International Journal of Education Humanities and Social Science

ISSN: 2582-0745
Vol. 9, No. 02; 2026

TECHNOLOGY-AIDED LEARNING ACTIVITIES AND GRADE 3 LEARNERS' LEARNING OUTCOMES IN A PUBLIC SCHOOL

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https://doi.org/10.54922/IJEHSS.2026.1237

Received: 30 January 2026/Published: 09 March 2026

ABSTRACT

Technology-aided learning activities support interactive, engaging, and flexible learning experiences that enhance learners' understanding and participation in elementary education. These approaches play an important role in improving learners' academic development and supporting teachers in delivering effective instruction in public schools. This study determined the technology-aided learning activities and Grade 3 learners' learning outcomes in San Narciso Elementary School, San Narciso District, Schools Division of Zambales, during the School Year 2025–2026, as a basis for an enhanced technology-aided instructional program to improve the learning outcomes of Grade 3 learners in a public school. The study employed a quantitative–correlational research design. The respondents were 68 parents of Grade 3 learners selected through simple random sampling. Data were gathered using a validated researcher-made questionnaire with reliability coefficients of $\alpha = 0.94$ and $\alpha = 0.92$. Descriptive statistics and correlation analysis were used to analyze the collected data. Parents perceived the technology-aided learning activities of Grade 3 learners in terms of learning content, learning interaction, learning assessment, and learning application as moderately helpful. Meanwhile, the learning outcomes of the learners in terms of values enhancement, social relationship, reading performance, and numeracy level were interpreted as proficient. The results further revealed a very high positive significant correlation between technology-aided learning activities and Grade 3 learners' learning outcomes. Based on the findings, an enhanced technology-aided instructional program was developed to improve the learning outcomes of Grade 3 learners in a public school.

The study provides insights on the role of technology-aided learning activities in improving learners' academic outcomes. It also offers an enhanced instructional program that guides teachers in integrating technology to support the holistic learning development of Grade 3 learners.

Keywords: Technology-Aided, Learning Activities, Grade 3 Learners, Learning Outcomes, Public School

1. INTRODUCTION

Education systems continuously adapted to technological advancements to improve the quality of teaching and learning, particularly in primary education. In the Philippines, the integration of technology in classroom instruction had increasingly become a significant strategy to enhance learners' engagement and academic performance in public schools (Alfaro et al., 2026; Duterte, 2024). Previous studies indicated that digital learning tools and technology-enhanced environments contributed to improved learning experiences and academic achievement among

ISSN: 2582-0745
Vol. 9, No. 02; 2026

elementary learners (Pangan, 2026; Casilao et al., 2025). Similarly, the use of online platforms, blended learning strategies, and digital instructional materials supported teachers in delivering lessons more effectively and interactively (Prestoza, 2024; Macatigue & Liquido, 2025). These developments highlighted the relevance of technology-aided learning activities in addressing contemporary educational challenges and supporting learners' academic growth (Agno & Panoy, 2023; Labastida & Ferenal, 2025).

This research focused on technology-aided learning activities and the learning outcomes of Grade 3 learners in a public school. Previous research had established that the integration of technology in elementary education could enhance learner engagement, comprehension, and academic performance (Alfaro et al., 2026; Casilao et al., 2025; Duterte, 2024). Studies had also reported that digital learning tools, such as e-modules and contextualized digital materials, improved learners' mathematical performance and science process skills (Pangan, 2026; Agno & Panoy, 2023). However, some studies had focused on related variables such as family support or teacher characteristics rather than directly examining technology-aided learning activities and their correlation with learners' outcomes (Juguilon, 2023; Gamit, 2023). In the context of Philippine public elementary schools, learning outcomes among Grade 3 learners remained an important area of concern, particularly in foundational skills such as reading and mathematics (Africa & Sanchez, 2026; Tolibas, 2025).

The need for the present study emerged from persistent challenges faced by Grade 3 learners in developing essential academic competencies. Research findings had revealed that many learners in Philippine public schools encountered difficulties in reading fluency, comprehension, and numeracy skills, which significantly affected their academic performance (Africa & Sanchez, 2026; Mercado & Ching, 2025). Similarly, studies indicated that learners demonstrated low proficiency levels in mathematics, suggesting the need for improved instructional strategies and learning interventions (Tolibas, 2025; Abalos, 2026). Researchers also emphasized that learners' motivation, vocabulary knowledge, and prior knowledge influenced their reading comprehension and overall academic achievement (Manguilimotan et al., 2024; Valdez, 2024). Addressing these concerns through technology-aided instructional approaches had the potential to enhance learners' engagement and improve their learning outcomes (Labastida & Ferenal, 2025; Macatigue & Liquido, 2025).

Despite the increasing interest in educational technology, several gaps in the literature remained evident. While previous studies had explored digital learning tools, contextualized materials, and blended learning approaches, limited research had examined the specific correlation between technology-aided learning activities and the overall learning outcomes of Grade 3 learners in public schools (Prestoza, 2024; Agno & Panoy, 2023). Moreover, existing studies often focused on specific subjects such as mathematics or reading rather than examining broader domains of learning outcomes, including values enhancement, social relationships, and academic performance (Villarta & Capili, 2025; Mercado & Ching, 2025). These gaps indicated the need for further investigation into how technology-supported learning activities influenced the holistic development of Grade 3 learners in public elementary schools (Igarashi & Suryadarma, 2022; Tigaronita & Tagaylo, 2025). Therefore, this study examined the technology-aided learning activities of Grade 3 learners and their learning outcomes as perceived by their parents.

This study was anchored on the premise that effective integration of technology in classroom instruction could enhance learners' academic development and overall learning experiences. By examining the correlation between technology-aided learning activities and the

ISSN: 2582-0745
Vol. 9, No. 02; 2026

learning outcomes of Grade 3 learners, the study contributed to a deeper understanding of how digital tools supported teaching and learning processes in public schools (Alfaro et al., 2026; Pangan, 2026). The findings provided insights for teachers, school administrators, and policymakers in designing instructional strategies that maximized the benefits of technology integration in elementary education (Casilao et al., 2025; Duterte, 2024). Furthermore, the study aimed to develop an enhanced technology-aided instructional program that addressed the learning needs of Grade 3 learners and supported improvements in their academic performance and holistic development (Valdez, 2024; Abalos, 2026).

2. STATEMENT OF THE PROBLEM

This study determined the technology-aided learning activities and Grade 3 learners' learning outcomes in San Narciso Elementary School, San Narciso District, Schools Division of Zambales, during the School Year 2025-2026, as a basis for an enhanced technology-aided instructional program to improve the learning outcomes of Grade 3 learners in a public school.

Specifically, it sought answers to the following questions:

1. How do parents perceive the technology-aided learning activities of their Grade 3 learners in a public school in terms of:
    1.1. learning content;
    1.2. learning interaction;
    1.3. learning assessment; and
    1.4. learning application?
2. How do parents perceive their Grade 3 learners' learning outcomes in a public school in terms of:
    2.1. values enhancement;
    2.2. social relationship;
    2.3. reading performance; and
    2.4. numeracy level?
3. Is there a significant correlation between the technology-aided learning activities and Grade 3 learners' learning outcomes in a public school as perceived by their parents?
4. What enhanced technology-aided instructional program may be developed to improve the learning outcomes of Grade 3 learners in a public school?

3. METHODS AND MATERIALS

3.1. Research Design

A quantitative-correlational research design was employed to determine the correlation between the technology-aided learning activities and Grade 3 learners' learning outcomes in a public school, wherein data were systematically collected, classified, summarized, and analyzed using mean scores and correlational analysis. This design was appropriate as it allowed the researcher to examine the degree and direction of the correlation between the identified variables without manipulating them.

3.2. Respondents

The respondents consisted of 68 Grade 3 parents in San Narciso Elementary School, San Narciso District, Schools Division of Zambales, who were officially recorded as parents or guardians of Grade 3 learners during the School Year 2025–2026 and were selected to represent

ISSN: 2582-0745
Vol. 9, No. 02; 2026

the target population of the study. All respondents were recorded as the parents or legal guardian for Grade 3 classes and were capable of providing reliable responses to the research instrument.

3.3. Sampling Design

A simple random sampling was employed in determining the respondents of the study through the utilization of a Sample Size Calculator, and this sampling design was used to ensure that each parent had an equal chance of being selected, thereby reducing selection bias. This approach enhanced the representativeness of the sample and strengthened the generalizability of the study findings.

3.4. Research Instrument

A researcher-designed questionnaire served as the primary data collection instrument, focusing on the technology-aided learning activities and Grade 3 learners' learning outcomes in a public school. Internal consistency was established using Cronbach's Alpha, wherein the acceptable value of 0.70 indicated that the instrument possessed satisfactory reliability and consistency among the items included in the questionnaire. The results of the test conducted demonstrated excellent reliability for the technology-aided learning activities ($\alpha = 0.94$) and learning outcomes ($\alpha = 0.92$) of Grade 3 learners in a public school as perceived by their parents. Hence, the researcher-designed questionnaire was deemed highly reliable and suitable for measuring the technology-aided learning activities and Grade 3 learners' learning outcomes.

Pilot testing was conducted in another public elementary school in the district to identify potential issues in the questionnaire and ensure clarity and comprehensibility for Grade 3 parents in a public school. The results of the pilot testing provided the researcher with an opportunity to refine the instrument, thereby enhancing its effectiveness in gathering accurate data for the study.

3.5. Data Gathering

The researcher used Google Forms to gather the responses of the respondents. It was a user-friendly platform that collected responses efficiently and was easy to access, especially in studies involving multiple respondents. This digital tool streamlined the data collection process, enabling quick response tracking and organization, which was essential for accurately analyzing the study variables.

However, in cases where respondents experienced challenges with online access, the researcher provided printed questionnaires to ensure that all respondents, regardless of their access to technology, could submit their responses. Offering alternative formats, such as printed surveys, helped maintain inclusivity and data completeness, which was crucial for ensuring reliable analysis in studies with diverse respondent groups.

3.6. Scoring

Below was the descriptive rating for the Likert scale used in the study focusing on the technology-aided learning activities of Grade 3 learners in a public school as perceived by their parents, as follows:

Scale	Adjectival Rating	Description

ISSN: 2582-0745
Vol. 9, No. 02; 2026

3.25-4.00	Highly Helpful	This rating indicated that the technology-aided learning activities significantly supported the learners in accomplishing academic tasks.
2.50-3.24	Moderately Helpful	This rating indicated that the technology-aided learning activities provided a reasonable level of assistance to the learners.
1.75-2.49	Slightly Helpful	This rating indicated that the technology-aided learning activities offered minimal support to the learners.
1.00-1.74	Not Helpful	This rating indicated that the technology-aided learning activities did not support the learners in their academic tasks.

Moreover, the descriptive rating for the Likert scale used in the study focusing on the learning outcomes of Grade 3 learners in a public school as perceived by their parents as follows:

Scale	Adjectival Rating	Description
3.25-4.00	Advanced	This rating indicated that the learners demonstrated exceptional mastery of the learning outcomes.
2.50-3.24	Proficient	This rating indicated that the learners demonstrated satisfactory and competent performance in achieving the learning outcomes.
1.75-2.49	Developing	This rating indicated that the learners demonstrated partial or emerging understanding of the learning outcomes.
1.00-1.74	Beginning	This rating indicated that the learners demonstrated minimal or initial understanding of the learning outcomes.

3.7. Statistical Tool

Mean was used to describe the technology-aided learning activities and Grade 3 learners' learning outcomes in a public school as perceived by their parents. By utilizing mean, it provided a clear summary of the Grade 3 parents' responses based on the established descriptive ratings. The Kolmogorov-Smirnov Test and Shapiro-Wilk Test were utilized for assessing the normality of the data distribution concerning the variables of the study. These tests provided a foundation for selecting appropriate statistical analyses, ensuring that the assumptions required for parametric or non-parametric tests were met, thus enhancing the validity of the research findings. The hypothesis was tested using Spearman's Rho Correlation Coefficient to determine the significant correlation between the technology-aided learning activities and Grade 3 learners' learning outcomes in a public school as perceived by their parents. It measured the strength and direction of the correlation between the two variables under investigation.

4. RESULTS AND DISCUSSIONS

4.1. Technology-Aided Learning Activities of Grade 3 Learners in a Public School as Perceived by Their Parents

4.1.1. Learning Content

ISSN: 2582-0745
Vol. 9, No. 02; 2026

Table 1 illustrates the mean ratings and interpretations of the technology-aided learning activities of Grade 3 learners in a public school as perceived by their parents in terms of learning content. The general mean rating of 3.20 was interpreted as "Moderately Helpful," indicating that the technology-aided learning materials provided a reasonable level of support for learners' understanding of lesson content.

Table 1. Mean Rating and Interpretations of the Technology-Aided Learning Activities of Grade 3 Learners in a Public School as Perceived by Their Parents in terms of Learning Content

Item	Indicators	Mean Rating	Interpretation
1	Technology provides clear and understandable lessons.	3.18	Moderately Helpful
2	Digital materials match my child's learning level.	3.15	Moderately Helpful
3	Lessons are visually engaging and interesting.	3.26	Highly Helpful
4	Content helps my child understand difficult topics.	3.13	Moderately Helpful
5	Videos and animations improve lesson clarity.	3.16	Moderately Helpful
6	Online lessons are well-organized and structured.	3.28	Highly Helpful
7	Activities support classroom lessons effectively.	3.19	Moderately Helpful
8	Content strengthens my child's basic skills.	3.18	Moderately Helpful
9	Digital lessons provide accurate information.	3.29	Highly Helpful
10	Materials are appropriate for my child's age.	3.15	Moderately Helpful
	General Mean Rating	**3.20**	**Moderately Helpful**

Legend: *Scores of 3.25 to 4.00 indicate "Highly Helpful"; scores of 2.50 to 3.24 indicate "Moderately Helpful"; scores of 1.75 to 2.49 indicate "Slightly Helpful"; and scores of 1.00 to 1.74 indicate "Not Helpful."*

Several indicators were "Highly Helpful" such as "Lessons are visually engaging and interesting" with $\bar{x}$ = 3.26, "Online lessons are well-organized and structured" with $\bar{x}$ = 3.28, and "Digital lessons provide accurate information" with $\bar{x}$ = 3.29. These findings meant that the technology-aided learning activities effectively enhanced learners' engagement, comprehension, and access to accurate content. The similarities between the present study and the previous study focused on the integration of educational technology that improved learners' understanding and

ISSN: 2582-0745
Vol. 9, No. 02; 2026

interest in lessons (Tolentino et al., 2024). This finding highlighted the positive role of well-structured and visually appealing digital materials in supporting learning.

The indicator "Content helps my child understand difficult topics" had the lowest $\bar{x} = 3.13$, interpreted as "Moderately Helpful." This implied that some learners experienced challenges in fully grasping complex topics despite the technology-aided support. This finding of the present study was similar with the findings of the previous study that certain learning materials require additional scaffolding to ensure learners' comprehension of difficult concepts (Pecson & Sarmiento, 2024).

In summary, most indicators were rated "Moderately Helpful," with a few achieving "Highly Helpful" ratings, resulting in a general mean of 3.20. These implied that the technology-aided learning content generally supported learners' understanding and engagement, which was akin with the present study on the positive impact of structured and accurate digital materials in learning (Colegado, 2025).

4.1.2. Learning Interaction

Table 2 illustrates the mean ratings and interpretations of the technology-aided learning activities of Grade 3 learners in a public school as perceived by their parents in terms of learning interaction. The general mean rating of 3.20 was interpreted as "Moderately Helpful," indicating that the technology-aided learning activities provided a reasonable level of support for learners' participation and communication during lessons.

Table 2. Mean Rating and Interpretations of the Technology-Aided Learning Activities of Grade 3 Learners in a Public School as Perceived by Their Parents in terms of Learning Interaction

Item	Indicators	Mean Rating	Interpretation
1	Technology encourages my child to participate actively.	3.16	Moderately Helpful
2	My child interacts confidently during online activities.	3.28	Highly Helpful
3	Digital tools allow communication with teachers.	3.18	Moderately Helpful
4	My child collaborates with classmates through technology.	3.19	Moderately Helpful
5	Technology increases my child's classroom participation.	3.16	Moderately Helpful
6	My child asks more questions using technology.	3.29	Highly Helpful
7	Online discussions improve my child's confidence.	3.16	Moderately Helpful
8	Technology promotes meaningful teacher feedback.	3.15	Moderately Helpful
9	My child responds actively during digital lessons.	3.18	Moderately Helpful

ISSN: 2582-0745
Vol. 9, No. 02; 2026

10	Technology supports positive learning communication.	3.26	Highly Helpful
	General Mean Rating	**3.20**	**Moderately Helpful**

Legend: *Scores of 3.25 to 4.00 indicate "Highly Helpful"; scores of 2.50 to 3.24 indicate "Moderately Helpful"; scores of 1.75 to 2.49 indicate "Slightly Helpful"; and scores of 1.00 to 1.74 indicate "Not Helpful."*

Several indicators were "Highly Helpful" such as "My child interacts confidently during online activities" with $\bar{x}$ = 3.28, "My child asks more questions using technology" with $\bar{x}$ = 3.29, and "Technology supports positive learning communication" with $\bar{x}$ = 3.26. These findings meant that learners frequently demonstrated confidence, curiosity, and effective communication while using technology. The similarities between the present study and the previous study focused on the use of digital tools to enhance learner engagement and interaction that positively influenced participation and confidence in academic activities (Mayantao & Tantiado, 2024). This finding highlighted the value of interactive and communicative digital tools in fostering active learning among learners.

The indicator "Technology promotes meaningful teacher feedback" had the lowest $\bar{x}$ = 3.15, interpreted as "Moderately Helpful." This implied that while learners benefited from technology-mediated feedback, the extent of meaningful guidance from teachers was slightly less evident. This finding of the present study was similar with the findings of the previous study that the effectiveness of digital tools in enhancing teacher feedback depended on structured and consistent facilitation (Abareta & Prudente, 2025).

In summary, most indicators were rated "Moderately Helpful," with a few achieving "Highly Helpful" ratings, resulting in a general mean of 3.20. These implied that technology-aided learning interactions generally supported learners' engagement, communication, and collaboration. This was akin with the present study on the positive effects of digital tools in promoting meaningful participation and confidence among learners (Perez & Cajandig, 2026).

4.1.3. Learning Assessment

Table 3 illustrates the mean ratings and interpretations of the technology-aided learning activities of Grade 3 learners in a public school as perceived by their parents in terms of learning assessment. The general mean rating of 3.20 was interpreted as "Moderately Helpful," indicating that technology-based assessments provided a reasonable level of support in evaluating learners' understanding and progress.

Table 3. Mean Rating and Interpretations of the Technology-Aided Learning Activities of Grade 3 Learners in a Public School as Perceived by Their Parents in terms of Learning Assessment

Item	Indicators	Mean Rating	Interpretation
1	Online quizzes measure my child's understanding clearly.	3.26	Highly Helpful

ISSN: 2582-0745
Vol. 9, No. 02; 2026

2	Digital tests provide immediate feedback.	3.19	Moderately Helpful
3	Technology tracks my child's learning progress.	3.15	Moderately Helpful
4	Assessment results help identify weak areas.	3.28	Highly Helpful
5	Online tasks evaluate skills effectively.	3.18	Moderately Helpful
6	Technology-based assessments are fair and reliable.	3.15	Moderately Helpful
7	My child understands results from digital assessments.	3.16	Moderately Helpful
8	Digital activities check lesson mastery.	3.29	Highly Helpful
9	Online assessments motivate my child to improve.	3.13	Moderately Helpful
10	Technology provides clear performance reports.	3.19	Moderately Helpful
	General Mean Rating	**3.20**	**Moderately Helpful**

Legend: *Scores of 3.25 to 4.00 indicate "Highly Helpful"; scores of 2.50 to 3.24 indicate "Moderately Helpful"; scores of 1.75 to 2.49 indicate "Slightly Helpful"; and scores of 1.00 to 1.74 indicate "Not Helpful."*

Several indicators were "Highly Helpful" such as "Online quizzes measure my child's understanding clearly" with $\bar{x} = 3.26$, "Assessment results help identify weak areas" with $\bar{x} = 3.28$, and "Digital activities check lesson mastery" with $\bar{x} = 3.29$. These findings meant that learners frequently benefited from technology-aided assessments that effectively measured understanding, pinpointed weaknesses, and monitored mastery of lessons. The similarities between the present study and the previous study focused on the use of digital assessment tools to provide timely and accurate evaluation of learning that enhanced instructional feedback and learner improvement (Okafor, 2025). This highlighted the importance of integrating technology into assessment to support learners' academic growth.

The indicator "Online assessments motivate my child to improve" had the lowest $\bar{x} = 3.13$, interpreted as "Moderately Helpful." This implied that while technology assessments generally supported learning, their motivational effect on learners was slightly less consistent. This finding of the present study was similar with the findings of the previous study that the impact of digital assessments on learner motivation depended on the relevance and feedback quality of the tasks (Mulingtapang et al., 2025).

In summary, most indicators were rated "Moderately Helpful," with a few achieving "Highly Helpful" ratings, resulting in a general mean of 3.20. These implied that technology-aided learning assessments generally supported understanding, skill evaluation, and progress monitoring. This was akin with the present study on the effectiveness of digital tools in enhancing assessment practices and informing instructional decisions (Villarin et al., 2025).

ISSN: 2582-0745
Vol. 9, No. 02; 2026

4.1.4. Learning Application

Table 4 illustrates the mean ratings and interpretations of the technology-aided learning activities of Grade 3 learners in a public school as perceived by their parents in terms of learning application. The general mean rating of 3.20 was interpreted as "Moderately Helpful," indicating that technology moderately supported learners in applying lessons and skills in practical contexts.

Table 4. Mean Rating and Interpretations of the Technology-Aided Learning Activities of Grade 3 Learners in a Public School as Perceived by Their Parents in terms of Learning Application

Item	Indicators	Mean Rating	Interpretation
1	Technology helps my child apply lessons at home.	3.16	Moderately Helpful
2	My child uses digital skills in daily tasks.	3.12	Moderately Helpful
3	Technology supports real-life problem solving.	3.18	Moderately Helpful
4	My child practices skills through digital activities.	3.28	Highly Helpful
5	Technology enhances creativity in school projects.	3.19	Moderately Helpful
6	My child applies lessons using online tools.	3.29	Highly Helpful
7	Digital learning strengthens independent study habits.	3.15	Moderately Helpful
8	Technology encourages responsible digital use.	3.31	Highly Helpful
9	My child completes projects using technology.	3.16	Moderately Helpful
10	Technology improves practical understanding of lessons.	3.19	Moderately Helpful
	General Mean Rating	**3.20**	**Moderately Helpful**

Legend: *Scores of 3.25 to 4.00 indicate "Highly Helpful"; scores of 2.50 to 3.24 indicate "Moderately Helpful"; scores of 1.75 to 2.49 indicate "Slightly Helpful"; and scores of 1.00 to 1.74 indicate "Not Helpful."*

Several indicators were "Highly Helpful" such as "My child practices skills through digital activities" with $\bar{x}$ = 3.28, "My child applies lessons using online tools" with $\bar{x}$ = 3.29, and "Technology encourages responsible digital use" with $\bar{x}$ = 3.31. These findings meant that learners frequently applied their learning in meaningful and responsible ways, enhancing skill practice, lesson application, and digital responsibility. The similarities between the present study and the previous study focused on the use of technology to promote practical application and responsible learning behaviors that strengthened learners' independent and applied learning (Quimco &

ISSN: 2582-0745
Vol. 9, No. 02; 2026

Galigao, 2025). This highlighted the importance of integrating technology to bridge classroom learning with real-life application.

The indicator "My child uses digital skills in daily tasks" had the lowest $\bar{x}$ = 3.12, interpreted as "Moderately Helpful." This implied that learners were slightly less consistent in transferring digital skills to daily routines. This finding of the present study was similar with the findings of the previous study that practical use of technology depended on guidance, opportunity, and learner familiarity with digital tools (Petancio, 2024).

In summary, most indicators were rated "Moderately Helpful," with several achieving "Highly Helpful" ratings, producing a general mean of 3.20. These implied that technology-aided learning effectively supported learners in applying lessons and developing practical skills. This was akin with the present study on technology integration enhancing both academic application and responsible use of digital resources (Cabasan, 2024).

4.2. Learning Outcomes of Grade 3 Learners in a Public School as Perceived by Their Parents

4.2.1. Values Enhancement

Table 5 illustrates the mean ratings and interpretations of the learning outcomes of Grade 3 learners in a public school as perceived by their parents in terms of values enhancement. The general mean rating of 3.24 was interpreted as "Proficient," indicating that learners moderately demonstrated positive values while engaging in digital learning activities.

Table 5. Mean Rating and Interpretations of the Learning Outcomes of Grade 3 Learners in a Public School as Perceived by Their Parents in terms of Values Enhancement

Item	Indicators	Mean Rating	Interpretation
1	My child shows respect during online activities.	3.34	Advanced
2	My child demonstrates responsibility in using technology.	3.19	Proficient
3	My child follows rules during digital learning.	3.21	Proficient
4	My child practices honesty in completing tasks.	3.40	Advanced
5	My child shows patience while learning online.	3.18	Proficient
6	My child demonstrates perseverance in difficult lessons.	3.22	Proficient
7	My child values learning opportunities.	3.34	Advanced
8	My child manages time responsibly.	3.18	Proficient
9	My child shows discipline during study time.	3.16	Proficient
10	My child practices good digital citizenship.	3.22	Proficient
	General Mean Rating	**3.24**	**Proficient**

Legend: *Scores of 3.25 to 4.00 indicate "Advanced"; scores of 2.50 to 3.24 indicate "Proficient"; scores of 1.75 to 2.49 indicate "Developing"; and scores of 1.00 to 1.74 indicate "Beginning."*

Several indicators were "Advanced" such as "My child shows respect during online activities" with $\bar{x}$ = 3.34, "My child practices honesty in completing tasks" with $\bar{x}$ = 3.40, and "My

ISSN: 2582-0745
Vol. 9, No. 02; 2026

child values learning opportunities" with $\bar{x}$ = 3.34. These findings meant that learners frequently exhibited high levels of respect, honesty, and appreciation for learning opportunities during technology-aided activities. The similarities between the present study and the previous study focused on the development of positive learning behaviors and values that reinforced responsible and ethical participation in academic tasks (Lucas, 2025). This highlighted the role of guided digital learning in strengthening learners' personal and moral development.

The indicator "My child shows discipline during study time" had the lowest $\bar{x}$ = 3.16, interpreted as "Proficient." This implied that learners were slightly less consistent in maintaining discipline during their study sessions. This finding of the present study was similar with the findings of the previous study that learner discipline required reinforcement and structured guidance to achieve optimal behavior during learning activities (Apan, 2024).

In summary, most indicators were rated "Proficient," with a few achieving "Advanced" ratings, producing a general mean of 3.24. These implied that learners moderately demonstrated positive values and responsible behaviors, which was akin with the present study on technology-aided learning fostering both academic and moral development (Cabling, 2024).

4.2.2. Social Relationship

Table 6 illustrates the mean ratings and interpretations of the learning outcomes of Grade 3 learners in a public school as perceived by their parents in terms of social relationship. The general mean rating of 3.24 was interpreted as "Proficient," indicating that learners moderately demonstrated positive social interactions and correlations during school activities.

Table 6. Mean Rating and Interpretations of the Learning Outcomes of Grade 3 Learners in a Public School as Perceived by Their Parents in terms of Social Relationship

Item	Indicators	Mean Rating	Interpretation
1	My child cooperates well with classmates.	3.21	Proficient
2	My child communicates respectfully with teachers.	3.22	Proficient
3	My child participates in group activities confidently.	3.34	Advanced
4	My child builds positive friendships at school.	3.19	Proficient
5	My child listens carefully to others.	3.18	Proficient
6	My child shares ideas during discussions.	3.29	Advanced
7	My child resolves conflicts peacefully.	3.22	Proficient
8	My child shows empathy toward classmates.	3.21	Proficient
9	My child follows social rules appropriately.	3.34	Advanced
10	My child maintains healthy peer relationships.	3.22	Proficient
	General Mean Rating	**3.24**	**Proficient**

Legend: *Scores of 3.25 to 4.00 indicate "Advanced"; scores of 2.50 to 3.24 indicate "Proficient"; scores of 1.75 to 2.49 indicate "Developing"; and scores of 1.00 to 1.74 indicate "Beginning."*

Several indicators were "Advanced" such as "My child participates in group activities confidently" with $\bar{x}$ = 3.34, "My child shares ideas during discussions" with $\bar{x}$ = 3.29, and "My

ISSN: 2582-0745
Vol. 9, No. 02; 2026

child follows social rules appropriately" with $\bar{x}$ = 3.34. These findings meant that learners frequently exhibited confidence, active participation, and adherence to social norms while interacting with peers and teachers. The similarities between the present study and the previous study focused on the development of cooperative and socially responsible behaviors that enhanced learners' ability to engage constructively in group settings (Acosta & De Guzman, 2025). This highlighted the role of guided activities in fostering strong social relationships among learners.

The indicator "My child listens carefully to others" had the lowest $\bar{x}$ = 3.18, interpreted as "Proficient." This implied that learners were slightly less consistent in attentively listening to others during classroom and group activities. This finding of the present study was similar with the findings of the previous study that attentive listening required reinforcement through structured guidance to ensure effective communication and collaboration (Ebron, 2026).

In summary, most indicators were rated "Proficient," with a few achieving "Advanced" ratings, producing a general mean of 3.24. These implied that learners moderately demonstrated positive social behaviors and relationships, which was akin with the present study on technology-aided learning promoting both academic and social development (Panga et al., 2025).

4.2.3. Reading Performance

Table 7 illustrates the mean ratings and interpretations of the learning outcomes of Grade 3 learners in a public school as perceived by their parents in terms of reading performance. The general mean rating of 3.24 was interpreted as "Proficient," indicating that learners moderately demonstrated effective reading skills and comprehension abilities.

Table 7. Mean Rating and Interpretations of the Learning Outcomes of Grade 3 Learners in a Public School as Perceived by Their Parents in terms of Reading Performance

Item	Indicators	Mean Rating	Interpretation
1	My child reads grade-level texts fluently.	3.15	Proficient
2	My child understands what is read.	3.37	Advanced
3	My child answers comprehension questions correctly.	3.18	Proficient
4	My child identifies main ideas accurately.	3.21	Proficient
5	My child understands unfamiliar vocabulary.	3.31	Advanced
6	My child reads with proper expression.	3.24	Proficient
7	My child summarizes short passages clearly.	3.22	Proficient
8	My child follows written instructions correctly.	3.32	Advanced
9	My child shows interest in reading.	3.22	Proficient
10	My child improves reading skills consistently.	3.19	Proficient
	General Mean Rating	**3.24**	**Proficient**

Legend: *Scores of 3.25 to 4.00 indicate "Advanced"; scores of 2.50 to 3.24 indicate "Proficient"; scores of 1.75 to 2.49 indicate "Developing"; and scores of 1.00 to 1.74 indicate "Beginning."*

Several indicators were "Advanced" such as "My child understands what is read" with $\bar{x}$ = 3.37, "My child understands unfamiliar vocabulary" with $\bar{x}$ = 3.31, and "My child follows written

ISSN: 2582-0745
Vol. 9, No. 02; 2026

instructions correctly" with $\bar{x}$ = 3.32. These findings meant that learners frequently demonstrated strong comprehension, vocabulary understanding, and the ability to follow instructions while reading. The similarities between the present study and the previous study focused on the development of reading proficiency that enhanced learners' ability to process and interpret texts effectively (Guerrero, 2025). This highlighted the importance of targeted reading activities in strengthening literacy skills among young learners.

The indicator "My child reads grade-level texts fluently" had the lowest $\bar{x}$ = 3.15, interpreted as "Proficient." This implied that learners were slightly less consistent in reading fluently compared to other reading skills. This finding of the present study was similar with the findings of the previous study that fluency development required continuous practice and monitoring to achieve mastery in reading performance (Valido, 2025).

In summary, most indicators were rated "Proficient," with a few achieving "Advanced" ratings, producing a general mean of 3.24. These implied that learners moderately demonstrated effective reading performance, which was akin with the present study on technology-aided learning improving literacy outcomes in elementary education (Ortega-Dela Cruz, 2024).

4.2.4. Numeracy Level

Table 8 illustrates the mean ratings and interpretations of the learning outcomes of Grade 3 learners in a public school as perceived by their parents in terms of numeracy level. The general mean rating of 3.24 was interpreted as "Proficient," indicating that learners moderately demonstrated competence in basic mathematical concepts and problem-solving skills.

Table 8. Mean Rating and Interpretations of the Learning Outcomes of Grade 3 Learners in a Public School as Perceived by Their Parents in terms of Numeracy Level

Item	Indicators	Mean Rating	Interpretation
1	My child solves basic math problems accurately.	3.24	Proficient
2	My child understands number concepts clearly.	3.21	Proficient
3	My child performs addition and subtraction confidently.	3.32	Advanced
4	My child solves word problems correctly.	3.24	Proficient
5	My child understands multiplication basics.	3.21	Proficient
6	My child recognizes number patterns easily.	3.32	Advanced
7	My child applies math in daily situations.	3.22	Proficient
8	My child checks math work carefully.	3.19	Proficient
9	My child improves math performance steadily.	3.22	Proficient
10	My child shows confidence in mathematics.	3.28	Advanced
	General Mean Rating	**3.24**	**Proficient**

Legend: *Scores of 3.25 to 4.00 indicate "Advanced"; scores of 2.50 to 3.24 indicate "Proficient"; scores of 1.75 to 2.49 indicate "Developing"; and scores of 1.00 to 1.74 indicate "Beginning."*

Several indicators were "Advanced" such as "My child performs addition and subtraction confidently" with $\bar{x}$ = 3.32, "My child recognizes number patterns easily" with $\bar{x}$ = 3.32, and "My

ISSN: 2582-0745
Vol. 9, No. 02; 2026

child shows confidence in mathematics" with $\bar{x}$ = 3.28. These findings meant that learners frequently exhibited strong computational skills, pattern recognition, and confidence in handling mathematical tasks. The similarities between the present study and the previous study focused on the development of numerical proficiency that enhanced learners' ability to solve problems and apply mathematical concepts effectively (Sebastian et al., 2025). This highlighted the importance of targeted numeracy activities and guided practice in strengthening elementary learners' math skills.

The indicator "My child checks math work carefully" had the lowest $\bar{x}$ = 3.19, interpreted as "Proficient." This implied that learners were slightly less consistent in reviewing and verifying their calculations. This finding of the present study was similar with the findings of the previous study that careful checking of work required continuous reinforcement and teacher guidance to improve accuracy (Manigbas & De Luna, 2024).

In summary, most indicators were rated "Proficient," with a few achieving "Advanced" ratings, producing a general mean of 3.24. These implied that learners moderately demonstrated effective numeracy skills, which was akin with the present study on technology-aided learning improving mathematical performance in elementary education (Canonizado, 2024).

4.3. Correlation Between the Technology-Aided Learning Activities and Grade 3 Learners' Learning Outcomes in a Public School as Perceived by Their Parents

Table 9 illustrates the correlation between the technology-aided learning activities and Grade 3 learners' learning outcomes in a public school as perceived by their parents. The table presented the Spearman's Rho values, significance levels, and the interpretation of the correlation between the two variables.

Table 9. Correlation Between the Technology-Aided Learning Activities and Grade 3 Learners' Learning Outcomes in a Public School as Perceived by Their Parents

Sources of Correlations		Technology-Aided Learning Activities	Grade 3 Learners' Learning Outcomes	Decision/ Interpretation
Technology-Aided Learning Activities	Spearman's Rho	1	.910	**Very High Positive Correlation (Reject Ho)**
	Sig. (2-tailed)		.000	
	N	68	68	
Grade 3 Learners' Learning Outcomes	Spearman's Rho	.910	1	
	Sig. (2-tailed)	.000		
	N	68	68	

Legend: *Scores of ±1.00 indicate a "Perfect Positive or Negative Correlation"; scores of ±0.75 to ±0.99 indicate a "Very High Positive or Negative Correlation"; scores of ±0.50 to ±0.74 indicate a "High Positive or Negative Correlation"; scores of ±0.25 to ±0.49 indicate a "Low Positive or Negative Correlation"; scores of ±0.01 to ±0.24 indicate a "Very Low Positive or Negative Correlation"; and a score of 0 indicates "No Correlation."*

ISSN: 2582-0745
Vol. 9, No. 02; 2026

The overall finding revealed a very high positive significant correlation between technology-aided learning activities and Grade 3 learners' learning outcomes, with r = 0.910 and p = 0.000, which led to the rejection of the null hypothesis. This indicated that the more learners engaged in technology-aided activities, the better their learning outcomes were perceived by their parents. The result suggested that integrating structured and well-guided technology in learning significantly supported academic performance. These findings highlighted the importance of utilizing technology-based tools to enhance both engagement and achievement. The present study was parallel with the findings of the previous study that technology integration in classroom instruction strongly improved learners' skills and learning outcomes (Aquino, 2026).

A "very high positive significant correlation" meant that there was a strong and statistically meaningful correlation between the two variables, indicating that increases in one variable were closely associated with increases in the other. In the present study, this meant that higher participation in technology-aided learning consistently corresponded with higher learning outcomes. The present study was aligned with the findings of the previous study that effective use of instructional technology greatly contributed to improved learner performance (Lucaberte & Sanchez, 2024).

4.4. An Enhanced Technology-Aided Instructional Program to Improve the Learning Outcomes of Grade 3 Learners in a Public School

The enhanced technology-aided instructional program aims to improve the learning outcomes of Grade 3 learners by strengthening the integration of digital tools in learning content, interaction, assessment, and application. The program provides engaging, structured, and interactive technology-supported activities that enhance learners' values development, social relationships, reading performance, and numeracy skills. This initiative is significant because the findings of the study show that learners moderately benefit from technology-aided learning activities, indicating the need for improved instructional strategies and resources. Moreover, the very high positive significant correlation between technology-aided learning activities and learners' outcomes highlights the importance of effectively integrating technology to enhance academic development. Through this program, teachers implement innovative digital strategies that maximize the use of technology and support the overall learning growth of Grade 3 learners.

5. CONCLUSIONS

1. Grade 3 learners in a public school moderately benefited from technology-aided learning activities in terms of learning content, interaction, assessment, and application as perceived by their parents.
2. Grade 3 learners in a public school demonstrated a proficient level of learning outcomes in terms of values enhancement, social relationship, reading performance, and numeracy level as perceived by their parents.
3. A very high positive significant correlation existed between technology-aided learning activities and Grade 3 learners in a public school's learning outcomes.
4. An enhanced technology-aided instructional program was developed to improve the learning outcomes of Grade 3 learners in a public school.

ISSN: 2582-0745
Vol. 9, No. 02; 2026

6. RECOMMENDATIONS

1. Teachers shall strengthen the use of well-structured and interactive technology-aided learning activities to further enhance Grade 3 learners' engagement in learning content, interaction, assessment, and application.
2. Schools and teachers shall implement strategies and programs that continuously support the improvement of learners' values, social relationships, reading performance, and numeracy skills.
3. Teachers shall intensify the integration of technology-aided learning activities in classroom instruction to further improve the learning outcomes of Grade 3 learners.
4. School heads and teachers shall implement and monitor the enhanced technology-aided instructional program to effectively improve the learning outcomes of Grade 3 learners.
5. Further studies on technology-aided learning activities shall be conducted to further improve the learning outcomes of elementary learners.

7. ACKNOWLEDGMENT

The researcher sincerely expresses her gratitude to all the individuals who were instrumental in the successful conduct of this study. She is thankful to those who granted permission to carry out the research, which greatly facilitated the gathering of essential data. The responses of the respondents were invaluable in providing the information needed to achieve the objectives of the study. She also extends her appreciation to everyone who became part of the study, acknowledging their cooperation and support. Above all, she offers her deepest thanks to the Father Almighty for His guidance, wisdom, and blessings throughout the entire research endeavor.

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