Perceived Effectiveness of Digital Storytelling in Junior High School Social Studies

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ABSTRACT

This study examined the implementation and perceived effectiveness of digital storytelling in Social Studies among Grade 7 learners at Arcelo Memorial National High School during the School Year 2025–2026. It focused on the implementation of digital storytelling in terms of availability of technological resources, teacher readiness and instructional preparation, frequency of integration, and administrative and technical support. It also assessed learners' responses in terms of engagement, motivation, comprehension, and participation, as well as their perceived effectiveness of digital storytelling. The study employed a quantitative descriptive-correlational research design. A total of 120 Grade 7 learners participated in the study. An adapted questionnaire was used to gather the necessary data, which were analyzed using weighted mean, standard deviation, and Pearson product-moment correlation. Findings revealed that digital storytelling was implemented in Social Studies instruction, while learners demonstrated high levels of engagement, motivation, comprehension, and participation. Learners also perceived digital storytelling as an effective instructional strategy that enhanced their understanding of lessons, encouraged active participation, and made learning more meaningful and enjoyable. Significant positive relationships were found among digital storytelling implementation, learners' responses, and perceived effectiveness. It is concluded that digital storytelling is a useful instructional strategy for supporting active and meaningful learning in Social Studies. It is recommended that teachers continue integrating digital storytelling, while schools strengthen technological resources, connectivity, and teacher training. A proposed learning plan was developed based on the findings.

Keywords: Teaching Social Studies, digital storytelling, learner engagement, motivation, comprehension, participation, descriptive-correlational research, Arcelo Memorial National High School

INTRODUCTION

Araling Panlipunan, as one of the learning areas in Basic Education, enables learners to gain knowledge about history, culture, society, geography, and current issues. It is important that learners are taught Araling Panlipunan through varied approaches that allow learners to become active participants in the learning process because the subject facilitates the attainment of critical learning competencies like analyzing information, relating past events to the present, and developing social judgment. With this being said, educators should think of innovative strategies for teaching Araling Panlipunan that promote learners' active participation and allow them to relate classroom concepts to real-world contexts.

Araling Panlipunan is often a challenging subject for both teachers and learners. Although a lesson using the lecture method, discussion, and textbook and workbook activities can provide learners with fundamental knowledge, such a lesson cannot maintain learners' engagement and encourage their active participation. This concern is exacerbated by the fact that many learners today have grown accustomed to the convenience of digital technology and other related tools. For this reason, it is necessary to provide learners with a novel and exciting strategy that integrates appropriate technologies and considers the learners' competencies.

The use of digital technology in teaching and learning gives educators an opportunity to present a topic in various exciting and unique ways. According to United Nations Educational, Scientific, and Cultural Organization (UNESCO) (2021), it is possible to use the power of digital technologies to transform education and leverage

their capacity to maximize learning effectiveness and boost teacher effectiveness. In Social Studies Education, multimedia resources can offer numerous opportunities for enabling learners to visualize abstract scenarios, interpret significant social issues, and identify interrelationships among concepts that cannot be fully realized through traditional resources. As such, it is possible to integrate digital technology in Social Studies Education to promote active and engaging learning experiences.

Digital storytelling is an effective strategy for promoting active and engaging learning experiences for learners while supporting them to achieve their learning objectives. Digital storytelling is a process where individuals use multimedia tools to tell stories that have visuals, text, sound, and other resources to deliver a message or retell an event. Many researchers have argued that digital storytelling is an effective instructional strategy that can be used to facilitate deeper meaning-making processes among learners. For instance, Taylor et al. (2018) discovered that digital storytelling activities increased learners' engagement levels and supported them in attaining their learning objectives. Similarly, Saritepeci and Çakir (2019) found that using digital storytelling in Social Studies Education increased learners' engagement and motivation. Peñalba et al. (2020) discovered that digital storytelling helped learners construct historical content and achieve deeper levels of understanding by helping them connect with the material. These findings reveal that digital storytelling can be used to offer exciting and engaging learning experiences to learners and help them accomplish their learning objectives.

While the implementation of digital storytelling is promising, the extent to which this strategy is implemented is determined by factors such as the availability of learning resources, teachers' readiness and instructional preparedness, the frequency with which the strategy is used, and the administrative and technical support provided by the school administration. First, teachers must have access to sufficient information and instructional resources to ensure that they can implement the strategy effectively while considering the topics they need to cover. Second, for digital storytelling to be implemented successfully in Social Studies Education, teachers need to have the necessary readiness and preparation to use the strategy to meet the course objectives. Additionally, the learners' engagement, motivation, comprehension, and participation levels are key indicators of the success of the implementation.

Previous researchers have established the efficacy of digital storytelling as an instructional strategy. However, most previous studies have primarily focused on the effectiveness of implementing digital storytelling without considering the factors that influence its implementation or how its implementation affects learners' responses to the Social Studies lessons. The effect of digital storytelling in the Philippines, in general, and specifically in Junior High School (JHS), in particular, remains understudied. Therefore, this study focused on the implementation and perceived effectiveness of digital storytelling. This study also sought to fill this research gap by looking at the correlation between the factors affecting the implementation and the learners' responses to the lessons to determine how the implementation process influences the perceived effectiveness of the lessons. The results of this study will provide a basis for developing a proposed learning plan that can be used to implement digital storytelling in the Social Studies lessons of Grade 7 at Arcelo Memorial National High School. Ultimately, the study will offer significant insight into providing engaging and interactive learning experiences while using digital technology to support the teaching and learning process.

This study aimed at establishing the implementation and perceived effectiveness of digital storytelling in Social Studies lessons among Grade 7 students of Arcelo Memorial National High School. The research looked at the level of resource availability, teacher readiness and preparation, frequency of use, and administrative and technical support as factors affecting digital storytelling implementation in social studies education. The study also evaluated the relationship between variables such as engagement, motivation, comprehension, and participation and the learners' responses to digital storytelling. It was expected that the results of this study would form the basis for developing a proposed learning plan for implementing digital storytelling in Social Studies Education.

Statement of the Problem

This study assessed the implementation of digital storytelling, teacher preparedness, and students' learning responses as factors related to their perceived effectiveness of digital storytelling in Social Studies among Grade

7 students of Arcelo Memorial National High School, District of Liloan, during the school year 2025–2026. The findings served as the basis for a learning plan.

Specifically, this study sought to answer the following queries:

1. What is the level of digital storytelling implementation in terms of:

1.1 Availability of technological resources,

1.2 Teacher readiness and instructional preparation,

1.3 Frequency of integration in Social Studies lessons, and

1.4 Administrative and technical support?

2. What is the level of students' learning responses in terms of:

2.1 Engagement,

2.2 Motivation,

2.3 Comprehension, and

2.4 Participation during digital storytelling activities?

3. What is the level of students perceived effectiveness of digital storytelling in Social Studies?

4. Is there a significant relationship between:

4.1 digital storytelling implementation and the students' learning responses,

4.2 students' learning responses and their perceived effectiveness of digital storytelling, and

4.3 digital storytelling implementation and their perceived effectiveness of digital storytelling?

RESEARCH METHODOLOGY

This section describes the methods and procedures used in conducting the study. It presents the overall research design, the flow of the study, and the research setting where the study was conducted. It also discusses the participants and sampling technique used in selecting the respondents.

Design

The study employed quantitative–descriptive correlational research design. According to John W. Creswell (2014), quantitative research focuses on collecting numerical data to explain phenomena, while descriptive research describes current conditions, and correlational research examines relationships among variables without manipulating them.

The descriptive component of the study determined the level of digital storytelling implementation in Junior High School Social Studies, particularly in terms of technological resources, teacher readiness, frequency of use, and administrative and technical support. It will also describe students' learning responses, including engagement, motivation, comprehension, and participation, as well as their perceived effectiveness of digital storytelling as an instructional strategy.

On the other hand, the correlational component examined the relationships among the identified variables. Specifically, it test whether there is a significant relationship between (1) digital storytelling implementation and

students' learning responses, (2) students' learning responses and perceived effectiveness, and (3) digital storytelling implementation and perceived effectiveness.

This research design is appropriate for the study because it allows the researcher to both describe existing conditions and analyze relationships among variables without manipulating the learning environment. Since the study aims to understand how digital storytelling is currently implemented and how it relates to students' responses and perceptions, the descriptive-correlational design provides a systematic and realistic approach suitable for educational settings.

The data gathered is processed using appropriate statistical tools. Descriptive statistics such as frequency, percentage, mean, and standard deviation will be used to summarize the level of implementation, students' learning responses, and perceived effectiveness. Meanwhile, Pearson Product-Moment Correlation Coefficient (r) will be used to determine the strength and significance of relationships among the variables. These analyses will help the researcher achieve the objectives of the study and provide a basis for developing a proposed learning plan for integrating digital storytelling in Social Studies instruction.

Flow of the Study

The primary purpose of this study was to assess the implementation and perceived effectiveness of digital storytelling in Social Studies among Grade 7 students of Arcelo Memorial National High School during the School Year 2025–2026.

Input. The input included the level of digital storytelling implementation in terms of the availability of technological resources, teacher readiness and instructional preparation, frequency of integration in Social Studies lessons, and administrative and technical support. It also included the students' learning responses in terms of engagement, motivation, comprehension, and participation during digital storytelling activities. Moreover, the input covered the student's perceived effectiveness of digital storytelling in Social Studies and the significant relationships among digital storytelling implementation, students' learning responses, and perceived effectiveness of digital storytelling.

Process. This pertained to the procedures undertaken in conducting the study, which included the preliminary stage, data gathering stage, and post-data gathering stage. It involved securing the necessary permissions and transmittal letter, coordinating with the concerned school personnel, administering the adapted questionnaire to the respondents, collecting and organizing the accomplished questionnaires, and subjecting the gathered data to appropriate statistical treatment. The results were then analyzed and interpreted to determine the level of digital storytelling implementation, students' learning responses, and perceived effectiveness, as well as the significant relationships among the study variables. The findings served as the basis for the conclusions, recommendations, and development of the proposed learning plan.

Output. Finally, the output of the study was the development of a Proposed Learning Plan Integrating Digital Storytelling in Social Studies. The learning plan was developed based on the findings regarding the implementation of digital storytelling, students' learning responses, perceived effectiveness, and the significant relationships among the variables. The proposed learning plan was intended to provide teachers with a practical instructional guide for integrating digital storytelling into Social Studies lessons and for promoting meaningful, engaging, and learner-centered learning experiences.

Environment

The research was conducted in **Arcelo Memorial National High School**,at the barangay of San Vicente, Liloan, Cebu. It is a government-run secondaryinstitution under the Department of Education – Region VII offering both juniorand senior high school education through various academic and technical vocationalprograms in compliance with the K to 12 Basic Education Curriculum.

The school was opened in 1978 under the name San Vicente Barangay High School located at the hinterlands along Barangay San Vicente. It was then considered as a high school annex to Simeon Ayuda Elementary School.

San Vicente Barangay High School was situated along grassy knolls, bushes and native trees such as buli and mango.

Respondents

The respondents of the study were Grade 7 students from three selected sections of Arcelo Memorial National High School during the School Year 2025–2026. Each section consisted of forty students, resulting in a total of one hundred twenty respondents.

The selection of the respondents was appropriate to the study because Grade 7 learners were directly involved in the Social Studies learning environment being examined.

Table 1 Distribution of Respondents

Section	Number of Respondents	%
A	40	33.33
B	40	33.33
C	40	33.33
Total	**120**	**100.00**

RESULTS AND DISCUSSIONS

This section presents, analyzes, and interprets the data gathered to assess the perceived effectiveness of digital storytelling in enhancing the learning outcomes of students in Junior High School Social Studies at Arcelo Memorial National High School, District of Liloan during the School Year 2025–2026.

Level Of Digital Storytelling Implementation

The analysis of Table 2 reveals that the implementation of digital storytelling in terms of the availability of technological resources.

AVAILABILITY OF TECHNOLOGICAL RESOURCES
Table 2

SN	Indicators	WM	SD	Verbal Description
1	There are enough computers or laptops available for digital storytelling activities.	3.65	0.77	Implemented
2	The school provides stable internet connectivity for multimedia tasks.	3.50	0.92	Implemented
3	Multimedia equipment (projector, speakers, screen) is accessible when needed.	3.79	0.75	Implemented
4	Students can easily access digital tools and devices required for storytelling.	3.66	0.75	Implemented
	Aggregate Mean	**3.65**		**Implemented**
	Aggregate Standard Deviation		**0.80**	

Legend: 4.21-5.00-Highly Implemented; 3.41-4.20-Implemented; 2.61-3.40-Moderately Implemented; 1.81-2.60-Less Implemented; 1.00-1.80- Not Implemented

Table 2 shows that the level of digital storytelling implementation in terms of the availability of technological resources was Implemented, with an aggregate mean of 3.65 and an aggregate standard deviation of 0.80. This indicates that the school generally provides the technological resources needed to support digital storytelling activities. The result suggests that computers or laptops, internet connectivity, multimedia equipment, and digital tools are available to a satisfactory extent for teachers and learners to engage in technology-supported storytelling activities.

This finding is supported by Wu and Chen (2020), who found that digital storytelling in educational settings involves the use of digital technologies to create and communicate multimedia narratives and can support students' academic, technological, and cognitive development.

In contrast, "The school provides stable internet connectivity for multimedia tasks" obtained the lowest weighted mean of 3.50, with a standard deviation of 0.92, although it was still interpreted as Implemented. This indicates that internet connectivity is generally available but may not be as stable or consistent as the other technological resources. The relatively higher standard deviation also suggests that respondents had more varied perceptions regarding the reliability of internet connectivity. This may affect activities that require online research, accessing digital resources, downloading multimedia materials, uploading outputs, or using web-based applications for digital storytelling.

From the perspective of Mayer's Multimedia Learning Theory (2001), the availability of technological resources is important because multimedia instruction allows learners to encounter information through both verbal and visual forms. In digital storytelling, technological resources enable teachers and learners to integrate narration, images, text, audio, and video in presenting concepts. Thus, the generally implemented level of technological resources provides a favorable foundation for applying multimedia-based learning strategies in Social Studies.

Teacher Readiness And Instructional Preparation

Table 3 presents the perceived level of digital storytelling implementation in terms of teacher readiness and instructional preparation.

Table 3

S/N	Indicators	WM	SD	Verbal Description
1	Teachers are knowledgeable in using multimedia tools for digital storytelling.	3.90	0.75	Implemented
2	Teachers prepare digital materials that support Social Studies lessons.	3.90	0.72	Implemented
3	Instructions for digital storytelling activities are clear and easy to follow.	3.92	0.73	Implemented
4	Teachers are confident in facilitating technology-based activities.	3.98	0.70	Implemented
	Aggregate Mean	**3.92**		**Implemented**
	Aggregate Standard Deviation		**0.72**	

The data in Table 3 indicate that digital storytelling implementation in terms of teacher readiness and instructional preparation is evident, with an overall weighted mean of 3.92, interpreted as Implemented. This suggests that teachers are generally capable of integrating digital storytelling into their lessons. The highest mean (3.98) was observed in teachers' confidence in facilitating technology-based activities, reflecting their ease in handling digital tools during instruction. Meanwhile, teachers' knowledge in using multimedia tools and their preparation of digital materials both obtained a mean of 3.90, indicating that while these areas are slightly lower, they still demonstrate a solid level of readiness. The low standard deviation (0.72) shows that responses are consistent, meaning that most respondents share the same perception regarding teacher preparedness.

This finding is supported by the Technological Pedagogical Content Knowledge (TPACK) framework, which explains that effective teaching using technology requires a balance of content knowledge, pedagogy, and technological skills. When teachers are confident and prepared, they are more capable of designing meaningful learning experiences using digital tools. In addition, the Constructivist Learning Theory emphasizes that learners actively construct knowledge through guided activities, which in this case are supported by well-prepared teachers. These perspectives suggest that teacher readiness plays a crucial role in ensuring that digital storytelling is not only used, but used effectively to support student learning.

S/N	Indicators	WM	SD	Verbal Description
1	Digital storytelling is regularly used during Social Studies classes.	3.66	0.85	Implemented

2	Our teacher includes videos, images, and multimedia narratives during discussions.	4.07	0.71	Implemented
3	We are often asked to create digital stories as part of our outputs.	3.75	0.76	Implemented
4	Digital storytelling is integrated in different Social Studies topics.	3.71	0.70	Implemented
Aggregate Mean		3.79		Implemented
Aggregate Standard Deviation			0.76	

Frequency of Integration in Social Studies Lessons

The data in Table 4 show that digital storytelling is consistently integrated into Social Studies lessons, with an overall weighted mean of 3.79, interpreted as Implemented. This indicates that the strategy is already part of regular classroom instruction. The highest mean (4.07) was recorded for the use of videos, images, and multimedia narratives during discussions, suggesting that teachers frequently rely on varied digital materials to enhance lesson delivery. Meanwhile, asking students to create digital stories as outputs obtained a mean of 3.75, showing that learners are also actively involved in content creation. The standard deviation (0.76) indicates that responses are relatively consistent, reflecting a common experience among students regarding the use of digital storytelling in class.

This finding is supported by the Experiential Learning Theory, which emphasizes that learning becomes more meaningful when students actively engage in tasks and reflect on their experiences. By regularly integrating digital storytelling, students are not just passive recipients of information but are involved in constructing and expressing their understanding. In addition, a study by Bernard Robin highlighted that frequent use of digital storytelling in classroom instruction improves student engagement, motivation, and the ability to connect concepts to real-life situations. These perspectives suggest that consistent exposure to digital storytelling strengthens both participation and comprehension.

Administrative And Technical Support

The data in Table 5 present the level of digital storytelling implementation in terms of administrative and technical support, with an overall weighted mean of 3.80, interpreted as Implemented.

Table 5

S/N	Indicators	WM	SD	Verbal Description
1	The school provides technical assistance when digital problems occur.	3.68	0.75	Implemented
2	Administrators support teachers in using technology for instruction.	3.88	0.69	Implemented
3	The school offers training on digital tools for teachers and students.	3.79	0.80	Implemented
4	The school provides clear guidance on the use of digital learning resources.	3.86	0.76	Implemented
	Aggregate Mean	**3.80**		**Implemented**
	Aggregate Standard Deviation		**0.75**	

On the use of digital learning resources also received a high mean of 3.86, showing that policies and directions are well communicated. Meanwhile, technical assistance during digital issues obtained a mean of 3.68, which, although still within the Implemented level, suggests that support in this area may not always be immediately accessible. The standard deviation of 0.75 indicates that responses are consistent among participants.

This finding can be explained through the Systems Theory in Education, which emphasizes that all parts of the school system must work together to achieve effective instruction. Strong coordination between administrators,

teachers, and technical staff supports the successful integration of digital tools. In addition, the study of Abdel-Hakim Khalifa Sadik in 2008 highlighted that institutional support, including training and technical guidance, is essential in implementing digital storytelling effectively in schools. These ideas suggest that technology integration is not only dependent on teachers but also on the support structure provided by the institution.

Summary on the Level of Digital Storytelling

This section presents the summary of the level of digital storytelling implementation in Social Studies instruction. It includes the four components of implementation, namely availability of technological resources, teacher readiness and instructional preparation, frequency of integration in Social Studies lessons, and administrative and technical support. The weighted mean and standard deviation are presented to describe the overall level of implementation.

Table 6

Components	WM	SD	Verbal Description
Availability of technological resources	3.65	0.80	Implemented
Teacher readiness and instructional preparation	3.92	0.72	Implemented
Frequency of integration in Social Studies lessons	3.79	0.76	Implemented
Administrative and technical support	3.80	0.75	Implemented
Grand Mean	**3.79**		**Implemented**
Grand Standard Deviation		**0.76**	

The data in Table 6 show that digital storytelling is generally implemented in Social Studies instruction, as indicated by the grand mean of 3.79, verbally described as Implemented. Among the four components, teacher readiness and instructional preparation obtained the highest mean of 3.92. This suggests that teachers are generally prepared to incorporate digital storytelling into their lessons. The high rating may be attributed to teachers' familiarity with digital instructional strategies and their ability to plan activities that integrate multimedia resources. Recent research supports the importance of teacher preparation in technology integration. Shinas and Wen (2022) found that experiences with digital storytelling helped teacher candidates develop their understanding and confidence in integrating digital tools into instruction.

In contrast, availability of technological resources obtained the lowest mean of 3.65, although it remained within the Implemented level. This indicates that technological resources are available to support digital storytelling, but their accessibility or adequacy may still be limited compared with teachers' readiness. The lower rating may be associated with insufficient devices, connectivity concerns, limited access to multimedia equipment, or the need for additional technical assistance.

Level Of Students' Learning Responses

Table 7 presents the level of students' learning responses in terms of engagement.

Engagement

Table 7

S/N	Indicators	WM	SD	Verbal Description
1	Digital storytelling keeps me focused during lessons.	3.87	0.64	High
2	I actively participate when digital storytelling is used.	3.81	0.67	High
3	It makes Social Studies lessons more interesting.	3.95	0.68	High
4	I feel more involved in the learning process.	3.91	0.64	High
	Aggregate Mean	**3.89**		**High**
	Aggregate Standard Deviation		**0.66**	

Legend: 4.21-5.00-Very High; 3.41-4.20-High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80- Very Low

The data in Table 7 indicate that students have a high level of engagement when digital storytelling is used in Social Studies, as reflected by the aggregate mean of 3.89. The highest-rated indicator was "It makes Social Studies lessons more interesting," with a weighted mean of 3.95. This suggests that students are particularly responsive to the visual, narrative, and multimedia elements incorporated into digital storytelling. The high rating may be explained by the ability of digital stories to present lessons in a more engaging and relatable manner than purely text-based instruction. Recent studies support this interpretation. Liu and Tse (2022), in a study involving Grade 6 learners, found that digital storytelling significantly improved overall classroom engagement, particularly behavioral compliance and cognitive engagement. Likewise, Spanjaard, Garlin, and Mohammed (2023) reported that digital storytelling can provide an interactive and stimulating learning experience that promotes individual and collaborative student engagement.

The aggregate standard deviation of 0.66 indicates relatively consistent responses among the students. Overall, the findings imply that digital storytelling is effective in capturing students' attention and making Social Studies lessons more interesting. However, teachers may further strengthen engagement by incorporating collaborative tasks, student-generated stories, presentations, peer feedback, and other activities that require learners to actively contribute rather than simply receive digital content.

Motivation

Table 8 presents the level of students' learning responses in terms of motivation.

Table 8

S/N	Indicators	WM	SD	Verbal Description
1	I become more excited to attend Social Studies classes when digital storytelling is used.	3.87	0.65	High
2	Digital storytelling makes me want to learn more about the lessons.	3.87	0.69	High
3	I feel motivated to complete tasks that involve creating digital stories.	3.85	0.73	High
4	I enjoy using digital tools during Social Studies lessons.	3.87	0.69	High
	Aggregate Mean	**3.86**		**High**
	Aggregate Standard Deviation		**0.69**	

The data in Table 8 reveal that students demonstrate a high level of motivation when digital storytelling is integrated into Social Studies lessons, as shown by the aggregate mean of 3.86. The indicators generally received similar high ratings, suggesting that digital storytelling provides students with an enjoyable and stimulating learning experience. The high responses may be attributed to the creative and interactive nature of digital storytelling, which allows students to encounter lesson content through images, narration, text, and digital tools. Recent research supports the motivational value of this approach. Nunvarova et al. (2023) found that digital storytelling can contribute to students' motivation and learning outcomes when incorporated into instruction. Similarly, Fauziah and Diana (2023) reported that digital storytelling provided multimodal resources that supported students' learning activities and motivation by allowing them to communicate ideas through text, images, video, animation, and sound.

The findings may also be viewed through Self-Determination Theory, which emphasizes the importance of autonomy, competence, and meaningful engagement in strengthening learners' motivation. Digital storytelling can provide opportunities for students to make creative decisions, demonstrate technological skills, and communicate their ideas through personally meaningful outputs.

Comprehension

The data in Table 9 show that students demonstrate a high level of comprehension when digital storytelling is used in Social Studies, as reflected by the aggregate mean of 3.86.

Table 9				
S/N	**Indicators**	**WM**	**SD**	**Verbal Description**
1	Digital storytelling helps me understand Social Studies concepts better.	3.92	0.64	High
2	I remember lessons more easily through multimedia presentations.	3.88	0.73	High
3	It helps me visualize historical or geographical events.	3.84	0.77	High
4	I can explain lessons better after watching or creating digital stories.	3.81	0.73	High
	Aggregate Mean	**3.86**		**High**
	Aggregate Standard Deviation		**0.72**	

The highest-rated indicator was "Digital storytelling helps me understand Social Studies concepts better," with a weighted mean of 3.92. This suggests that students particularly benefit from the way digital storytelling combines narrative, visuals, text, and other multimedia elements to present lesson content. This may be especially relevant to Social Studies because historical and geographical concepts often involve events, places, processes, and situations that may be difficult to understand through text alone. Recent studies support the positive role of digital storytelling in comprehension. Demirbaş and Şahin (2022) found that digital stories improved primary school students' listening comprehension skills. Similarly, Pedros, Hinautan, and Bernardez (2024) reported a substantial improvement in learners' reading comprehension after the use of digital storytelling.

The findings are also consistent with Dual Coding Theory, which explains that learning can be strengthened when information is processed through both verbal and visual representations. Digital storytelling incorporates these two forms of representation, allowing students to connect narration and written information with images, videos, maps, and other visual materials. Thus, the findings suggest that digital storytelling can be an effective instructional approach for improving students' understanding and retention of Social Studies concepts.

To further strengthen comprehension, teachers may provide activities in which students create, explain, and present their own digital stories. Such activities can require learners not only to receive information but also to organize, interpret, and communicate what they have learned.

Level Of Students' Learning Responses

Table 10 presents the level of students' learning responses in terms of participation.

Participation During Digital Storytelling Activities

Table 10				
S/N	**Indicators**	**WM**	**SD**	**Verbal Description**
1	I actively participate in group digital storytelling projects.	3.82	0.78	High
2	I contribute ideas during digital story creation.	3.92	0.65	High
3	I feel confident sharing my digital outputs.	3.67	0.71	High
4	I collaborate well with classmates during storytelling tasks.	3.81	0.68	High
	Aggregate Mean	**3.81**		**High**
	Aggregate Standard Deviation		**0.71**	

The data in Table 10 present the level of students' learning responses in terms of participation during digital storytelling activities. The overall weighted mean of 3.81, interpreted as High, indicates that students are actively involved when digital storytelling is used in Social Studies lessons. Among the indicators, the highest mean (3.92) was obtained for contributing ideas during digital story creation, showing that students are willing to share input during activities. This is followed by active participation in group projects (3.82) and collaboration with classmates (3.81), both of which reflect strong engagement in cooperative tasks. Meanwhile, confidence in

sharing digital outputs received the lowest mean (3.67), although still within the High level. The standard deviation (0.71) indicates consistent responses among students.

These findings are supported by the study of Lee and Kim (2020), which found that collaborative digital activities enhance student participation by encouraging shared responsibility and active involvement in learning tasks. In addition, Martinez (2021) emphasized that digital storytelling promotes learner interaction and group cooperation, especially when students are given structured opportunities to co-create outputs. Furthermore, Alvarado (2022) reported that students participating in multimedia-based group work tend to develop better communication skills and increased willingness to contribute ideas, although some may still experience hesitation in presenting outputs publicly. These studies align with the present findings that digital storytelling supports active participation, idea sharing, and collaboration among students.

The findings imply that digital storytelling is effective in encouraging student participation in classroom activities. When learners are given opportunities to work in groups and contribute creatively, they become more engaged in the learning process. However, the relatively lower confidence in sharing outputs suggests a need for more activities that build student self-assurance in presenting their work. Providing supportive feedback and gradual exposure to presentations can help address this gap. Overall, digital storytelling fosters collaboration and active participation among learners in Social Studies.

Summary on the Level of Students' Learning Responses

Table 11			
Components	**WM**	**SD**	**Verbal Description**
Engagement	3.89	0.66	High
Motivation	3.86	0.69	High
Comprehension	3.86	0.72	High
Participation during digital storytelling activities	3.81	0.71	High
Grand Mean	**3.86**		**High**
Grand Standard Deviation		**0.70**	

With a grand mean of 3.86, interpreted as High, indicates that students generally respond positively to the use of digital storytelling in Social Studies. Among the components, engagement obtained the highest mean (3.89), suggesting that students are most responsive when lessons are made interactive and interesting. This is followed by motivation and comprehension, both with a mean of 3.86, reflecting that students are both encouraged and able to understand lessons effectively. Meanwhile, participation during digital storytelling activities obtained the lowest mean (3.81), although still within the High level. The grand standard deviation (0.70) shows consistency in responses across all indicators.

The results imply that digital storytelling is an effective instructional approach in improving student learning experiences in Social Studies. When lessons are engaging, visually rich, and interactive, students tend to become more motivated, better informed, and more involved in classroom activities. However, participation can still be strengthened by providing more opportunities for student-led presentations and collaborative tasks. Enhancing confidence-building activities may further improve learner involvement. Overall, digital storytelling contributes positively to students' engagement, motivation, comprehension, and participation.

Level Of Students Perceived Effectiveness Of Digital Storytelling In Social Studies

Table 12 presents the level of students perceived effectiveness of digital storytelling in Social Studies lessons.

Table 12				
S/N	**Indicators**	**WM**	**SD**	**Verbal Description**
1	Digital storytelling is effective in helping me understand lessons.	3.92	0.67	Effective
2	It helps me connect Social Studies lessons to real-life situations.	3.93	0.74	Effective

3	It improves my critical and analytical thinking.	3.90	0.73	Effective
4	It is an enjoyable and meaningful learning approach.	4.01	0.69	Effective
5	Digital storytelling improves my overall learning performance.	4.03	0.68	Effective
	Aggregate Mean	**3.96**		**Effective**
	Aggregate Standard Deviation		**0.70**	

Legend: 4.21-5.00-Very Effective; 3.41-4.20-Effective; 2.61-3.40-Moderately Effective; 1.81-2.60-Less Effective; 1.00-1.80- Not Effective

The overall weighted mean of 3.96, interpreted as Effective, indicates that students generally perceive digital storytelling as a useful and meaningful instructional approach. Among the indicators, the highest mean (4.03) was obtained for improvement in overall learning performance, followed closely by finding digital storytelling enjoyable and meaningful (4.01). This suggests that students not only benefit academically but also enjoy the learning process. Meanwhile, connecting lessons to real-life situations (3.93), understanding lessons better (3.92), and improving critical and analytical thinking (3.90) also received high ratings, all interpreted as Effective. The standard deviation (0.70) shows consistent responses among students.

These findings are supported by the study of Khalil and Ebner (2020), which found that digital storytelling enhances students' learning outcomes by making lessons more meaningful and easier to connect with real-life experiences. In addition, Salinas (2021) emphasized that multimedia-based storytelling improves students' critical thinking skills by encouraging them to analyze, interpret, and construct meaning from different sources of information. Furthermore, Al-Qallaf and Al-Mutairi (2022) reported that learners exposed to digital storytelling demonstrate higher academic performance and greater enjoyment in learning due to its interactive and visually engaging nature. These studies support the present findings that digital storytelling is perceived as an effective instructional approach that enhances both cognitive and affective learning outcomes.

Test Of Relationship Between The Digital Storytelling Implementation And The Students' Learning

Table 13 presents the results of the test of relationship between the level of digital storytelling implementation and students' learning in Social Studies.

Table 13

Variables	r-value	Strength of Correlation	p - value	Decision	Result
Digital Storytelling Implementation and Students' Learning	0.589*	Moderate Positive	0.000	Reject Ho	Significant
*Significant at $p<0.05$ (two-tailed)					

Table 13 presents the results of the test of relationship between the level of digital storytelling implementation and students' learning in Social Studies. The findings show an r-value of 0.589, indicating a moderate positive correlation between the two variables. The p-value of < .001 is lower than the 0.05 level of significance; therefore, the null hypothesis is rejected. This indicates that there is a statistically significant positive relationship between digital storytelling implementation and students' learning.

The result suggests that higher levels of digital storytelling implementation tend to be associated with better students' learning in Social Studies. This means that when digital storytelling is supported by adequate technological resources, teacher readiness, appropriate instructional preparation, and consistent integration, students may experience more opportunities to engage with lessons through multimedia and narrative-based learning activities. However, the moderate rather than strong correlation indicates that digital storytelling implementation is only one of several factors associated with students' learning.

The finding is supported by recent studies demonstrating positive learning outcomes associated with digital storytelling. Erdogan (2021) found that students exposed to digital storytelling performed significantly better in academic achievement than students in the control group. Similarly, a 2024 study on collaborative digital storytelling reported positive effects on academic achievement and other learning-related skills among high school students. A recent systematic review and meta-analysis further found that educational digital storytelling

had a statistically significant positive effect on cognitive and affective learning outcomes, although the magnitude of the effects was small to medium. These findings support the present result because they demonstrate that digital storytelling can contribute positively to students' learning when appropriately implemented.

The moderate relationship found in the present study may therefore be attributed to differences in how digital storytelling is implemented in actual classroom practice. Although the overall implementation may be satisfactory, some aspects, such as technological limitations, consistency of integration, or teachers' instructional approaches, may prevent the relationship from becoming stronger. Recent research has identified technical difficulties and the time-consuming nature of producing digital stories as challenges that can affect the implementation of educational digital storytelling. Thus, the present result may reflect the fact that digital storytelling contributes to learning, but its effectiveness is dependent on the quality and conditions of its implementation.

Test Of Relationship Between The Students' Learning And Their Perceived Effectiveness Of Digital Storytelling

Table 14 presents the results of the test of relationship between students' learning outcomes and their perceived effectiveness of digital storytelling in Social Studies lessons.

Table 14

Variables	r-value	Strength of Correlation	p - value	Decision	Result
Students' Learning and Effectiveness of Digital Storytelling	0.811*	Strong Positive	0.000	Reject Ho	Significant
*significant at p<0.05 (two-tailed)					

Table 14 presents the results of the test of relationship between students' learning and their perceived effectiveness of digital storytelling in Social Studies lessons. The results reveal an r-value of 0.811, indicating a strong positive correlation between the two variables. The obtained p-value of < .001 is lower than the 0.05 level of significance, resulting in the rejection of the null hypothesis. This indicates that students' learning is significantly and positively related to their perceived effectiveness of digital storytelling.

The strong positive relationship suggests that students who report higher levels of engagement, motivation, comprehension, and participation also tend to perceive digital storytelling as more effective. This result may be explained by the nature of digital storytelling, which combines narrative structure with multimedia elements such as images, audio, video, and text. When learners are actively engaged in these learning experiences and find the content easier to understand and participate in, they may be more likely to perceive the instructional strategy as useful and effective.

This finding is supported by recent research on students' experiences with digital storytelling. Sartika and Syafryadin (2025) reported that students generally had positive perceptions of digital storytelling and believed that it made learning more enjoyable and contributed to deeper understanding of the content. Similarly, a 2024 study on digital storytelling reported that students responded positively to the approach and that its audio-visual features facilitated learning, although students also experienced challenges associated with its use. These findings support the present result because positive learning experiences appear to be closely connected with students' perceptions of digital storytelling as an effective instructional approach.

The strong correlation may also be explained by the multiple learning experiences promoted by digital storytelling. A recent systematic review found that educational digital storytelling can provide cognitive and affective benefits, including joyful learning experiences, creativity, collaboration, self-reflection, technological skills, and emotional engagement. When students experience these benefits, they may consequently develop more favorable perceptions of the instructional strategy. Thus, the strong relationship found in the present study may indicate that students' perceptions of effectiveness are closely associated with the extent to which digital storytelling supports their actual learning experiences.

Overall, the findings establish a strong and statistically significant positive relationship between students' learning and their perceived effectiveness of digital storytelling. The result suggests that strengthening students' engagement, motivation, comprehension, and participation may be associated with more favorable perceptions of digital storytelling as an instructional strategy in Social Studies.

Test Of Relationship Between The Digital Storytelling Implementation And Their Perceived Effectiveness Of Digital Storytelling

Table 15 presents the results of the test of relationship between digital storytelling implementation and the students perceived effectiveness of digital storytelling.

Table 15

Variables	r-value	Strength of Correlation	p - value	Decision	Result
Digital Storytelling Implementation and Effectiveness of Digital Storytelling	0.469*	Weak Positive	0.000	Reject Ho	Significant
*Significant at p<0.05 (two-tailed)					

Table 15 presents the results of the test of relationship between digital storytelling implementation and students' perceived effectiveness of digital storytelling. The results show an r-value of 0.469, indicating a weak positive correlation between the two variables. The p-value of < .001 is lower than the 0.05 level of significance, leading to the rejection of the null hypothesis. Thus, there is a statistically significant positive relationship between digital storytelling implementation and its perceived effectiveness, although the strength of the relationship is relatively weak.

The result indicates that better implementation of digital storytelling tends to be associated with higher perceptions of its effectiveness; however, the weak correlation suggests that implementation alone does not strongly determine how effective students perceive digital storytelling to be. This means that even when digital storytelling is implemented in the classroom, students' perceptions may also depend on the quality of the activities, teacher facilitation, relevance of the content, accessibility of technology, and the extent to which the activities are engaging and meaningful.

The result may also appear weaker because implementation and perceived effectiveness are different constructs. Implementation refers to the extent to which digital storytelling practices are actually carried out through technological resources, teacher readiness, frequency of integration, and support. Perceived effectiveness, on the other hand, concerns students' judgment of whether the strategy helps them learn. Therefore, the availability or frequency of implementation does not necessarily mean that every digital storytelling activity is equally engaging, understandable, relevant, or effective for every learner.

The weak positive correlation therefore suggests that improving the level of implementation is beneficial but may not be sufficient by itself. The quality and consistency of implementation should also be considered. Teachers may need to ensure that digital stories are aligned with Social Studies competencies, multimedia materials are relevant and understandable, activities provide meaningful student participation, and technological problems are minimized. Strengthening these aspects may help increase students' perception of digital storytelling as an effective instructional strategy.

Overall, the results of Table 15 establish a statistically significant but weak positive relationship between digital storytelling implementation and its perceived effectiveness. The finding suggests that implementation contributes to students' positive perceptions of digital storytelling, but other factors may play a substantial role in determining perceived effectiveness. Therefore, schools and teachers should focus not only on increasing the use of digital storytelling but also on improving the quality, relevance, consistency, and learner-centered nature of its implementation.

SUMMARY

This study examined the implementation of digital storytelling and its relationship with students' learning responses and perceived effectiveness in teaching Social Studies among Grade 7 learners at Arcelo Memorial National High School during the School Year 2025–2026. A quantitative descriptive-correlational research design was used. The respondents consisted of 120 Grade 7 learners from three sections. Data were gathered through researcher-made survey questionnaires that assessed the level of digital storytelling implementation, students' learning responses, and the perceived effectiveness of digital storytelling. Statistical tools included frequency, percentage, weighted mean, standard deviation, and Pearson product-moment correlation coefficient. The findings served as the basis for drawing conclusions and formulating recommendations to improve the implementation of digital storytelling as an instructional strategy in Social Studies.

FINDINGS

The following findings were obtained based on the sub-problems formulated in the study:

1. The level of digital storytelling implementation in Social Studies was assessed as Implemented in terms of the availability of technological resources, teacher readiness and instructional preparation, frequency of integration in Social Studies lessons, and administrative and technical support.

2. The level of students' learning responses during digital storytelling activities was assessed as High in terms of engagement, motivation, comprehension, and participation.

3. The perceived effectiveness of digital storytelling in Social Studies was assessed as Effective. Students perceived digital storytelling as an effective instructional strategy in supporting their learning.

4. There was a significant relationship between the level of digital storytelling implementation and students' learning responses.

5. There was a significant relationship between students' learning responses and the perceived effectiveness of digital storytelling.

6. There was a significant relationship between the level of digital storytelling implementation and the perceived effectiveness of digital storytelling.

CONCLUSIONS

Based on the findings, it is concluded that digital storytelling is a viable instructional strategy in Social Studies, as reflected in its implementation and its favorable contribution to students' learning experiences. The results also support the interconnectedness of digital storytelling implementation, students' learning responses, and perceived effectiveness, leading to the rejection of the null hypotheses.

For professional practice, the findings emphasize the importance of teachers' competence in designing and integrating meaningful digital storytelling activities. For program development, the results may guide the development of teacher training, instructional materials, and support systems for technology-integrated teaching. For policy implementation, the findings may support school efforts to provide appropriate resources, technical assistance, and guidelines for the effective and sustainable use of digital storytelling in Social Studies.

RECOMMENDATIONS

Based on the findings and conclusions of the study, it is recommended that teachers incorporate digital storytelling into their lesson plans through interactive and learner-centered activities that support students' engagement, motivation, comprehension, and participation in Social Studies. School administrators are encouraged to provide seminars and training on the effective use of digital storytelling and digital tools to strengthen teachers' skills in technology-integrated instruction. The proposed learning plan and sample lesson

plan developed from the study may serve as guides for teachers and schools in planning and implementing digital storytelling activities in Social Studies.

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