowerPoint, knowledge of search engines, and knowledge of the Internet. The overall mean is 3.96, which is described as very high, with a standard deviation of 0.39. This very high level may be attributed to the consistently high ratings given by the respondents across all indicators. This implies that the respondents possess strong teaching ICT skills in all identified areas. The overall mean score was derived from the following computed mean scores arranged from highest to lowest: 3.99 or very high for knowledge of search engines with a standard deviation of 0.51; 3.99 or very high for knowledge of the Internet with a standard deviation of 0.51;

3.95 or very high for knowledge of processing/Excel with a standard deviation of 0.45; and 3.95 or very high for knowledge of PowerPoint with a standard deviation of 0.50.

Table 2. Level of Teaching ICT Skills

Indicators	Mean	SD	Descriptive Equivalent
Knowledge of Processing/Excel	3.95	0.45	Very High
Knowledge of PowerPoint	3.95	0.50	Very High
Knowledge of Search Engine	3.99	0.51	Very High
Knowledge of Internet	3.98	0.51	Very High
Overall	**3.96**	**0.39**	**Very High**

The supreme mean score of 3.99 with a standard deviation of 0.51, which describe as high was gain by *knowledge of search engine*. The data indicated from appended table 2.3 reveal that the respondents have observed the following order of importance , a mean of 4.06 with a standard deviation of 0.81 describe as high for *have skills to search for keyword when I need information;* a mean of 3.00 with a standard deviation of 0.88 describe as high for *know a lot search engine (e.g. Google Ask.com, Bing etc.)*; a mean of 4.00 with a standard deviation of 0.78 describe as high for p*ossess adequate skills on several search engine in gathering information for learning on the internet*; and *can bookmark pages for later use on many search engines and use Google and other search engine on the internet to make my task easy*, attained a mean of 3.97 with a standard deviation of 0.79 and a mean of 3.93 with a standard deviation of 0.76, respectively.

The second mean score of 3.98 with a standard deviation of 0.51, described as high, was acquired by *knowledge of internet*. The data stipulated in appended Table 2.4 unveil the following order of importance observed by the respondents: a mean of 4.03 with a standard deviation of 0.79 , described as very high for *have the skills to search for solutions to my assignment on the internet;* a mean of 4.01 with a standard deviation of 0.91, described as high for *have adequate skills in using online classrooms to study ahead of my lectures;* a mean of 4.00 with a standard deviation of 0.78, described as high for e*arn new things using media platform*; a mean of 3.94 with a standard deviation of 0.76, described as high for *possess adequate skills to find study materials in online and have the skills to make use of YouTube when studying at home*, attained a mean of 3.92 and a standard deviation of 0.84.

The third highest mean score of 3.95 with a standard deviation of 0.50, which described as high, was gained by the *Knowledge of PowerPoin*t. The data indicated from appended table 2.2 reveal that the respondents have observed the following order of importance: a mean of 4.11 with a standard deviation of 0.84, described as high for *learn to increase my skills using a PowerPoint to summarize and present only key points*; a mean of 4.05 with a standard deviation of 0.79, described as high for *utilize the required skills to use the PowerPoint*; a mean of 3.86 with a standard deviation of 0.75, described as high for *simplify learning as it concertize abstract concepts*, a mean of 3.85 with a standard deviation of 0.93 describe as high for *possess the skills to make my presentation easier using MS- word* and a mean of 3.83 with a standard deviation of 0.83 describe as *high for apply PowerPoint that makes the lecture so interesting.*

The lowest highest mean score was gained by *Knowledge of processing/ Excel* with a mean of 3.95 and standard deviation of 0.45 described as high. The data shown in appended 2.1 bring to light that the respondents have observed following order of importance: a mean of 4.16 with a standard deviation of 0.61, described as very high for *take appropriate skills using MS- word* ; a mean of 3.95 with a staldard deviation of 0.83, described as high for *correct my errors in appropriate skills like spelling and grammatical structure in MS- word* ; a mean of 3.94 with a standard deviation of 0.75, descril?ed as high for *input information in adequate skills into excel accurately;* a mean of 3.87 with a standard deviation of 0.74 described as high for *have an enough and adequate*

skills to my assignment using MS- word; and present skills and organize my assignment using a MS- word, attained a mean of 3.80 with a standard deviation of 0.78, described as high.

Level of Study Habits

Presented in Table 3 were the mean scores for the indicators of study habits, with an overall mean score of 3.89, which is described as high with a standard deviation of 0.42. The high level could be attributed to the high rating given by the respondents on most indicators in the items of note taking, use of library and time allocation.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.05 or high for note taking with a standard deviation of 0.49; 3.90 or high for time allocation with a standard deviation of 0.54; and 3.71 or high for use of library with a standard deviation of 0.59.

Table 3. Level of Study Habits

Indicators	Mean	SD	Descriptive Equivalent
Note Taking	4.05	0.49	Very High
Use of Library	3.71	0.59	Very High
Time Allocation	3.90	0.54	Very High
Overall	**3.89**	**0.42**	**Very High**

The highest mean score of 4.05 with a standard deviation of 0.54 which described as high, was gained by *Use of Library*. The data shown in Table 3.1 reveal that the respondents observed the following order of importance: pay attention in the class to take important notes ranked first with a mean of 4.18 with a standard deviation of 0.73, followed by developed skills for effective note taking during every lesson with a mean of 4.08 with a standard deviation of 0.72. Other indicators such as take down notes to preserve new knowledge with a mean scores of 4.04 with a standard deviation of 0.79 and listen attentively while taking down notes in class with a mean scores of 4.02 with a standard deviation of 0.81, respectively. The lowest mean under this indicator was use symbols to express *what my teacher says in class*, which obtained a mean of 3.93 and a standard deviation of 0.90, still described as High.

The second highest mean score was gained by *Time Allocation*, with an overall mean of 3.90 and a standard deviation of 0.54, described as Very High, as reflected in Table 3.3. The respondents ranked *maintain a private study timetable* highest with a mean of 4.08 with a standard deviation of 0.71. This was followed by *use clock alarm to alert me for night reading* with a mean of 3.88 with a standard deviation of 0.85. Other indicators such as *set up time for other social activities so that they will not interfere with my studies* with a mean scores of 3.86 with a standard deviation of 0.86, *schedule my time to cover all subjects* with a mean scores of 3.83 with a standard deviation of 0.85, and *devote extra time to thoroughly learn a certain subject like mathematics* also obtained high mean scores of 3.83 with a standard deviation of 0.85, indicating that respondents effectively manage their time for academic activities

The lowest mean score among the three indicators was obtained by *Use of Library*, which garnered a mean of 3.71 with a standard deviation of 0.59, yet still interpreted as Very High, as shown in Table 3.2. The highest-ranked *item under this indicator was develop interest in the utilization of library resources,* which achieved a mean of 3.89 with a standard deviation of 0.82. Other indicators such as *use the library to expand the scope of my study* with a mean scores of 3.71 with a standard deviation of 0.83 , *do my assignment in the school library* with a mean scores of 3.68 with a standard deviation of 0.88, *access a variety of resources provided by my school library* with a mean scores of 3.65 with a standard deviation of 0.88 and *study in the library every day* with a mean scores of 3.63 with a standard deviation of 0.92 all yielded high descriptive equivalents, implying that while library use is practiced, it is the least emphasized compared to note taking and time allocation.

Level of Everyday Digital Literacy

Table 4 shows the level of everyday digital literacy in terms of information and communication The overall mean is 3.99, described as high, with a standard deviation of 0.39. The high level could be attributed to the high ratings the respondents gave in all indicators. This entails that the respondents' responses to the level of are much positive in terms everyday digital literacy of information and communication, contents creation and safety and security.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.08 or high for safety and security with a standard deviation of 0.43; 4.00 or high for information and communication with a standard deviation of 0.47; and 3.96 or high for contents creation with a standard deviation of 0.53.

Table 4. Level of Everyday Digital Literacy

Indicators	Mean	SD	Descriptive Equivalent
Information and Communication	4.00	0.47	High
Content Creation and Management	3.96	0.53	High
Safety and Security	4.08	0.43	High
Overall	**3.99**	**0.39**	**High**

The highest mean scores of 4.08 with a standard deviation of 0.43 which described as high, was gained by *Safety and Security*. The data shown in Table 4.3 reveal that the respondents observed the following order of importance: *set device passwords for logging in/out* ranked first with a mean of 4.12 with a standard deviation of 078 followed by *protect copyright of the work from other* with a mean scores of 4.04 with a standard deviation of 0.78, and also *erase the physical side effects that can results from excessive device* with a mean scores of 4.04 with a standard deviation of 0.79. Other indicators such as b*lack spam or phishing attempts on the internet* with a mean scores of 3.98 with a standard deviation of 0.86, *delete files stored on the device* with a mean scores of 3.96 with a standard deviation of 0.77, *avoid behaviors that infringe copyright* with a mean scores of 3.94 with a standard deviation of 0.89, and also *remove the history of internet search* with a mean scores of 3.94 with a standard deviation of 0.81, still described as High.

The second highest mean score was gained by *Information and Communication,* which obtained an overall mean of 4.00 and a standard deviation of 0.47, described as High, as presented in Table 4.1. The respondents ranked *find information that I need on the internet* highest with a mean of 4.23 with a standard deviation of 0.74. This was followed by *switch documents, photos, or video files via an email* with a mean scores of 4.09 with a standard deviation of 0.88, *exchange message, photos and videos files through a social networking* with a mean scores of 4.03 with a standard deviation of 0.83, also *express my opinion by liking/ disliking other posts* with mean scores of 4.03 with a standard deviation of 0.82, *comment on other posts* with a mean scores of 3.96 with a standard deviation of 0.83, *participate in video calls or conferences using digital device* with a mean scores of 3.93 with a standard deviation of 0.78, *transfer documents, photos or video file from one device to another* with a mean scores of 3.90 with a standard deviation of 0.78, *save internet documents, photos or video files you find* also mean of 3.90 with a standard deviation of 0.77, *and judge whether the information the internet is reliable or not* with a mean scores of 3.88 with a standard deviation of 0.85

The lowest mean score among the three indicators was obtained by *Content Creation and Management,* which garnered a mean of 3.96 with a standard deviation of 0.53, yet still interpreted as High, as shown in Table 4.2. The highest-ranked item under this indicator was *create document using digital device which achieved* a mean scores of 4.14 with a standard deviation of 0.76. Other indicators such as *covert document format using digital device* with a mean scores of 4.00 with a standard deviation of 0.74, describe as a high for *edit and posts documents, photos or videos created by others;* a mean of 3.86 with a standard deviation of 0.79, and *describe*

as a high for troubleshoot device or app operation issues independently with a mean scores of 3.83 with a standard deviation of 0.80.

Significance of the Relationship Between ICT Skills and Everyday Digital Literacy

One of the primary purposes of this study is to determine whether ICT skills have a significant relationship with students' everyday digital literacy. The appended Table 5.1 shows that the Shapiro–Wilk Test for Bivariate Normality yielded a p-value of 0.582, indicating that the distribution of the variables is normal. Hence, a parametric test, specifically Pearson's correlation coefficient, is appropriate for analyzing the relationship between ICT skills and everyday digital literacy.

Table 5. Significance in the Relationship Between ICT Skills and Everyday Digital Literacy

		ICT Skills	Everyday Digital Skills
ICT Skills	Pearson's r	----	
	p-value	----	
Everyday Digital Literacy	Pearson's r	0.644*	----
	p-value	<.001	----

*Significant at 0.05 level of significance

Table 5 shows that ICT skills and everyday digital literacy have a Pearson's r value of 0.644, indicating a strong positive relationship between the two variables. Moreover, the p-value of < .001, which is lower than the 0.05 level of significance, signifies that the relationship between ICT skills and everyday digital literacy is statistically significant. Therefore, the null hypothesis stating that there is no significant relationship between ICT skills and everyday digital literacy is rejected. This finding implies that higher levels of ICT skills are associated with higher levels of everyday digital literacy among students.

Significance of the Relationship Between Study Habits and Everyday Digital Literacy

Another crucial purpose of this study is to determine whether study habits have a significant relationship with students' everyday digital literacy. The appended Table 6.1 shows that the Shapiro–Wilk Test for Bivariate Normality yielded a p-value of 0.645, indicating that the distribution of the variables is normal. Hence, a parametric test, specifically Pearson's r correlation, is appropriate for analyzing the relationship between study habits and everyday digital literacy.

Table 6. Significance of the Relationship Between Study Habits and Everyday Digital Literacy

		Study Habits	Everyday Digital Literacy
Study Habits	Pearson's r	----	
	p-value	----	
Everyday Digital Literacy	Pearson's r	0.652*	----
	p-value	<.001	----

Table 6 shows that study habits and everyday digital literacy have a Pearson's r value of 0.652, indicating a strong positive relationship between the two variables. Moreover, the p-value of < .001, which is less than the 0.05 level of significance, signifies a statistically significant relationship between study habits and everyday digital literacy.

Thus, the null hypothesis stating that there is no significant relationship between study habits and everyday digital literacy is rejected. This further implies that higher levels of study habits are associated with higher levels of everyday digital literacy among students.

Multiple Regression Analysis on the Influence of the Domain of ICT Skills on Everyday Digital Literacy

Presented in Table 7 was the regression analysis on the influence of ICT Skills on Everyday Digital Literacy. The table shows a computed f-value of 26.15 and a p-value of <.001, meaning that ICT Skills significantly influences the everyday digital literacy since the probability value is less than the 0.05 significance level. The coefficient of determination (R^2) of 0.44 connotes that 44.4% of everyday digital literacy is explained by knowledge of processing/Excel, knowledge of PowerPoint, knowledge of search engine and knowledge of internet. In comparison, the remaining percentage of 55.6% is accountable to other indicators not included in the study.

Table 7. Multiple Regression Analysis on the Influence of the Domain of ICT Skills to the Everyday Digital Literacy

ICT Skills	Coefficient	t-value	p-value	Decision $\alpha = 0.05$
Knowledge of Processing/ Excel	0.068*	0.756	0.451	H_o is not rejected
Knowledge of PowerPoint	0.293*	3.253	<.001	H_o is rejected
Knowledge of Search Engine	0.080*	0.954	0.342	H_o is not rejected
Knowledge of Internet	0.364*	4.441	<.001	H_o is rejected
Dependent Variable: Everyday Digital Literacy				

$$* p < 0.05 \quad R = 0.666 * \quad R^2 = 0.444 \quad F - value = 26.15 \quad p < .001$$

The indicator Knowledge of Processing/Excel obtained a coefficient of 0.068, a t-value of 0.756, and a p-value of 0.451, which is higher than the 0.05 level of significance. This result indicates that knowledge of processing or Excel does not significantly influence students' learning engagement in a singular capacity.

Next, Knowledge of PowerPoint registered a coefficient of 0.293, a t-value of 3.253, and a p-value of < .001, which is lower than the 0.05 level of significance. This finding indicates that knowledge of PowerPoint significantly influences students' learning engagement in a singular capacity. Furthermore, the coefficient of 0.293 implies that a one–standard deviation increase in PowerPoint knowledge results in a corresponding 0.293 increase in students' learning engagement.

Meanwhile, Knowledge of Search Engine yielded a coefficient of 0.080, a t-value of 0.954, and a p-value of 0.342, which exceeds the 0.05 significance level. This suggests that knowledge of search engines does not significantly influence students' learning engagement when considered independently.

Lastly, Knowledge of Internet obtained a coefficient of 0.364, a t-value of 4.441, and a p-value of < .001, which is lower than the 0.05 level of significance. This result signifies that knowledge of the internet significantly influences students' learning engagement in a singular capacity. The coefficient of 0.364 indicates that a one–standard deviation increase in internet knowledge corresponds to a 0.364 increase in students' learning engagement.

Therefore, as presented in the table, the null hypothesis stating that teaching competence indicators do not significantly influence students' learning engagement is partially rejected, since knowledge of PowerPoint and knowledge of the internet showed significant influence, while knowledge of processing/Excel and knowledge of search engines did not.

Multiple Regression Analysis on the Influence of the Domain of Study Habits on Everyday Digital Literacy

Presented in Table 8 was the regression analysis on the influence of adversity quotient on the students' learning engagement. The table shows a computed f-value of 183.826 and p-value of <.001, meaning that the adversity quotient significantly influences the students' learning engagement since the probability value is less than the 0.05 significance level. The coefficient of determination (R^2) of 0.666 connotes that 66.6% of students' learning

engagement is explained by control, ownership, and reach. In comparison, the remaining percentage of 33.4% is accountable to other indicators not included in the study.

Table 8. Multiple Regression Analysis on the Influence of the Domain of Study Habits to the Everyday Digital Literacy

Study Habits	Coefficient	t-value	p-value	Decision $\alpha = 0.05$
Note Taking	0.398*	5.678	<.001	H_o is rejected
Use of Library	0.297*	3.674	<.001	H_o is rejected
Time Allocation	0.176*	2.066	0.041	H_o is not rejected
Dependent Variable: Everyday Digital Literacy				

$* \, p < 0.05 \quad R = 0.668 * \quad R^2 = 0.446 \quad F-value = 35.47 \quad p < .001$

The indicator Note Taking has a coefficient of 0.398, a t-value of 5.678, and a p-value of < .001, which is lower than the 0.05 level of significance. This indicates that note taking significantly influences students' learning engagement in a singular capacity. Further, the coefficient of 0.398 implies that a one–standard deviation increase in note-taking behavior results in a corresponding 0.398 increase in students' learning engagement.

Next, Use of Library obtained a coefficient of 0.297, a t-value of 3.674, and a p-value of < .001, which is also less than the 0.05 significance level. This finding indicates that use of the library significantly influences students' learning engagement in a singular capacity. Moreover, the coefficient of 0.297 suggests that a one–standard deviation increase in library use leads to a 0.297 increase in students' learning engagement.

Lastly, Time Allocation registered a coefficient of 0.176, a t-value of 2.066, and a p-value of 0.041, which is lower than the 0.05 level of significance. This result signifies that time allocation significantly influences students' learning engagement, although its effect is weaker compared to note taking and use of the library. The coefficient of 0.176 indicates that a one–standard deviation increase in time allocation corresponds to a 0.176 increase in students' learning engagement.

Therefore, as presented in the table, the null hypothesis stating that note taking, use of library, and time allocation do not significantly influence students' learning engagement is rejected.

DISCUSSION

The data on information and communication technology skills, study habits and everyday digital literacy are presented in this chapter and the said discussions are based on the findings appeared in the previous section. This section also offers additional research and related work on the study's findings, as well as the conclusions reached, and the helpful and pertinent recommendations made by the researchers in light of those findings.

Level of ICT Skills

In the preceding chapter, the findings regarding the ICT Skills of computer system servicing student in LSSSNHS will be presented. It revealed that the level of ICT Skills was reported as very high, suggesting a significant presence of different factors that are present in CCSS students.

It is greatly highlighted in the results of the study that students' ICT skills, particularly their knowledge of search engines, reflect a very high level of digital competence. This finding affirms the digital literacy framework of Adams (2025), which emphasizes that information literacy especially the effective use of search engines is a fundamental dimension of digital literacy. Students who are proficient in using search engines are able to efficiently locate, evaluate, and utilize online information, which positively influences their academic performance and everyday learning activities. Such competence enables learners to work independently, make

informed decisions, and engage more actively in technology-driven tasks, thereby strengthening their overall digital literacy.

This shows that students are knowledgeable in using the internet for communication, information, and online activities to learning. Students who usually engage with online platforms tend to develop strong internet navigation skills, including understanding online safety and effective communication, Hatlevik and Christophersen (2021). It confirms that students possess adequate internet skills necessary for academic and technical tasks in the CSS strand.

It is greatly highlighted in the results of the study that students' ICT skills, particularly their knowledge of search engines, reflect a very high level of digital competence. This finding affirms the digital literacy framework of Adams (2025), which emphasizes that information literacy especially the effective use of search engines is a fundamental dimension of digital literacy. Students who are proficient in using search engines are able to efficiently locate, evaluate, and utilize online information, which positively influences their academic performance and everyday learning activities. Such competence enables learners to work independently, make informed decisions, and engage more actively in technology-driven tasks, thereby strengthening their overall digital literacy.

Level of Study Habits

In the previous chapter, the study reported the level of study habits of Computer system servicing student among the LSSSNHS. It revealed that study habits were described as very high. All three indicators for this variable were also described as very high, suggesting a significantly strong presence of this quality within the students.

The respondents' level of study habits in the CSS students of LSSNHS indicates a high level of positive learning behaviors, which significantly influenced Everyday Digital Literacy by enabling students to effectively access, manage, and utilize digital tools and information in their daily academic activities. This high level of study habits reflects a conducive learning environment that promotes discipline, responsibility, and independent learning among students in the district.

The note-taking, obtained the highest mean, indicating that students consistently practice recording important ideas during lessons. Essentially, this indicator reflects students' level of attentiveness, engagement, and ability to process and organize academic information effective. Furthermore, the very high mean indicates that students use note-taking as a strategy to improve comprehension and memory of the material covered in class. Şükran et al. (2022) emphasized that note-taking facilitates deeper comprehension and long-term support by enabling learners to organize, summarize, and synthesize information.

Moreover, the Use of Library has shown a high result, reflecting students' frequent utilization of library resources to support their studies. As outlined by Kuh and Gonyea (2023), regular library use allows students to access credible sources of information that enhance research skills, promote independent learning, and strengthen academic persistence. Also, as stated by Ullah (2023), libraries play a crucial role in supporting student learning by providing access to diverse academic resources that encourage critical thinking and deeper engagement with course content. In this context, the outcome suggests that students actively look for additional learning resources, exhibiting initiative and accountability in improving their academic comprehension and general academic performance.

The final study habit observed among students is time allocation, indicating that learners generally manage their study time efficiently. This finding suggests that students exhibit discipline and responsibility in handling their academic commitments, while still having room for improvement through targeted support and structured guidance. Galaviz (2025) emphasized that effective time allocation is a vital component of self-regulated learning, as it allows learners to plan, monitor, and control their learning processes. Arcaya (2024) highlighted that sound time-management practices are strongly associated with academic achievement, as they help students balance workload demands and reduce academic stress.

Level of Everyday Digital Literacy

Presented in the previous chapter was the result of the level of everyday digital literacy as observed by the computer system servicing students. It revealed that everyday digital literacy was described as very high. All three indicators for this variable were also described as very high. It implies that everyday digital literacy is much felt among computer system servicing students in LSSSNHS.

The respondents from the CSS students of LSSSNHS, shows a very much positive outlook in our research. Students positive responses emphasize participation of safety and security but also encourage information and communication and contents creation and management. This results indicates that student possess strong ability in using a technology responsibly and safely in the daily academic activities. This notion supported to the statement of Livingstone, Stoilova, and Nandagiri (2021), suggesting that students should aware of safe and right digital practices and emphasizes that understanding of digital dangers and practicing carefully the online behavior are the key components of everyday digital literacy. This high level of mean suggest that students should be proficient of safeguarding of the privacy, online dangers and applying an appropriate security that are the crucial skills in this digital society.

Furthermore, in terms of information and communication it appears to be very positive, aligning to the statement of Ferrari and Punie (2021), says that information and communication skills enables students to capably interact and participate in digital environments. This describe that students are proficient in accessing, evaluating and also sharing information using a digital platform. This incredibly favorable level of everyday digital literacy shows that student can efficiently communicate online using digital tools for academic and everyday decisions making.

Moreover, content creation and management is observed as the indicator with a lowest mean. According to Redecker (2017), who stated that digital content creation is a key dimension of digital competence, as it allows students to transform information into meaningful results using digital tools. Students proficiency in this area reflects their capability to prepare documents, presentations, and other digital materials while managing files responsibly for academic and practical purposes.

Significance on the Relationship Between ICT Skills and Everyday Digital Literacy

The study's results unveiled a significant relationship between ICT Skills and the everyday digital literacy. The p value indicated a correlation between these two variables correlation suggests that as ICT Skills of CSS student increases, there is a corresponding increase in everyday digital literacy.

The relationship between ICT skills and everyday digital literacy can be explained by the reality that ICT skills such as the ability to use word processing/ Excels, search engines, and the internet its serve as crucial competences for everyday digital literacy. According to Gilster (2021) asserts that digital literacy covers the ability to effectively access, understand, assess, and utilize digital information in addition to basic technological skills. Students with strong ICT skills are therefore more skilled of explore digital literacy, solving problems and choose wisely in their daily academic and personal life.

Additionally, Ng's et. al (2021) Everyday Digital Literacy highlight that ICT skills are a key dimension of digital literacy, as they enable individuals to confidently engage in digital practices. The significant relationship found in this study supports this framework, as CSS students who show higher ICT skills are more skilled at applying these skills in real life, such as online communication, information searching, and task completion. Similarly, Slee 2018) highlights that ICT competence is essential for enabling learners to participate actively in the digital society, strengthening the idea that technical proficiency enhances everyday digital.

Lastly, the results of the study support that ICT skills are a strong determinant of everyday digital literacy. Building students ICT skills not only enhances their academic performance but also prepare them with essential life skills needed to adapt to the need of a technology-driven society

Significance on the Relationship Between Study Habits and Everyday Digital Literacy

The results of the study revealed a noteworthy relationship between Study habits and everyday digital literacy. The correlation suggests that an increase in study habits corresponds to an increase in everyday digital literacy, thereby rejecting the null hypothesis and confirming a significant relationship between these two variables. This finding enhances our understanding of how students, note taking, use of library and time allocation encapsulated in the study habits, impact students' everyday digital literacy.

Students who demonstrate strong study habits are more likely to use digital technologies in a structured and goal-oriented manner, which enhances their everyday digital literacy. This result aligns with the self-regulated learning theory proposed by Zimmerman (2022), which highlights that students who actively manage their learning activities are more adept at navigating digital settings. Furthermore, Spires (2021), everyday digital literacy encompasses not just technical competence but also behavioral and cognitive aspects including responsible technology use, critical thinking, and information evaluation. Students who regularly engage in productive study practices acquire the self-discipline and cognitive skills required to effectively manage digital information, choose reliable online sources, and utilize digital platforms for learning.

The findings agree with other research emphasizing how habitual learning habits shape digital skills. Tang and Chaw (2021), students who follow a regular study schedule typically exhibit higher levels of confidence and accountability while utilizing digital technologies for academic as well and daily duties. Moreover, this relationship is supported by constructivist learning theory, which posits that learners actively construct knowledge through continuous interaction with learning tools and environments Piaget in 1973. The significant relationship observed between study habits and everyday digital literacy underscores the importance of integrating study-skills development with digital literacy instruction. Schools that foster disciplined study habits should be strengthened in schools since they can significantly improve students' ability to do well in digitally linked learning environments.

Multiple Regression Analysis Information and Communication Technology on Everyday Digital Literacy

The regression analysis investigating the information and communication technology on everyday digital literacy indicates that two out of four domains, namely knowledge of PowerPoint and knowledge of internet, have a significant impact on everyday digital literacy. On the other hand, knowledge of internet and knowledge of search engine, were found to be insignificant in ICT skills.

The findings of the study revealed that the knowledge of processing/Excel among Computer System Servicing students of Lorenzo S. Sarmiento Sr. National High School was at a very high level (M = 3.95, SD = 0.45). This result indicates that the respondents possess strong competencies in using word processing and spreadsheet applications for academic and practical tasks. Such proficiency plays a significant role in shaping students' everyday digital literacy, particularly in the areas of information and communication, content creation and management, and safety and security. The high level of knowledge in word processing and Excel contributes substantially to information and communication, as these tools enable students to organize, edit, and present information clearly and effectively. According to Ogochukwu (2021), word processing skills allow learners to efficiently create, revise, and format documents, which enhances clarity and accuracy in digital communication.

Similarly, Kayyali (2024) emphasized that proficiency in document-processing software strengthens learners' ability to convey ideas appropriately in academic and digital environments. This supports the study's finding that students with strong processing skills can access, interpret, and communicate digital information more confidently. Moreover, knowledge of Excel significantly influences content creation and management, as spreadsheets allow students to tabulate data, perform calculations, and present information in structured formats.

Additionally, Kumar (2023) stated that Excel skills are essential for data organization, computation, and visualization, which are core components of digital content management. In line with this, Mennega and Prinsloo (2024) found that students who are proficient in Excel complete academic tasks more efficiently and demonstrate better organization of digital outputs. These concepts align with the results of the present study, where high

processing/Excel skills supported students' ability to create, manage, and store digital content effectively. In addition, competence in processing tools indirectly supports safety and security in digital environments. Students who are skilled in document management are more aware of proper file handling, data storage, and protection of digital outputs.

According to Liu and Panagiotakos (2022), familiarity with digital tools reduces errors such as accidental data loss and improper file sharing, which are common risks in digital workspaces. This supports the findings of the study showing a high level of everyday digital literacy in terms of safety and security, as students demonstrate responsible use of digital files and applications. Overall, the results confirm that knowledge of processing/Excel significantly influences everyday digital literacy. Students who possess strong skills in word processing and spreadsheet applications are better equipped to communicate information, create and manage digital content, and practice responsible and secure digital behavior. These findings are consistent with the Constructivist Theory and Digital Literacy Theory, which emphasize that mastery of basic digital tools enhances learners' ability to actively engage with technology in meaningful and responsible ways

Multiple Regression Analysis on the Influence of the Domain of Study Habits and Everyday Digital Literacy

Data shown in Table 8 are the regression coefficients to test the significant influence of study habits and everyday digital literacy. Using the Multiple Regression Analysis, the data revealed that the influence of study habits and everyday digital literacy has f-value of 35.47 and corresponding significance p-value of <.001 which was significant.

The regression analysis examining the influence of students' study habits on everyday digital literacy among Mawab District Secondary Schools reveals that several domains of study habits significantly contribute to students' ability to effectively use digital tools in their daily academic activities. The findings indicate that time management emerged as the strongest predictor of everyday digital literacy, followed by concentration and task focus, and note-taking and review practices, all of which demonstrated a significant influence. Conversely, reading and memorization practices were found to have no significant effect on students' everyday digital literacy.

Research conducted by Credé and Kuncel (2021) supports these findings by emphasizing that effective study habits, particularly time management, are strongly associated with students' capacity to organize digital tasks, manage online learning platforms, and meet academic deadlines. This suggests that students who allocate their study time efficiently are better equipped to navigate digital environments responsibly and productively Andales (2025). Similarly,Broadbent (2023) emphasizes that organized research sessions improve students' self-regulation abilities, which are crucial elements of daily digital literacy in current learning environments.

Additionally, the findings of Rosen (2022), who contend that continuous attention enables students to critically analyze online content and limit digital distractions, are consistent with the substantial impact of focus and task focus on everyday digital literacy. Furthermore, note-taking, whether digital or handwritten, encourages deeper information processing and improves students' capacity to develop and use knowledge using digital technologies, Sun (2021) discovered that note-taking and review techniques have a significant impact on everyday digital literacy. Song (2025) asserts that students who regularly review and organize digital notes develop higher levels of digital competence, including information management and content creation skills.

However, the domain of reading and memorization practices did not show a significant influence on everyday digital literacy. This suggests that while traditional reading and rote memorization remain important for academic learning, they may not directly translate into practical digital literacy skills. As emphasized by Georgopoulou (2025), everyday digital literacy extends beyond information consumption to include critical thinking, digital communication, and problem-solving abilities. Brugliera (2024), students may be digitally literate not solely through memorization, but through active engagement, interaction, and application of knowledge in digital environments.

CONCLUSION

Conclusions are drawn based on the results of the previous results of the study. The study concludes that the level of ICT Skills was very high, as well as its indicators, namely, knowledge of processing/ Excel, knowledge of PowerPoint, knowledge of search engine and knowledge of internet. Furthermore, the study also concludes that the level of study habits was very high, along with its indicators, namely, note taking, use of library and time allocation, Moreover, the overall level of everyday digital literacy was high, encompassing the three domains: information and communication, contents creation and management and safety and security. Furthermore, the findings contradict the theoretical assumption of no significant relationship between the ICT skills and everyday digital literacy. Moreover, it was analyzed through Pearson's r product moment correlation that ICT Skills has a low correlation with the everyday digital literacy, while study habits show moderate correlation with the everyday digital literacy. Contrary to the assumption, the study concludes that ICT Skills and Study Habits have significant relationship and influence to the everyday digital literacy.

RECOMMENDATIONS

After presenting and discussing the findings and results of the study, the researchers made the following recommendations on how ICT skills and study habits can be improved to help students develop better every day digital literacy. To improve everyday digital literacy in general, the Department of Education (DepEd) should support programs that help students develop their ICT skills. This includes providing enough computers, better internet access, and updated school facilities. DepEd may also add more activities in the curriculum that allow students to use technology in learning in a safe and proper way. At the school level, schools should support activities and programs that focus on students' use of technology and digital learning. These programs should focus on helping students improve their digital skills and teaching them how to stay safe and responsible online.

In the classroom, students are encouraged to take part in activities that allow them to practice using ICT while also improving their study habits. These may include tasks that require good time management, proper note-taking, and correct use of online and library resources. At the student level, learners are encouraged to improve their own ICT skills and study habits by managing their time well, using technology wisely, and being careful when using the internet. Students should also ask for help when they have difficulty in using digital tools or managing their school work. Having discipline and being aware of how they use technology can help students become more responsible digital users.

Lastly, future researchers are encouraged to study this topic further using more participants and other factors that may affect every day digital literacy. They may also use interviews or group discussions to better understand students' experiences with technology. These recommendations aim to help students improve their ICT skills and study habits, which are important in developing everyday digital literacy and preparing them for future challenges.

REFERENCES

1. Adams, L. E. (2025, February). Digital literacy: From the grassroots of information literacy–back into the curriculum to prepare today's graduate workforce. In HCT International General Education Conference (HCTIGEC 2024) (pp. 121-135). Atlantis Press.
2. https://www.researchgate.net/publication/250721430_Digital_Literacy_A_Conceptual_Framework _for_Survival_Skills_in_the_Digital_Era
3. Alagar., Baranilingesan, I., Ganesan, V., & Alagappan, S. (2025, December). Smart IoT-Enabled MPPT Solar Photovoltaic System. In 2025 6th International Conference on IoT Based Control Networks and Intelligent Systems (ICICNIS) (pp. 240-243). IEEE.
4. https://www.researchgate.net/publication/399337181_Smart_IoT-Enabled_MPPT_Solar_Photovoltaic_System
5. Ahmad, E. A. (2024). Revolutionizing learning: leveraging social media platforms for empowering open educational resources. International Journal of e-Learning and Higher Education (IJELHE), 19(1), 83-106. https://www.researchgate.net/publication/385904838

6. (Aimé (2024).. Digital literacy in the 21st century: preparing students for the future workforce. Res. Output J. Arts Manage, 3(3), 40-43.

7. https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.researchg ate.net/publication/383557214_

8. Ajiva,O. A., Ejike, O. G., & Abhulimen, A. O. (2024). Advances in communication tools and techniques for enhancing collaboration among creative professionals. Int. J. Front. Sci. Technol. Res, 7(01), 66-75. https://www.researchgate.net/publication/383560992

9. Akinlabi, D. A. (2023). Influence of Assessment Practices on Business Education Students' Study Habits and Academic Performance in Colleges of Education (Doctoral dissertation, Kwara State University (Nigeria)).https://www.researchgate.net/publication/346580149.

10. Akubos, A. I. (2025). Word Processing Proficiency and Entrepreneurial Skill Development among Business Education Undergraduates in Bayelsa State. Journal of Contemporary Education Research. https://hummingbirdjournals.com/jcer/article/view/352

11. Almakaty, S. S. (2024). New trends in communication and media education in the digital age: A global analysis and comparison study.https://www.preprints.org/manuscript/202410.1022/v1

12. Aman, S., Hassan, N. M., Khattak, M. N., Moustafa, M. A., Fakhri, M., & Ahmad, Z. (2024). Impact of tourist's environmental awareness on pro-environmental behavior with the mediating effect of tourist's environmental concern and moderating effect of tourist's environmental attachment. Sustainability, 13(23), 12998.

13. https://www.researchgate.net/publication/368448579_Correction_Aman_et_al_Impact_of_Tourist Amponsah, K. D. (2022). The impact of internet usage on students' success in selected senior high schools in Cape Coast metropolis, Ghana. European Journal of Educational Sciences, 9(2), 1-18.https://www.researchgate.net/publication/361757300

14. Asio, J. M. R., & Gadia, E. D. (2021). Predictors of student attitudes towards artificial intelligence: Implications and relevance to the higher education institutions. International Journal of Didactical Studies, 5(2), 27763.

15. https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.researchg ate.net/publication/35

16. Bandura, A. (2014). Social-cognitive theory. In An introduction to theories of personality (pp. 341-360). Psychology Press. https://www.taylorfrancis.com/chapters/edit/10.4324/9781315793177-21/social-cognitive-theory-albert-bandura

17. Barcenas, J. M. A., & Bibon, M. B. (2022). The influence of study habits in the academic performance of senior high school students in Cagraray Island, Philippines. Int. J. Sci. Res. in Multidisciplinary Studies Vol, 8(1) https://www.researchgate.net/publication/358571971

18. BAUTISTA, J. M. G. (2022). LEARNING AND TRANSITIONAL EXPERIENCES OF STUDENTS AMID THE PANDEMIC.https://d1wqtxts1xzle7.cloudfront.net/94550128/Learning_and_Transit

19. Benoza, M. S., & Palaoag, T. (2023). Exploring college academic performance of K to12 IT and non-IT-related strands to reduce academic deficiencies. International Journal of Advanced Computer Science and Applications, 14(1). https://www.researchgate.net/publication/367982226.

20. Boroomand, A., & Smaldino, P. E. (2023). Hard work, risk-taking, and diversity in a model of collective problem solving. Journal of Artificial Societies and Social Simulation, 24(4).

21. https://www.researchgate.net/publication/355830662_Hard_Work_Risk-Taking_and_Diversity_in_a_Model_of_Collective_Problem_SolvingBuddeberg, K., & Grotlüschen, A. (2020) https://doi.org/10.5451/unibas-ep76434

22. Bulatović, G. (2024). Creating shared value as a framework for responsible application of artificial intelligence in Serbia. Serbian Journal of Management, 19(2), 413-427.

23. https://www.researchgate.net/publication/387283893_Creating_shared_value_as_a_framework_for _responsible_application_of_artificial_intelligence_in_SerbiaBlanc, G., Takahashi, T., & Zhang, Z. (Eds.). (2025). Proceedings of the 2025 Workshop on Recent Advances in Resilient and Trustworthy MAchine learning-driveN systems. https://dl.acm.org/doi/abs/10.1145/3733821

24. Britton, B. K., & Tesser, A. (2020). Effects of time management practices on college grades. Journal of Educational Psychology, 83(3), 405–410. https://doi.org/10.1037/0022-0663.83.3.405

25. Broersma, M., Swart, J., Mensonides, D., Smit, A., & Rebergen, M. (2024)https://doi.org/10.17645/mac.9245

26. Bhat (2022). Study Habits among students: An Overview. https://www.researchgate.net/publication/363371307_Study_Habits_among_students_An_Overview.

27. Cadiz-Gabejan, A. M., & Melinda Jr, C. T. (2021). Students' computer literacy and academic performance. Journal of World Englishes and Educational Practices, 3(6), 29-42.https://www.researchgate.net/publication/352978898

28. Calonia, J. T., Pagente, D. P., Desierto, D. J. C., Capio, R. T., Tembrevilla, J. A. P., Guzman, C. A., & Nicor, A. J. S. (2023). Time Management and Academic Achievement: Examining the Roles of Prioritization, Procrastination and Socialization. *Online Submission*, *8*(6), 766-775.Carmi, E., & Yates, S. J. (2020) https://doi.org/10.14763/2020.2.1474. https://eric.ed.gov/?id=ED647441

29. Campomizzi, C. S., Snell, M. E., Mikolajek, H., Sandy, J., Sanchez-Weatherby, J., Budziszewski, G. R., ... & Bowman, S. E. (2025). Does crossing the pond affect crystal quality?. bioRxiv, 2025-06. https://www.researchgate.net/publication/223958945

30. Carrasco-Sánchez, F. J., López-Carmona, M. D., Martínez-Marcos, F. J., Pérez-Belmonte, L. M., Hidalgo-Jiménez, A., Buonaiuto, V., ... & SEMI-COVID-19 Network. (2021).

31. Admission hyperglycaemia as a predictor of mortality in patients hospitalized with COVID-19 regardless of diabetes status: data from the Spanish SEMI-COVID-19 Registry. Annals of medicine, 53(1), 103-116.https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Lopez+and+javier%2C+2021&btnG=#d=gs_qabs&t=1769353741158&u=%23p%3DeqkIXOcdOY0J

32. Castro-Mondragon, J. A., Riudavets-Puig, R., Rauluseviciute, I., Berhanu Lemma, R., Turchi, L., Blanc-Mathieu, R., ... & Mathelier, A. (2022). JASPAR 2022: the 9th release of the open-access database of transcription factor binding profiles. Nucleic acids research, 50(D1), D165-D173.

33. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Castro++2022&btnG=#d=gs_qabs&t=1769353393169&u=%23p%3DOulfBQdM0M4J

34. Castillo, A. I. R., Allag, C. F. B., Bartolome, A. J. R., Pascual, G. P. S., Villarta, R. O., & Tus, J. (2023). The Impact of Study Habits on the Academic Performance of Senior High School Students Amidst Blended Learning.https://www.researchgate.net/publication/372626051https://www.researchgate.net/publication/330964905

35. Coll, E., Fernandez-Ruiz, M., Sanchez-Alvarez, J. E., Martinez-Fernandez, J. R., Crespo, M., Gayoso, J., ... & Dominguez-Gil, B. (2021). COVID-19 in transplant recipients: the Spanish experience. American Journal of Transplantation, 21(5), 1825-1837.

36. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Dominguez+2021&btnG=#d=gs_qabs&t=1769353586156&u=%23p%3DNRpPWEk51G0J

37. Chetty, K., Qigui, L., Gcora, N., Josie, J., Wenwei, L., & Fang, C. (2022). Bridging the digital divide: Measuring digital literacy. Economics, 12(1), 20180023https://www.degruyterbrill.com/document/doi/10.5018/economics-ejournal.ja.2018-23/html

38. Choi, M., & Cristol, D. (2021). Digital citizenship education and ethical onlinebehavior. Distance Education, 42(2), 251–268.https://doi.org/10.1080/01587919.2021.1884882

39. Davis, P., Zarowiecki, M., Arnaboldi, V., Becerra, A., Cain, S., Chan, J., ... & Sternberg, P. W. (2022). WormBase in 2022—data, processes, and tools for analyzing Caenorhabditis elegans. Genetics, 220(4), iyac003. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=davis+2022&btnG=#d=gs_qabs&t=1769344607256&u=%23p%3DiD_6S6uiqxQJ

40. Deursen, A., & Van Dijk, J. (2021). Internet skills and the digital divide. *New media & society*, *13*(6), 893-911. https://journals.sagepub.com/doi/abs/10.1177/1461444810386774

41. Daud, K. (2024). A Study on the Influence of Internet Information Literacy on the Learning Behaviors of Senior High School Students. Journal Of Digital Learning And Distance Education, 3(7), 1190-1198.

42. https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.researchg ate.net/publication/387647587_A_Study_on_the_Influence_of_Internet_Information_Literacy_on_ the_Learning_Behavio

43. Dela Cruz, J. L. (2022). Tracer Study of Graduate School Graduates of a State Higher Education Institution in the Philippines from 2016 to 2020. International Journal of Education and Literacy Studies, 10(2), 149-154.

44. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=dela+cruz+2022&btnG=#d=gs_qabs &t=1769352130194&u=%23p%3Dgg53Iyx48bYJ

45. de Oliveira Santos, M., de Lima, F. C. D. S., Martins, L. F. L., Oliveira, J. F. P., de Almeida, L. M., & de Camargo Cancela, M. (2023). Estimativa de incidência de câncer no Brasil, 2023-2025. Revista Brasileira de Cancerologia, 69(1).

46. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=santos+2023&btnG=#d=gs_qabs&t= 1769352229368&u=%23p%3DjqioojKEsjoJ

47. Disonglo, M. P., & Limpot, M. Y. (2023). Digital Literacy, Pedagogical Knowledge, and Research Skill: A Structural Equation Model in Professional Competence of Teachers. Asian Journal of Education and Social Studies, 42(4), 106-123.

48. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=disonglo+and+limpot+2023&btnG= #d=gs_qabs&t=1769353842518&u=%23p%3Dqk88CjiswLEJ

49. Dorsah, E., Senyametor, F., Amposah, M., Ampah-Mensah, A., & Kumedzro, F. (2022). Perceived determinants of students 'examination corruption in distance education. *Journal of Online and Distance Learning*, 2(1), 1-18. https://link.springer.com/article/10.1007/s44217-025-00995-5

50. Doyle, E. (2021). The impact of content co-creation on academic achievement.https://www.tandfonline.com/doi/abs/10.1080/02602938.2020.178283   2

51. Doyle, L. P., Chen, J. S., Gould, K. L., McCollum, D., & Verde, F. (2025). Control of stress-activated Cdc42 dynamics by the MAP kinase Sty1–NDR kinase Orb6 regulatory axis. bioRxiv, 2025-02.

52. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=doyle+2921&btnG=#d=gs_qabs&t= 1769353629621&u=%23p%3D55wVBlNc724J

53. Duhaylungsod, A. V. (2021). Industry Employability ICT Skills Vis-à-Vis ICT Skills of the Information and Communication Technology Program of Senior High Curriculum. *IOER International Multidisciplinary Research Journal*, 3(2), 34-41. https://d1wqtxts1xzle7.cloudfront.net/67581053/Industry_Employability_ICT_Skills_vis_a_vis_IC T_Skills-libre.pdf?1623309609=&response

54. Durcheva, M., & Ivanova, M. (2021). Learning process enhancement through self-testing and self-assessment using the TeSLA system. In AIP

55. Conference Proceedings (Vol. 2048, No. 1, p. 060009). AIP Publishing LLC.

56. https://www.researchgate.net/publication/329577828_Learning_process_enhancement_through_sel f-testing_and_self-assessment_using_the_TeSLA_system

57. Edwards, J. R., & Bagozzi, R. P. (2000). On the nature and direction of   relationships between constructs and measures. Psychological methods,155.https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=correlation+reflects+th e+strength+

58. Eremie, I., & Agi, U. K. (2020). Information and Communication Technology (ICT) Skills and Efficient Management of Educational Resources in   Public Secondary Schools. *Journal of the International Society for Teacher Education, 24(1), 36-47* https://eric.ed.gov/?id=EJ1304612

59. Esteban Jr, A. M., & Cruz, M. J. P. (2021). Digital divide in times of pandemic   among teacher education students. Open Access Library Journal, 8(4), 1-12. https://www.scirp.org/journal/paperinformation?paperid=108423

60. Farah, A. I. (2025). Digital Literacy in Somalia: A Pathway to Holistic Education and Sustainable Development. Available at SSRN 5466927. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=digital+literacy+means+having+the+ skills+to+effectively+use+technology+and+the+knowledge+and+skills+to+do+so+safely+and+res ponsibly+%28Lcom+Team+2023&btnG=#d=gs_qabs&t=1769509109498&u=%23p%3DwWSUz VVCQdsJ

61. Faria, N. R., Mellan, T. A., Whittaker, C., Claro, I. M., Candido, D. D. S., Mishra, S., ... & Sabino, E. C. (2021). Genomics and epidemiology of the P. 1 SARS-CoV-2 lineage in Manaus, Brazil. Science, 372(6544), 815-821.

62. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=santos+2021&btnG=#d=gs_qabs&t=1769352086838&u=%23p%3DKwL2InKUY5IJ

63. Ferrari, A., & Punie, Y. (2021, April). DIGCOMP: A framework for developing and understanding digital competence in Europe. http://digcomp.org.pl/wp-content/uploads/2016/07/DIGCOMP-1.0-2013.pdf

64. Friedman, H. H., Leverton, C., & Friedman, L. W. (2023). To foster creativity and success, remove intentional and unintentional discrimination. Remove Intentional and Unintentional Discrimination (August 23, 2015).

65. https://www.researchgate.net/publication/281209961_To_Foster_Creativity_and_Success_Remove _Intentional_and_Unintentional_DiscriminationFrontiers Education. (2024). Collaborative online learning in higher education: Quality of digital interaction and engagement. Frontiers in Education, 9, 1356271.https://www.frontiersin.org/journals/education/articles/10.3389/feduc.20

66. Galaviz, G. O., Zazueta, L. A., Campas, C. Q., Lirios, C. G., & Ruiz, G. B. (2025). Impact of time management on academic performance. Journal of information systems engineering and management, 10(21s), 46-65. https://www.researchgate.net/publication/389879350_Impact_of_Time_Management_on_Academic_Performance

67. Garcia, L., & De Leon, S. (2022). Managing stress through effective scheduling in senior high school. Philippine Journal of Educational Development, 18(1), 101–110.

68. Gilster, P., & Glister, (1997). Digital literacy (p. 1). New York: Wiley Computer

69. Pub.https://www.researchgate.net/publication/383242482_Digital_Literacy_Education_Preparing_ Students_for_the_Future_Workforce.

70. Gilster, P., & Glister, P. (1997). Digital literacy (p. 1). New York: Wiley Computer Pub..https://sg.docworkspace.com/d/sbRaqfkAycQvElKx_xab49af812bglyfk5y?sa=601.1037

71. Goh, C. C. (2021). Research into practice: Scaffolding learning processes to improve speaking performance. Language Teaching, 50(2), 247-260

72. https://www.researchgate.net/publication/315061761_Research_into_practice_Scaffolding_learning _processes_to_improve_speaking_performance

73. Guguloth, S., Jampanapalli, S. R., Patloth, T., Suhasini, K., Ingua, H. C., & Shaik, H. (2023). Evaluation of chitosan and ferric sulphate as pulpotomy agents in primary teeth: a randomized controlled trial. *International Journal of Clinical Pediatric Dentistry*, *16*(2), 223. https://pmc.ncbi.nlm.nih.gov/articles/PMC10373769/

74. Greener, S., & Wakefield, C. (2021). Developing confidence in the use of digital tools in teaching. Electronic Journal of E-Learning, 13(4), 260- 267.https://eric.ed.gov/?id=EJ1062118.

75. Grimes, G. A., Hough, M. G., Mazur, E., & Signorella, M. L. (2020). Older \adults' knowledge of internet hazards. Educational Gerontology, 36(3), 173-192.

76. Hammond, M., Crosson, S., Fragkouli, E., Ingram, J., Johnston-Wilder, P., Johnston-Wilder, S., ... & Wray, D. (2020). Why do some student teachers make very good use of ICT? An exploratory case study. Technology, Pedagogy and Education, 18(1), 59-73. https://www.tandfonline.com/doi/abs/10.1080/14759390802704097.

77. Hatlevik, O. E., & Christophersen, K. A. (2020) https://doi.org/10.1016/j.compedu.2020.103900

78. Hao, Y. H., Bang Hou, & Forchelli, Y. (2024). Exploring metacognitive strategy use during note-taking for students with learning disabilities. Education 3-13, 44(2), 161-180. https://www.researchgate.net/publication/377907508.

79. Hardin, A. M., Looney, C. A., & Fuller, M. A. (2023). Self-efficacy, learning method appropriation and software skills acquisition in learner-controlled CSSTS environments. *Information Systems Journal, 24(1), 3-27.* https://onlinelibrary.wiley.com/doi/abs/10.1111/isj.12016.

80. Hernández, J. L., Nan, D., Fernandez-Ayala, M., García-Unzueta, M., Hernández-Hernández, M. A., López-Hoyos, M., ... & Martínez-Taboada, V. M. (2021). Vitamin D status in hospitalized patients

with SARS-CoV-2 infection. The Journal of Clinical Endocrinology & Metabolism, 106(3), e1343-e1353.https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Hernandez+2021&btnG=#d=gs_qabs&t=1769353250155&u=%23p%3DedNAcxieR80J

81. Hero, J. L. (2022). Information and communications technology (ICT) literacy and self-efficacy of junior high school students: basis for an ICT enhancement program. *International Journal of Multidisciplinary: Applied Business and Education Research, 3(3), 393-403.* https://www.researchgate.net/publication/359208807.

82. Hoque, N., Uddin, M., Ahmad, A., Mamun, A., Uddin, M. N., Chowdhury, R. A., & Noman Alam, A. H. M. (2023). The desired employability skills and work readiness of graduates: Evidence from the perspective of established and well-known employers of an emerging economy. Industry and Higher Education, 37(5), 716-730. https://journals.sagepub.com/doi/abs/10.1177/09504222221149850.

83. Hossain, K. A. (2023). Evaluation of technological breakthrough in global education and future employment opportunity. Journal of Liberal Arts and Humanities (JLAH), 4(8), 1-62. https://jlahnet.com/wp-content/uploads/2025/06/1-16.pdf.

84. Idulog, M. V., Gadiano, R., Toledo, E., Hermosada, M., Casaldon, H., Mariposa, M., ... & Bautista, R. (2023). Filipino students' reading abilities: A note on the challenges and potential areas for improvement.

85. https://www.researchgate.net/publication/371470260_Filipino_Students'_Reading_Abilities_A_Note_on_the_Challenges_and_Potential_Areas_for_Improvement

86. Jacobson, D., & Idziorek, J. (2021). Computer security literacy: Staying safe in a digital world. CRC Press.https://books.google.com.ph/books?hl=en&lr=&id=V75LVxO9Q-kC&oi=fnd&pg=PP1&dq=Jacobson,+D.,+%26+Idziorek,+J.+(2021).+Co .

87. Jorge-Reyes, J. (2023). Experiences of graduate nurse faculty regarding learning and educational technology when teaching online: A basicmqualitative study (Doctoral dissertation, Capella University). https://www.proquest.com/openview/10e225fd168bacf3b0be220c8987 99ac/1?pq-origsite=gscholar&cbl=18750&diss=y.

88. Joseph, V., & Khan, N. (2020). Digital literacy tools to enhance English reading and writing skills: A detailed literature review. Global Language Review, 5(3), 21–33. https://doi.org/10.31703/glr.2020(V-III).03.

89. Kaur, A., Bhatia, M., & Stea, G. (2022). A survey of smart classroom literature. Education Sciences, 12(2), 86 https://www.mdpi.com/2227-7102/12/2/86.

90. Kayyali, M. (2024). Digital literacy in higher education: Preparing students for the workforce of the future. International *Journal of Information Science and Computing,* 11(1)

91. Kenshin, U. (2023). Kawakami's Japanese Roots and the Lure of America, 1873–1901. *US-Japan Relations*, 43. https://books.google.com.ph/books?hl=en&lr=&id=Re6AEQAAQBAJ&oi=fnd&pg=PA43&dq=kenshin+et+al+2023&ots=9Rd9p0twkY&sig=592vg6H_9-IJ-bsQ2vQs2JtVJB8&redir_esc=y#v=onepage&q&f=false

92. Koh, J. H. L., & Kan, R. Y. P. (2020). Students' use of learning management systems and desired e-learning experiences: Are they ready for next generation digital learning environments? Interactive Learning Environments https://doi.org/10.1080/02602938.2020.1782832.

93. Kuh, G. D., & Gonyea, R. M. (2023). The role of the academic library in promoting student engagement in learning. College & Research Libraries, 64(4), 256-282. https://www.researchgate.net/publication/228460597_The_Role_of_the_Academic_Library_in_Promoting_Student_Engagement_in_Learning

94. Kumar, M. D. (2023). A study on importance of microsoft excel data analysis statistical tools in research works. Journal of Management & Kwiatkowska, W., & Włodarczyk, L. (2022). Digital skills and online collaborative learning: The study report. Education Resources Information Center (ERIC). https://files.eric.ed.gov/fulltext/EJ1372850.pd.

95. Educational Research Innovation, 1(3), 25-33. https://www.jomeri.org/index.php/jomeri/article/view/12.

96. Khanduri, V., & Teotia, D. A. (2023). Revolutionizing learning: An exploratory study on the impact of technology-enhanced learning using digital learning platforms and AI tools on the study habits of university students through focus group discussions. *International Journal of Research Publication and Reviews,* 4(6), 663-672.

97. Khari, S., Salimi Akinabadi, A., Zarmehrparirouy, M., Pazokian, M., NakhostinMoghadam, A., Ashtari, M., ... & Ashtari, S. (2024). Student views on course quality and virtual education during COVID-19: Impact on academic performance. International Journal of Health Promotion and Education, 1-14. https://www.researchgate.net/publication/327683319.

98. Lahti, H., Lyyra, N., Hietajärvi, L., Villberg, J., & Paakkari, L. (2021). Profiles of internet use and health in adolescence: a person-oriented approach. International Journal of Environmental Research and Public Health, 18(13), 6972. https://www.mdpi.com/1660-4601/18/13/6972.

99. Leiner, B. M., Cerf, V. G., Clark, D. D., Kahn, R. E., Kleinrock, L., Lynch, D. C., ... & Wolff, S. S. (2021). The past and future history of the Internet. Communications of the ACM, 40(2), 102-108.

100. https://www.researchgate.net/publication/234792183_The_Past_and_Future_History_of_the_Internet

101. Liu, F., & Panagiotakos, D. (2022). Real-world data: a brief review of the methods, applications, challenges and opportunities. BMC Medical Research Methodology, 22(1), 287.

102. Lilian, A. (2022). Motivational beliefs, an important contrivance in elevating digital literacy among university students. Heliyon, 8(12).

103. https://www.researchgate.net/publication/362765151_Motivational_Beliefs_an_Important_Contrivance_in_Elevating_Digital_Literacy_Among_University_Students

104. Lim, L. T. S., Regencia, Z. J. G., Dela Cruz, J. R. C., Ho, F. D. V., Rodolfo, M. S., Ly-Uson, J., & Baja, E. S. (2022). Assessing the effect of the COVID-19 pandemic, shift to online learning, and social media use on the mental health of college students in the Philippines: A mixed-method study protocol. Plos one, 17(5), e0267555.

105. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=dela+cruz+2022&btnG=#d=gs_qabs&t=1769352305276&u=%23p%3DQ8PiA0-XJ7MJ

106. Lu, B., & Nurul Hanim, R. (2024). Enhancing Learning Experiences through Interactive Visual Communication Design in Online Education. Eurasian Journal of Educational Research, 109, 134-157. https://doi.org/10.14689/ejer.2024.109.009.

107. Lloyd, E. P., Walker, R. J., Metz, M. A., & Diekman, A. B. (2021). Comparing review strategies in the classroom: Self-testing yields more favorable student outcomes relative to question generation. Teaching of Psychology, 45(2), 115-123. https://www.researchgate.net/publication/323697984.

108. Manalao, A. M. (2022). Digital literacy and learning styles of selected Grade 11 students of Mindanao State University Senior High School. Res. Militaris, 12, 824-836. https://www.researchgate.net/profile/Abdulmalik-Manalao-.

109. Martin, A. (2021). Digital literacy and the "digital society". Digital literacies: Concepts, policies and practices, 30(151), 1029-1055. https://d1wqtxts1xzle7.cloudfront.net/30956324/DigitalLiteracies-libre.pdf?1392037593=&response-content-.

110. Markauskaite, L. (2022). Towards an integrated analytical framework of information and communications technology literacy: from intended to implemented and achieved dimensions. Information Research: an International electronic journal, 11(3), n3. https://www.sciencedirect.com/science/article/pii/S2666920X2200011.

111. Maurice, S., Wiens, R. C., Bernardi, P., Cais, P., Robinson, S., Nelson, T., ... & Sobron, P. (2021). The SuperCam instrument suite on the Mars 2020 rover: Science objectives and mast-unit description. *Space Science Reviews*, *217*(3), 47. https://link.springer.com/article/10.1007/s11214-021-00807-w

112. Miller, K. D., Ostrom, Q. T., Kruchko, C., Patil, N., Tihan, T., Cioffi, G., ... & Barnholtz-Sloan, J. S. (2021). Brain and other central nervous system tumor statistics, 2021. *CA: a cancer journal for clinicians*, *71*(5), 381-406. https://acsjournals.onlinelibrary.wiley.com/doi/full/10.3322/caac.21693

113. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. Teachers college record, 108(6), 1017-1054

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=+Punya+Mishra+and+Matthew+Koehler+in+2006+Technological+Pedagogical   =.

114. Mount, G. (2024). Modern Data Analytics in Excel. " O'Reilly Media, Inc.".https://books.google.com.ph/books?hl=en&lr=&id=zecEEQAAQBAJ&.

115. McGuire, S., McGuire, S. Y., & Angelo, T. (2023). Teach students how to learn: Strategies you can incorporate into any course to improve student metacognition, study skills, and motivation. Routledge. https://www.researchgate.net/publication/382921244.

116. Mhlongo, S., Mbatha, K., Ramatsetse, B., & Dlamini, R. (2023). Challenges, opportunities, and prospects of adopting and using smart digital technologies in learning environments: An iterative review. *Heliyon*, *9*(6). https://www.cell.com/heliyon/fulltext/S2405-8440(23)03555-7

117. Nahar, N., & Duncan, C. (2020). Students as partners in e-content creation: A case study exploring student-staff partnership for learning and student   engagement using digital applications for co-creation of e-learning materials. Interactive Learning Environments. https://eric.ed.gov/?id=EJ1464404.

118. Navarro Gonzalez, J., Zweig, A. S., Speir, M. L., Schmelter, D., Rosenbloom, K. R., Raney, B. J., ... & Kent, W. J. (2021). The UCSC genome browser database: 2021 update. Nucleic acids research, 49(D1), D1046-D1057.

119. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Navarro+2021&btnG=#d=gs_qabs&t=1769353509811&u=%23p%3D7xyxtknwQusJ

120. Neves, B. B., Amaro, F., & Fonseca, J. R. (20). Coming of (old) age in the digital age: ICT usage and non-usage among older adults. Sociological research online, 18(2021), 22-35. https://www.researchgate.net/publication/233553047.

121. Nikou, S. A. (2024). Factors influencing student teachers' intention to use   mobile   augmented reality in primary science teaching. Education and   Information Technologies, 29(12), 15353-15374. https://www.researchgate.net/publication/360667144.

122. Neubaum, G., Chounta, I.-A., Gredel, E., & Wiesche, D. (2025). A pandemic for the good of digital literacy? An empirical investigation. arXiv. https://arxiv.org/abs/2504.13852.

123. Ng, S. C., Tsoi, K. K., Kamm, M. A., Xia, B., Wu, J., Chan, F. K., & Sung, J. J. (2021). Genetics of inflammatory bowel disease in Asia: systematic review and meta-analysis. Inflammatory bowel diseases,   18(6),   1164-1176.https://academic.oup.com/ibdjournal/articleabstract/18/6/1164/4607789?__cf_chl_tk=iTvOQ_HuQ0LnYvHlTAsb_otH1MFklmAcjz4iEsOQXPM-1769313429-1.0.1.1 iUlN8lC93QX8iNEqPrCyDeNOmLhIYAX7V_qHN8y3QFU

124. Ng, W. (2020) https://doi.org/10.1007/s11423-020-09795-9.

125. Ntanda, A., & Carolissen, R. (2025). Technology's dual role in smart cities and social equality: A systematic literature. *Journal of Local Government   Research   and   Innovation,* 6, 238. https://www.researchgate.net/publication/390923695.

126. Ngozi, A. N., Emesi, K. E., & Ezenwosu, N. E. (2024). Exploring Students' Achievement Goal Orientation, Self-Efficacy Beliefs, and Their Academic Achievement in English Language at The Secondary School Level. Journal of Theoretical and Empirical Studies in Education, 10(2), 48-69.

127. https://www.researchgate.net/publication/395161246_Exploring_the_Impact_of_Absenteeism_Rates_on_Academic_Performance_in_Inclusive_STEAM_Classrooms_Causes_Consequences_and_Implications_for_Global_Education

128. Nwosu Ogochukwu, F. (2021). Information and Communication Technology Word processing skills" In-Service Training for Computer Teachers In   Secondary Schools in Nsukka Education Zone. Sch J Eng Tech, 4, 46-   Akubos, A. I. (2025). Word Processing Proficiency and 50. https://saspublishers.com/media/articles/SJET_94_46-50.pdf.

129. OECD. (2021). Global competence for an inclusive world.https://www.oecd.org/education/global-competence/global-   competence-for-an-inclusive-world.pdf.

130. Ogedebe, P. M. (2021). INTERNET USAGE AND STUDENTS'ACADEMIC PERFORMANCE IN NIGERIA TERTIARY INSTITUTIONS: A CASE STUDY OF UNIVERSITY OF MAIDUGURI. Academic Research International, 2(3), 334.

131. https://www.researchgate.net/publication/373137339_IMPACT_OF_INTERNET_USAGE_ON_NIGERIA_SECONDARY_SCHOOL_STUDENTS_PERFORMANCE_VAR_APPROACH

132. Ogochukwu, C. G., Chioma, J. N. A., Ogochukwu, O. F., Chukwudi, E. C., & Ogorchukwu, I. M. (2022). Rapid spatial growth of cities and its planning implications for developing countries: a case study of Abuja, Nigeria. *The Indonesian Journal of Geography*, *54*(2), 313-320. https://www.researchgate.net/profile/Matthew-Isimah/publication/363628808_Rapid_spatial_growth_of_cities_and_its_planning_implications_for_developing_countries_a_case_study_of_Abuja_Nigeria/links/

133. Onubugwu, R. A. (1990). Study habits techniques among secondary school students in Anicimbra State. Unpublished M. Ed. dissertation),

134. UNN.https://ijhssm.org/issue_dcp.

135. Ozdamar-Keskin, N., Ozata, F. Z., Banar, K., & Royle, K. (2021). Examining digital literacy competences and learning habits of open and distance learners. Contemporary Educational Technology, 6(1), 74-90. https://dergipark.org.tr/en/pub/cet/issue/25739/271525.

136. Pan, S., Luo, L., Wang, Y., Chen, C., Wang, J., & Wu, X. (2024). Unifying large language models and knowledge graphs: A roadmap. *IEEE Transactions on Knowledge and Data Engineering*, *36*(7), 3580-3599. https://ieeexplore.ieee.org/abstract/document/10387715

137. Parveen, S., Abdullah, I., Qureshi, M. I., Farooq, M. U., & Qayuum, S. (2024). Reconnoitering the nexus between organizational culture and open innovation systems. Sage Open, 13(4), 21582440231200319.

138. https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.researchgate.net/publication/38169

139. Pellas, N. (2023). The influence of sociodemographic factors on students' attitudes toward AI-generated video content creation. Smart Learning Environments, 10(1), Article 44. https://doi.org/10.1186/s40561-023-00276-4.

140. Pinto, M., Fernandez-Pascual, R., & Sales, D. (2018). Communication of information in the digital age among social sciences students: Uncovering a synthetic indicator of performance. *Aslib Journal of Information Management*, *70*(4), 326-343. https://www.emerald.com/insight/content/doi/10.1108/ajim-02-2018-0035/full/html

141. Polizzi, C., Helsper, E., & Smirnova, O. (2021) https://literacytrust.org.uk/research-services/research-reports/digital literacy-online-resilience-and-wellbeing.

142. Porter, K. A., Creecy, C. A., Perkins, E. L., & Carter, K. E. (2023). The Impact of Age and Gender on Trust in the US Federal Government. Psi Chi Journal of Psychological Research, 28(2). https://www.researchgate.net/publication/259926075.

143. Popescu, A., & Popescu, R. (2020). Building research skills: Course- integrated training methods. *Journal of Professional Issues in Engineering Education and Practice,* 129(1), 40-43.https://www.researchgate.net/publication/44058828.

144. Prananto, K., Cahyadi, S., Lubis, F. Y., & Hinduan, Z. R. (2025). Perceived teacher support and student engagement among higher education students–a systematic literature review. BMC psychology, 13(1), 112.

145. https://www.researchgate.net/publication/388894505_Perceived_teacher_support_and_student_engagement_among_higher_education_students_-_a_systematic_literature_review

146. Rabia, M., Mubarak, N., Tallat, H., & Nasir, W. (2020). A study on study habits and academic performance of students. *International Journal o Asian Social Science,* 7(10), 891-897.https://www.researchgate.net/publication/322206720.

147. Raju, P. K., & Sankar, C. S. (2020). Teaching real-world issues through case studies. Journal of Engineering Education, 88(4), 501-508. https://onlinelibrary.wiley.com/doi/abs/10.1002/j.2168U9830.1999.tb00479.x.

148. Ramos, R. C., Garcia, P., Roxas-Ridulme, Q., Cabanes, R. V., Rosario, H. M., Enrile, M. K., ... & Sandoval, A. (2024). Development of a Filipinized Learning Management System. SN Computer Science, 5(3), 275. https://link.springer.com/article/10.1007/s42979-024-02621-x.

149. Reddig, J. M., Arora, A., & MacLellan, C. J. (2025). Generating in-context, personalized feedback for intelligent tutors with large language models. International Journal of Artificial Intelligence in Education, 1-42. https://link.springer.com/article/10.1007/s40593-025-00505-6.

150. Redecker, C., & Punie, Y. (2017). Digital competence of educators. Edited by Yves Punie. file:///C:/Users/Admin/Downloads/132621-Annex1%20-%20Anexos_13_junio_2%20(1).pdf

151. Reddy, K., et al. (2023). A digital literacy model to narrow the digital literacy skills gap. PMC article. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10070644/.

152. Reddy, P., Sharma, B., & Chaudhary, K. (2020). Digital literacy: A review of literature. International Journal of Technoethics, 11(2), 65–94. https://doi.org/10.4018/IJT.20200701.oa.

153. Relucio, M. A. (2021). Factors affecting the study habits of grade eleven students in one national high school in Pangasinan, Philippines. Southeast Asian Journal of Science and Technology, 4(1), 89-97. https://sajst.org/online/index.php/sajst/article/view/99.

154. Rezende, S. M. (2022). Brazil: Challenges and achievements. Issues in Science and Technology, 26(3), 61-68https://www.jstor.org/stable/43315163.

155. Ruzgar, N. S. (2021). A Research on the Purpose of Internet Usage and Learning via Internet. Turkish Online Journal of Educational Technology-TOJET, 4(4), 27-32.https://www.researchgate.net/publication/349251619.

156. Saif, S. M., Ansarullah, S. I., Ben Othman, M. T., Alshmrany, S., Shafiq, M., & Hamam, H. (2022). Impact of ICT in modernizing the global education industry to yield better academic outreach. Sustainability, 14(11), 6884https://www.researchgate.net/publication/361104429.

157. Salame, I. I., Tuba, M., & Nujhat, M. (2024). Note-taking and its impact on learning, academic performance, and memory. International Journal of Instruction, 17(3), 599-616. https://www.researchgate.net/publication/381871782_Note-taking_and_Its_Impact_on_Learning_Academic_Performance_and_Memory

158. Sampath Kumar, B. T., & Basavaraja, M. T. (2020). Computer access and use: understanding the expectations of Indian rural students. Quality assurance in education, 24(1), 56-69.https://www.emerald.com/qae/articleabstract/24/1/56/357916/Computer-access-and-use-understanding- the?redirectedFrom=fulltext.

159. Santiago Jr, C. S., Ulanday, M. L. P., Centeno, Z. J. R., & Bayla, M. C. D. (2021). Access, skills and constraints of barangay officials towards the use of information and communications technology (ICT). International Journal of Knowledge Content Development & Technology, 11(2).https://ijkcdt.journals.publicknowledgeproject.org/ijkcdt/index.php/ijkcdt/ article/view/569.

160. Simaremare, S., & Siregar, R. (2024). Effectivity of the Microsoft Excel Application on Student Understanding in Statistics Courses. Indonesian Journal of Education and Social Humanities, 1(2), 9-19. https://journal.mgedukasia.or.id/index.php/ijesh/article/view/60.

161. Siraj, A., Shah, S. A., & Khan, S. (2021). Relationship of Study Skills and Academic Achievement of University Students. Journal of Management Practices, Humanities and Social Sciences, 5(1), 57-68.

162. https://www.researchgate.net/publication/371946639_Relationship_of_Study_Skills_and_Academic_Achievement_of_University_Students

163. Subadra, I. N. (2024). Pelatihan budaya dan pariwisata Bali pada Summer Course Program 2024 mahasiswa Jiaxing University China: Cultural essence of paradise-the rituals, traditions, and culinary heritage of Bali. *Jurnal Pengabdian Dosen Republik Indonesia*, *1*(1), 23-34. https://ojs.baliacademicpublishing.com/index.php/JPDRI/article/view/37

164. Şükran, T. O. K. (2022). Effects of summary and note taking strategies on reading comprehension and retention. Eurasian Journal of Educational Research, 28, 113-122. https://www.researchgate.net/publication/362671368_Examining_the_effects_of_note-taking_styles_on_college_students'_learning_achievement_and_cognitive_load

165. Sunarso, B., et al. (2023). Analysing the role of visual content in increasing attraction and conversion in MSME digital marketing. Journal of Contemporary Administration and Management (ADMAN), 1(3), 193– 200 https://doi.org/10.61100/adman.v1i3.79.

166. Schneier, L., Delaney, M. K., & Mayer, S. J. (2021). Give them the butterflies. *In search of wonderful ideas*, 74-84. https://books.google.com/books?hl=en&lr=&id=eYkiEAAAQBAJ&oi=fnd&pg=PA74&dq=clar+a nd+mayer+2021&ots=e0sLaUiV1C&sig=Tp8wn67KXSU7ijtqlXfi-3cl5eY

167. Scheel, M., Zervas, A., Jacobsen, C. S., & Christensen, T. R. (2022). Microbial community changes in 26,500-year-old thawing permafrost. *Frontiers in microbiology*, *13*, 787146. https://www.frontiersin.org/journals/microbiology/articles/10.3389/fmicb.2022.787146/full

168. Schwichow, M., Zimmerman, C., Croker, S., & Härtig, H. (2023). What students learn from hands-on activities. *Journal of research in science teachin*g, 53(7), 980-1002. https://www.researchgate.net/publication/295907306.

169. Sharma, H. P., Belant, J. L., & Shaner, P. J. L. (2023). Attitudes towards conservation of the Endangered red panda Ailurus fulgens in Nepal: A case study in protected and non-protected areas. Oryx, 53(3), 542-547.

170. https://www.researchgate.net/publication/320067570_Attitudes_towards_conservation_of_the_End angered_red_panda_Ailurus_fulgens_in_Nepal_a_case_study_in_protected_and_non-protected_areas

171. Slee, R. (2018). Defining the scope of inclusive education.

172. https://repositorio.minedu.gob.pe/handle/20.500.12799/5977Smith, E. E., & Storrs, H. (2023). Digital literacies, social media, and undergraduate learning: What do students think they need to know? International Journal of Educational Technology in Higher Education, 20(29). https://doi.org/10.1186/s41239-023-00398-2.

173. Stone, G., & Ramsden, B. (2020). Library impact data project: Looking for the link between library usage and student attainment. College & Research Libraries, 74(6), 546-559. https://crl.acrl.org/index.php/crl/article/view/16337.

174. Stoilova, M., Nandagiri, R., & Livingstone, S. (2021). Children's understanding of personal data and privacy online–a systematic evidence mapping. Information, Communication & Society, 24(4), 557-575.

175. https://www.tandfonline.com/doi/abs/10.1080/1369118X.2019.1657164

176. Svartdal, F., Sæle, R. G., Dahl, T. I., Nemtcan, E., & Gamst-Klaussen, T. (2022). Study habits and procrastination: the role of academic self-efficacy. Scandinavian Journal of Educational Research, 66(7), 1141-1160.

177. https://www.researchgate.net/publication/353779600_Study_Habits_and_Procrastination_The_Rol e_of_Academic_Self-Efficacy

178. Swargiary, K. (2024). ICT Revolutionizing Education. GOOGLE.https://www.researchgate.net/publication/383242482.

179. Sweller, J. (1994). Cognitive load theory, learning difficulty, and instructional design. Learning and instruction, 4(4), 295-312. https://www.sciencedirect.com/science/article/abs/pii/0959475294900 035.

180. Thelma, C. C., Sain, Z. H., Shogbesan, Y. O., Phiri, E. V., & Akpan, W. M. (2024). Digital literacy in education: Preparing students for the future workforce. *International Journal of Research, 1*1(, 327-343.Https://www.researchgate.net/publication/397186246_Content_Creation_Engagement_Theory Rachmad, Y. E. (2023). Viral Content Propagation Theory.

181. Tomei, L. A., Maine, J., Moussa, K., Holler, M. B., Hobbs, B., & Austin, S. (2024). The top 12 technologies for teaching and learning in the post- pandemic era. In Exploring technology-infused education in the post- pandemic era (pp. 1-95). IGI Global. https://www.researchgate.net/publication/379655243.

182. Tomaszewski, W., Xiang, N., Huang, Y., Western, M., McCourt, B., & McCarthy, I. (2022). The impact of effective teaching practices on academic achievement when mediated by student engagement: Evidence from Australian high schools. Education Sciences, 12(5), 358.

183. https://www.researchgate.net/publication/360745805_The_Impact_of_Effective_Teaching_Practice s_on_Academic_Achievement_When_Mediated_by_Student_Engagement_Evidence_from_Austra lian_High_Schools

184. Torres-Martín, A., & Villanueva, M. (2022). Systematic encoding and permutation decoding for Z p s-linear codes. IEEE Transactions on Information Theory, 68(7), 4435-4443.

185. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Torres+and+Villanueva+&btnG=#d =gs_qabs&t=1769353782617&u=%23p%3DT5a67GkQj18J

186. Tortoriello, M., Reagans, R., & McEvily, B. (2021). Bridging the knowledge gap: The influence of strong ties, network cohesion, and network range on the transfer of knowledge between organizational units. Organization science, 23(4), 1024-1039.https://www.researchgate.net/publication/249720563.

187. Tus, J., Lubo, R., Rayo, F., & Cruz, M. A. (2020). THE LEARNERS'STUDY HABITS AND ITS RELATION ON THEIR ACADEMIC PERFORMANCE. International Journal Of All Research Writings, 2(6), 1-19.https://www.researchgate.net/profile/JhosTus/publication/346580149_THE_LEARNERS'_STU DY_HABITS_AND_ITS_RELATION_ON_THEIR_ACADEMIC_PERFORMANCE/links/5fcU8 8a44a6fdcc697bd7a5ed/THE-LEARNERS-STUDY-HABITS-AND- ITS-RELATION-ON-THEIR-ACADEMIC-PERFORMANCE.pdf.

188. Tus, J. (2020). The influence of study attitudes and study habits on the academic performance of the students. *International Journal of all research writings,* 2(4), 11-32.https://www.researchgate.net/publication/346580149.

189. Thelma, C. C., Sain, Z. H., Shogbesan, Y. O., Phiri, E. V., & Akpan, W. M. (2024). Digital literacy in education: Preparing students for the future workforce. *International Journal of Research*, 11(8), 327-343. https://www.researchgate.net/publication/383242482 U.S. Department of Education (.gov) https://files.eric.ed.gov.

190. Ullah, A., & Usman, M. (2023). Role of libraries in ensuring quality education at higher education institutions: a perspective of Pakistan. Inverge Journal of Social Sciences, 2(4), 13-22. 5https://www.researchgate.net/publication/375516220_Role_of_Libraries_in_Ensuring_Quality_Ed ucation_at_Higher_Education_Institutions_A_Perspective_of_Pakistan

191. UNESCO. (2021). Global framework on digital literacy skills. https://unesdoc.unesco.org/ark:/48223/pf000037706.

192. UNICEF. (2022). Digital literacy for children and youth. https://www.unicef.org/globalinsight/reports/digital-literacy-childre.

193. UNESCO. (2021) https://unesdoc.unesco.org/ark:/48223/pf0000377068.

194. Usmany, P., Rachmawati, R., Rembe, E., Sopacua, F., Santosa, T. A., Arifin, A. H., ... & Suhardi, S. (2024). The Effectiveness Of Search Engine Optimization (SEO) In Marketing: A Meta-Anlysis Study. Journal of Economic, Bussines and Accounting (COSTING). DOI, 10.

195. https://www.researchgate.net/publication/382953524_The_Effectiveness_Of_Search_Engine_Opti mization_SEO_In_Marketing_A_Meta-Anlysis_Study

196. Vadil, C., & Tallungan, J. R. R. (2023). Refining digital citizenship skills assessment: creating and validating a questionnaire for Filipino classroom context. Available at SSRN 4623787. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4623787.

197. Van Laar, E., van Deursen, A., van Dijk, J., & de Haan, J. (2022). Digital skills and online risk management. Computers in Human Behavior, 128,107187 https://doi.org/10.1016/j.chb.2022.107187.

198. Van den Brande, J., De Wever, B., & Valcke, M. (2023) – https://doi.org/10.1016/j.ijedro.2023.100275.

199. Valverde-Berrocoso, J., Fernández-Sánchez, M. R., Revuelta Dominguez, F. I., & Sosa-Díaz, M. J. (2021). The educational integration of digital technologies preCovid-19: Lessons for teacher education. PloS one, 16(8), e0256283. https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0256 283.

200. Van Deursen, A. J., Helsper, E. J., & Eynon, R. (2020). Development and validation of the Internet Skills Scale (ISS). Information, communication & society, 19(6), 804-823. https://www.researchgate.net/publication/271073799.

201. Van Deursen, A. J., & Van Dijk, J. A. (2020). Improving digital skills for the use of online public information and services. Government information quarterly, 26(2), 333-340. https://www.sciencedirect.com/science/article/abs/pii/S0740624X0800 1524.

202. Ventosa-Molina, J., Lange, M., Mailach, R., & Fröhlich, J. (2021). Study of relative endwall motion effects in a compressor cascade through direct numerical simulations. Journal of Turbomachinery, 143(1), 011005.

203. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=ventosa+2021&btnG=#d=gs_qabs&t=1769353328279&u=%23p%3DUaojb59rIo4J

204. Villanueva, A. (2023). Accounting for the specificities of sport in EU law: Old and new directions in the 21 December 2023 judgments. The International Sports Law Journal, 23(4), 422-430.

205. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=villanueva+2023&btnG=#d=gs_qabs&t=1769352169385&u=%23p%3DFP5cNuAWSZA

206. Villanueva, L. A. A. (2023). Exploring the relationship between reading comprehension skills and academic performance among UV-D education students: A mixed methods study. International Journal of Research and Innovation in Applied Science, 10(1), 198-215.

207. https://www.researchgate.net/publication/374631743_Exploring_the_Relationship_Between_Reading_Comprehension_Skills_and_Academic_Performance_Among_UV-D_Education_Students

208. Wang, X., Zhang, R., Xu, D., & Tian, F. (2022). How Do Mobile Social Apps Matter for Students' Satisfaction in Group-Based Learning? The Mediation of Collaborative Learning. Frontiers in Psychology, 13. https://doi.org/10.3389/fpsyg.2022.795660.

209. Wangui, R. N., Ronoh, R., & Etene, Y. (2024). Exploring interactive learning approaches and technology integration in the Kenyan Education System. Pan-African Journal of Education and Social Sciences, 5(1), 103-111. https://www.researchgate.net/publication/381964199.

210. Wen-Chi, L. (2023). Enhancing 21st-century competencies via virtual reality digital content creation. *Journal of Interactive Learning Research*. https://doi.org/10.1080/15391523.2021.1962455.

211. Wei, L., & Zhang, M. (2021). The impact of Internet knowledge on college students' intention to continue to use the Internet. Information Research: *An International Electronic Journal,* 13(3). https://www.researchgate.net/publication/28244441.

212. Williams-Ceci, S., Macy, M., & Naaman, M. (2023). Trustworthiness Evaluations of Search Results: The Impact of Rank and Misinformation. *arXiv preprint arXiv:2309.11029*. https://arxiv.org/abs/2309.11029

213. Wilson, M., Scalise, K., & Gochyyev, P. (2022). Rethinking ICT literacy: From computer skills to social network settings. Thinking Skills and Creativity, 18, 65-80. https://www.sciencedirect.com/browse/journals-and-books.

214. Wood, R., Feng, J. H., & Lazar, J. (2024). Health Data Visualization Literacy Skills of Young Adults with Down Syndrome and the Barriers to Inference-making. ACM Transactions on Accessible Computing, 17(1), 1-1. https://www.researchgate.net/publication/383293358.

215. Xiaohong, C. (2024). Research and Practice of Blended Teaching of Web Front-end Development Course Oriented by Competency Based Education. Frontiers in Educational Research, 7(9).

216. https://www.francispress.com/uploads/papers/Nv9a3y5wVbqy8GqICELPH4Jw06xNXtEF7od63LfX.pdf.

217. Yazon, A. D., Ang-Manaig, K., Buama, C. A. C., & Tesoro, J. F. B. (2020). Digital literacy, digital competence and research productivity of educators. Universal Journal of Educational Research, 7(😎, 1734-1743 https://www.researchgate.net/publication/335300170.

218. Zhou, Y. (2025). Digital literacy and its role in academic success in higher education: A systematic review. Frontiers in Education, 10, 117–129. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC12282524/.