Applied Research and Innovation (ARI)

ISSN: 2993-8988 (ONLINE)

VOLUME 4 ISSUE 3 (2026)

PUBLISHED BY

E-PALLI PUBLISHERS, DELAWARE, USA

Applied Research and Innovation (ARI)

Volume 4 Issue 3, Year 2026
ISSN: 2993-8988 (Online)
DOI: https://doi.org/10.54536/ari.v4i3.8667
https://journals.e-palli.com/home/index.php/ari

Linking Digital Proficiency to Instructional Delivery among Field Study Students

Ayessa Marie Reyes[1*]

Article Information

Received: July 12, 2026
Accepted: September 24, 2026
Published: November 11, 2026

Keywords

Digital Pedagogical Skills, Digital Proficiency, Digital Tools, Instructional Delivery, Technical Skills

ABSTRACT

The link between digital proficiency and instructional delivery has become a cornerstone of effective education in the 21st century, as technology continues to reshape teaching and learning. While previous research studies highlight digital proficiency in teaching, few have specifically examined its connection to instructional delivery among field study students who will be the future facilitators of modern classroom settings where technology is a trend. This descriptive-correlational study employed a structured survey among 33 field study students to assess their technical and digital pedagogical skills in relation to instructional clarity and student engagement. The findings revealed that the technical and digital pedagogical skills of field study students were at a proficient level, similar to other studies, and showed significant positive relationships between technical skills and instructional clarity ($r = 0.614$), digital pedagogical skills and instructional clarity ($r = 0.80$), technical skills and student engagement ($r = 0.613$), and digital pedagogical skills and student engagement ($r = 0.78$). Based on these findings, the study proposes a training program titled "Enhancing Instructional Delivery through Digital Proficiency" to support field study students' mastery of technology integration and strengthen their instructional delivery.

INTRODUCTION

As we live in a rapidly changing and technology-driven world, we have become increasingly reliant on various technological advancements. According to Dan Schwartz (2024), Dean of the Stanford Graduate School of Education, technology is a "game changer for education," offering the potential for universal access to high-quality learning experiences and fostering innovative teaching approaches. Over the years, technology has served as a powerful tool in enhancing teaching and learning through the use of digital tools and platforms.

Furthermore, the globalization of education has accelerated the use of digital tools, as students are increasingly accustomed to educational technologies. Therefore, it is essential for future educators to develop digital proficiency, which refers to the ability to effectively use digital technologies for teaching and learning. In this study, digital proficiency includes two main areas: technical skills and digital pedagogical skills. Technical skills refer to the ability to operate and manage digital tools and platforms, while digital pedagogical skills refer to the ability to integrate these tools appropriately into teaching strategies and learning activities. These skills enable field study students to use technology effectively in delivering instruction.

The integration of digital proficiency in education is supported by several national policies and laws, such as Republic Act No. 11927. It emphasizes the development of a competitive digital workforce by equipping teacher education students with 21st-century skills, particularly in the use of information and communication technology (ICT) to improve teaching and learning.

Similarly, DepEd Order No. 16, s. 2023, known as the "Revised Guidelines on the Implementation of DepEd Computerization Program," recognizes technology as a fundamental tool for enhancing instructional practices, learner engagement, and access to quality education.

These policies affirm the government's commitment to promoting the integration of digital skills in teacher education programs, ensuring that field study students are equipped with the knowledge and skills needed to deliver effective instruction in technologically enriched classrooms.

According to the Global Education Monitoring Report (2023) by UNESCO, more than 90% of countries have adopted some form of technological tools in education, with 65% incorporating digital platforms in teacher training programs. However, the report also notes that developing countries, including the Philippines, lag behind in maximizing the potential of technology due to limited infrastructure, access, and digital literacy. This highlights the continuing need to strengthen digital proficiency among future educators.

Institutions like Divine Word College of Calapan are prioritizing digital transformation to prepare both teachers and students for a technology-dependent future. However, the pre-survey conducted for this study indicates that most of the field study students still struggle to use digital tools and platforms effectively during instruction. This challenge arises from their limited proficiency in essential competencies that they need to master as future educators of 21st-century learners, particularly technical and digital pedagogical skills. These competencies are important in instructional delivery, which refers to how

[1] Divine Word College of Calapan Inc, Governor Infantado Street, Sta.Maria Village, Calapan City, Oriental Mindoro, 5200, Philippines
[*] Corresponding author's e-mail: ayessareyes18@gmail.com

teachers present and facilitate learning. In this study, instructional delivery is examined in terms of instructional clarity and student engagement. Instructional clarity refers to the extent to which instructions are presented clearly and understandably, while student engagement refers to students' active participation and involvement in classroom activities and learning experiences.

Although numerous studies have highlighted the importance of digital proficiency in teaching, few have specifically examined its relationship with instructional delivery among field study students in private higher education institutions in the Philippines. Most existing research focuses on in-service teachers or students in large public universities.

Thus, this study aims to fill that gap by examining the relationship between the digital proficiency of field study students at Divine Word College of Calapan, in terms of technical and digital pedagogical skills, and their instructional delivery, particularly instructional clarity and student engagement. Specifically, this study seeks to determine whether there is a significant relationship between digital proficiency and instructional delivery among field study students.

This study will make a significant contribution to the field of education by highlighting the need for continuous training programs designed to equip field study students with the technical and digital pedagogical skills necessary for effective technology integration and instructional delivery.

LITERATURE REVIEW

Today, education has transformed as it has become increasingly dependent on technology, embracing more modern and digital approaches. Digital tools have changed the way teachers' access, share, and produce information. This shift in the educational landscape makes digital proficiency an essential skill for teachers. Erwin and Mohammed (2022) emphasized that such proficiency helps prepare students for work and learning beyond the classroom.

Globally, international organizations have emphasized the importance of integrating digital competence into teacher education to ensure quality instruction in the 21st century. The United Nations Sustainable Development Agenda identifies quality education (Goal 4) as a priority to achieve by 2030. According to Chotikapanich *et al.* (2022), this goal ensures that all students receive equitable access to inclusive, high-quality education and lifelong learning opportunities. Digital technology has emerged as an indispensable tool. However, the effectiveness of technology integration in education heavily depends on the digital proficiency of teachers, which encompasses not only the ability to use various digital tools but also the application of technical and digital pedagogical skills in instructional delivery (Pratolo & Solikhati, 2021).

This aligns with UNESCO's call for developing digital competency among educators through frameworks such as the ICT Competency Framework for Teachers (ICT-CFT) and the Digital Competence Framework (DigComp), which aim to promote equitable and quality digital learning environments worldwide. Based on existing frameworks, digital proficiency refers to the ability to use technology effectively in teaching and learning. This involves not only operating digital tools but also using them appropriately to support teaching and learning. In the present study, digital proficiency is examined through technical skills and digital pedagogical skills among field study students.

As technology continues to innovate, most teachers face difficulties in keeping up with new digital tools and adapting their teaching strategies to fit digital learning environments. Eri *et al.* (2021) claimed that it is necessarily important for teachers to develop digital proficiency, as it is one of the essential skills in order to keep up with the trends and demands of the new educational landscape. Supporting this statement, Diale (2022) explained that improving the technological skills of teachers would not only help create a classroom that is more engaging and responsive to the learning needs of students, it will also promote opportunities for meaningful and lifelong learning experiences. König and Blömeke (2020) also emphasized that professional development programs focused on digital proficiency could lead to effective teaching practices using technology. Taken together, these studies emphasize that digital proficiency involves both the ability to use technology and the ability to apply it appropriately in teaching.

The relationship between digital proficiency and instructional delivery can also be understood through established theoretical perspectives. The Technological Pedagogical Content Knowledge (TPACK) framework explains that effective technology integration requires the interaction of technological, pedagogical, and content knowledge. In the present study, technical skills relate to the use of digital tools, while digital pedagogical skills relate to applying these tools in teaching strategies and learning activities. The Technology Acceptance Model (TAM) explains technology use through perceived usefulness and ease of use, while Self-Efficacy Theory emphasizes an individual's belief in their ability to perform a task. These theories provide complementary perspectives for understanding digital proficiency: TPACK focuses on technology integration with pedagogy, TAM on technology acceptance and use, and Self-Efficacy Theory on confidence in performing technology-related teaching tasks.

Several studies have investigated the connection between digital competence and instructional delivery of teachers. A related foreign study by Alieto (2024), titled Teaching Inside a Digital Classroom: A Quantitative Analysis, examines the level of teachers' technological proficiency. The findings of the study showed that teachers with advanced digital skills and positive attitudes toward technology integration were more likely to deliver clear instruction with the aid of digital tools. The study is relevant to the present research because it connects

technological proficiency with instructional clarity. However, its participants were practicing teachers, whereas the present study focuses on field study students who are developing their professional teaching competencies.

It reveals in this review how foreign studies emphasize the importance of digital proficiency in global settings. A few local research studies in the Philippines also provide useful data and information about this matter. One of the recently published studies by Bagona and Paglinawan (2024), titled Teacher's Proficiency and Digital Resiliency on Classroom Instructional Delivery Practices, shows a positive link between digital proficiency and effective instructional delivery. The findings of Miran and Dela Cruz (2025) also found a similar result, considering a positive relationship between digital proficiency and instructional practices. Together, these foreign and local studies indicate a positive association between digital proficiency and instructional practices. However, most of the studies focus on in-service teachers and examine digital proficiency in general, leaving limited evidence on field study students and specific aspects of instructional delivery such as instructional clarity and student engagement.

Despite the growing number of international and local studies exploring the connection between teachers' digital proficiency and instructional delivery, most of these investigations have primarily focused on in-service teachers who already possess classroom experience. There is still limited research that focuses on field study students and how they apply their digital proficiency in actual instructional settings. Furthermore, limited studies have been conducted within the context of teacher education institutions in the Philippines, particularly at the Divine Word College of Calapan, where technological integration and digital preparedness may vary across learning environments. The present study addresses this population and contextual gap by examining field study students in a private higher education institution in the Philippines. It specifically examines digital proficiency through technical skills and digital pedagogical skills and instructional delivery through instructional clarity and student engagement.

This study addresses this gap by investigating the relationship between digital proficiency and instructional delivery among field study students, providing insights that may guide teacher preparation programs.

Overall, the reviewed literature establishes the relevance of digital proficiency in technology-supported teaching and shows its positive association with instructional practices. TPACK, TAM, and Self-Efficacy Theory provide complementary perspectives for understanding technology integration, technology use, and confidence in performing technology-related teaching tasks. However, limited research has examined these relationships among field study students in the Philippine private higher education context. Thus, the present study examines the relationship between digital proficiency, specifically technical skills and digital pedagogical skills, and instructional delivery, particularly instructional clarity and student engagement, among field study students at Divine Word College of Calapan. The findings may provide an empirical basis for developing training programs that respond to the digital competencies needed by future educators.

MATERIALS AND METHODS

This study employed a quantitative research design, specifically the descriptive-correlational approach, to determine the relationship between digital proficiency and instructional delivery among field study students. The data were collected through a 4-point scale survey questionnaire and treated using descriptive statistics to determine the level of proficiency of field study students in utilizing digital tools and platforms in teaching. Pearson correlation was used to determine the relationship between digital proficiency and instructional delivery. The researcher ensured that the instrument was validated by experts and underwent reliability testing using Cronbach's alpha to determine its internal consistency.

A simple random sampling technique was used in selecting the participants of the study. Out of 49 field study students, 33 were randomly chosen using an online research randomizer. The sample size of 33 was determined using Slovin's formula with a 10% margin of error. This sampling procedure provided each field study student in the population an equal opportunity to be selected as a participant in the study.

The data were gathered through a 40-item researcher-made questionnaire, with 10 items for each of the four dimensions: technical skills, digital pedagogical skills, instructional clarity, and student engagement. Technical skills referred to the ability of field study students to operate and use digital tools and platforms, while digital pedagogical skills referred to their ability to integrate digital tools into teaching strategies and learning activities. Instructional clarity referred to how clearly and understandably instruction was presented, while student engagement referred to students' active participation and involvement in classroom activities and learning experiences. The questionnaire was validated by two validators, a Doctor of Education and the researcher's research adviser, who has more than 10 years of experience in the field. The validators assessed the questionnaire based on clarity, content, and relevance, and their suggestions were considered in improving the instrument before its administration. The questionnaire was also pilot-tested among 10 respondents before the actual data collection. The results of the pilot test were subjected to Cronbach's alpha reliability analysis. The technical skills dimension obtained a Cronbach's alpha of 0.93, digital pedagogical skills obtained 0.71, instructional clarity obtained 0.97, and student engagement obtained 0.74. These results indicate that the four dimensions demonstrated acceptable to excellent internal consistency. Prior to data collection, the researcher sent a letter duly noted by the adviser and approved by the current dean of

the School of Education, requesting the participation of the field study students in the research. Informed consent was also obtained before administering the researcher-made questionnaire, ensuring that the respondents willingly participated with a clear understanding of their role in the study. Above all, the researcher maintained the confidentiality of the respondents throughout the study. Since the study relied on self-reported responses, the data may have been influenced by the respondents' personal perceptions or their tendency to provide socially desirable answers. Thus, the findings reflect the respondents' reported perceptions and may not fully represent their actual digital performance or observed instructional practices.

The data gathered from the questionnaire were organized and analyzed using appropriate statistical treatments. The mean and standard deviation were used to determine the level of digital proficiency and instructional delivery. Pearson correlation was used to determine the relationship between technical skills, digital pedagogical skills, instructional clarity, and student engagement.

RESULTS AND DISCUSSION

What is the Level of Digital Proficiency of Field Study Students in Terms of Technical and Digital Pedagogical Skills?

- **Technical Skills**

Table 1 reveals that field study students from Divine Word College of Calapan reported a high level of proficiency in using digital tools and platforms, with an overall mean score of 3.46. This indicates that the respondents perceived themselves as proficient in using various digital tools and educational software that may support instructional delivery. However, since the data were based on self-reported responses, the results reflect the respondents perceived technical proficiency and should not be interpreted as direct evidence of objectively demonstrated competence in actual classroom situations.

Table 1: Likert Scale Level of Agreement Table for Technical Skills

Questions	Mean	Description	Interpretation
Independent Variable (IV): Digital Proficiency			
A. Technical Skills			
I can operate a computer or laptop with ease.	3.55	Strongly Agree	Highly Proficient
I can troubleshoot basic technical issues.	3.18	Agree	Proficient
I am confident in using productivity software such as Microsoft Word, PowerPoint, and Excel.	3.58	Strongly Agree	Highly Proficient
I can effectively operate digital devices such as projectors or smart TVs.	3.45	Strongly Agree	Highly Proficient
I can access and navigate online platforms without difficulty.	3.21	Agree	Proficient
I can manage files and folders efficiently on digital devices.	3.58	Strongly Agree	Highly Proficient
I can connect and use peripheral devices such as a mouse, printer, or flash drive.	3.64	Strongly Agree	Highly Proficient
I am confident in using video conferencing tools.	3.45	Strongly Agree	Highly Proficient
I can use mobile applications for educational purposes.	3.61	Strongly Agree	Highly Proficient
I can adapt to new technologies with minimal guidance.	3.39	Strongly Agree	Highly Proficient
Overall Mean	**3.46**	**Strongly Agree**	**Highly Proficient**

Legend
4 – Highly Proficient
3 – Proficient
2 – Moderately Proficient
1 – Not Proficient

The highest mean score, 3.64, was recorded in relation to the respondents' ability to connect peripheral devices such as a mouse, printer, and flash drive, indicating a high level of perceived proficiency.

The respondents also reported relatively strong skills in connecting external devices that may be used during interactive presentations. Despite the overall high level of reported technical skills, troubleshooting received the lowest mean score of 3.18, indicating a proficient level. Similarly, the ability to access and navigate online platforms without difficulty received a mean score of 3.21. These lower scores suggest that although the respondents generally perceive themselves as capable of operating digital tools, some may still experience

difficulty when dealing with technical problems or navigating online platforms. Bagona and Paglinawan (2024) similarly found that teachers may be able to operate digital devices and platforms while still experiencing challenges in troubleshooting technical issues without technical support. This finding can also be viewed through the TPACK Framework of Mishra and Koehler (2006), which emphasizes that meaningful technology integration involves more than basic operation and requires the ability to use technology appropriately within instructional contexts.

It is therefore important for field study students to develop not only basic operational skills but also the ability to respond to unexpected technical difficulties. The lower scores in troubleshooting and platform navigation indicate areas that may require further practice and training, particularly because these skills may become necessary when technology-related problems occur during actual teaching situations.

• Digital Pedagogical Skill

Table 2 reveals that field study students from Divine Word College of Calapan reported a high level of proficiency in digital pedagogical skills, with an overall mean score of 3.52. This suggests that the respondents generally perceived themselves as capable of using digital tools, online platforms, and learning resources to support teaching and learning. However, the results also show that some areas, particularly selecting appropriate tools for lesson design and developing assessments using digital tools, remain less developed.

Table 2: Likert Scale Level of Agreement Table for Digital Pedagogical Skills

Questions	Mean	Description	Interpretation
Independent Variable (IV): Digital Proficiency			
B. Digital Pedagogical Skills			
I can design lessons that integrate digital tools effectively.	3.42	Strongly Agree	Highly Proficient
I can use multimedia resources enhance teaching.	3.61	Strongly Agree	Highly Proficient
I can create engaging digital presentations for classroom use.	3.45	Strongly Agree	Highly Proficient
I can integrate online platforms into teaching.	3.64	Strongly Agree	Highly Proficient
I can adapt my teaching methods using appropriate digital tools.	3.64	Strongly Agree	Highly Proficient
I can facilitate collaborative activities using digital applications.	3.52	Strongly Agree	Highly Proficient
I can use digital assessment tools to measure student learning.	3.42	Strongly Agree	Highly Proficient
I can select digital tools that match my learning objectives.	3.42	Strongly Agree	Highly Proficient
I can modify existing digital resources to suit the needs of my learners.	3.48	Strongly Agree	Highly Proficient
I can confidently deliver a lesson entirely supported by digital tools.	3.55	Strongly Agree	Highly Proficient
Overall Mean	**3.52**	**Strongly Agree**	**Highly Proficient**

Legend
4 – Highly Proficient
3 – Proficient
2 – Moderately Proficient
1 – Not Proficient

All indicators received relatively high scores, ranging from 3.42 to 3.64. Integrating online platforms into teaching and adapting teaching methods using appropriate digital tools received the highest mean score of 3.64, indicating a highly proficient level of perceived ability. This suggests that the respondents are more confident in using digital resources when these are directly connected to teaching strategies and classroom activities. Pratolo and Solikhati (2021) similarly emphasized the importance of adapting and applying digital tools within instructional strategies. The results also reflect the principles of the TPACK framework, which emphasizes the purposeful integration of technology with content and instructional strategies.

On the other hand, the lowest mean scores of 3.42 were recorded in designing lessons using digital tools, selecting educational tools suited to learning objectives, and developing assessment tools that measure learning. These results are important because they show that general

familiarity with digital tools does not necessarily mean that respondents feel equally proficient in making pedagogically appropriate technology-related decisions. While the overall level of reported digital pedagogical skills was high, these areas may require further development to support more purposeful technology integration in lesson planning and assessment.

What is the Level of Instructional Delivery of Field Study Students in Terms of Clarity of Instruction and Student Engagement?

• Clarity of Instruction

Table 3 reveals that field study students from Divine Word College of Calapan reported a high level of proficiency in delivering clear instructions, with an overall mean score of 3.55. This indicates that the respondents perceived themselves as capable of presenting lessons and instructions clearly when using digital tools and platforms. However, because the measure was self-reported, this result reflects perceived instructional clarity rather than an objective observation of how clearly the respondents actually delivered instruction.

Table 3: Likert Scale Level of Agreement Table for Clarity of Instruction

Questions	Mean	Description	Interpretation
Dependent Variable (DV): Instructional Delivery			
A. Clarity of Instruction			
I can explain lessons clearly when using digital presentation tools.	3.58	Strongly Agree	Highly Proficient
I can make my instructions clearer with the help of digital tools or platforms.	3.64	Strongly Agree	Highly Proficient
I can organize my teaching materials with the help of digital platforms.	3.58	Strongly Agree	Highly Proficient
I use digital tools or simulations to simplify complex concepts.	3.48	Strongly Agree	Highly Proficient
I use digital tools to make my lessons easier to understand.	3.64	Strongly Agree	Highly Proficient
I make use of digital platforms to provide prompt and accurate clarifications.	3.58	Strongly Agree	Highly Proficient
I use digital platforms to present lessons step by step for clarity.	3.58	Strongly Agree	Highly Proficient
I simplify technical terms by using digital platforms and resources.	3.48	Strongly Agree	Highly Proficient
I make use of digital tools to provide clear answers to students' questions.	3.55	Strongly Agree	Highly Proficient
I check students' understanding of the lesson through digital platforms.	3.39	Strongly Agree	Highly Proficient
Overall Mean	**3.55**	**Strongly Agree**	**Highly Proficient**

Legend
4 – Highly Proficient
3 – Proficient
2 – Moderately Proficient
1 – Not Proficient

Table 3 reveals that field study students from Divine Word College of Calapan reported a high level of proficiency in delivering clear instructions, with an overall mean score of 3.55. This indicates that the respondents perceived themselves as capable of presenting lessons and instructions clearly when using digital tools and platforms. However, because the measure was self-reported, this result reflects perceived instructional clarity rather than an objective observation of how clearly the respondents actually delivered instruction.

The lowest mean score of 3.39 was recorded in the use of digital platforms to measure students' understanding. This suggests that although the respondents generally perceived themselves as proficient in delivering clear instruction, the use of digital tools for checking or measuring students' understanding may be a less developed area. This may be related to the perceived usefulness and ease of use of particular digital tools, as explained by the Technology Acceptance Model (TAM). When users perceive a technology as useful and manageable, they may be more willing to use it in their practices. Alieto *et al.* (2024) likewise reported a relationship between teachers' technological proficiency and clear instructional practices. In the present

study, however, the findings should be interpreted as an association rather than evidence that technology directly improves instructional clarity.

• Student Engagement

Table 4 received an overall mean score of 3.52, indicating that field study students from Divine Word College of Calapan reported a highly proficient level in engaging students through digital tools and platforms when designing interactive lessons and collaborative activities. This result suggests that the respondents generally perceived themselves as capable of using technology to support participation and interaction during learning activities.

As reflected in the responses of field study students, the item on using digital tools to give feedback on students' activities received the lowest mean score of 3.24, making

Table 4: Likert Scale Level of Agreement Table for Student Engagement

Questions	Mean	Description	Interpretation
Dependent Variable (DV): Instructional Delivery			
B. Student Engagement			
I encourage students to actively participate in activities using digital tools.	3.58	Strongly Agree	Highly Proficient
I use interactive digital tools to keep students attentive.	3.61	Strongly Agree	Highly Proficient
I provide opportunities for students to collaborate through digital tools.	3.64	Strongly Agree	Highly Proficient
I use digital tools to present real-life examples that make lessons engaging.	3.55	Strongly Agree	Highly Proficient
I motivate students by integrating games or interactive apps into lessons.	3.45	Strongly Agree	Highly Proficient
I adjust my teaching strategies using digital tools when students lose interest.	3.48	Strongly Agree	Highly Proficient
I design activities using digital tools to promote active student involvement.	3.55	Strongly Agree	Highly Proficient
I allow students to explore concepts using digital tools.	3.52	Strongly Agree	Highly Proficient
I use digital tools to give feedback on students' efforts during activities.	3.24	Agree	Proficient
I make lessons more fun and engaging with the support of digital tools.	3.58	Strongly Agree	Highly Proficient
Overall Mean	**3.52**	**Strongly Agree**	**Highly Proficient**

Legend
4 – Highly Proficient
3 – Proficient
2 – Moderately Proficient
1 – Not Proficient

it the only statement under the proficient level. This suggests that providing feedback through digital tools or gamified platforms may be a less developed area among the respondents. The result may point to challenges in selecting and using appropriate digital tools for feedback rather than a general lack of digital proficiency. In relation to Self-Efficacy Theory, confidence in performing technology-related tasks may influence how willing individuals are to use digital tools in instructional activities. Thus, strengthening respondents' skills in digital feedback tools may be a useful area for future training.

On the other hand, the ability of field study students to create opportunities that foster collaboration and active participation received the highest mean score of 3.64, which falls under the highly proficient level. This suggests that respondents feel more capable of using digital tools to support collaborative and participatory learning activities. Diale (2022) similarly emphasized the value of technical competence in creating learning experiences that are engaging and meaningful. Nevertheless, the present finding reflects the respondents' perceptions of their ability and does not independently establish the actual level of student engagement during their teaching practice.

Is There a Significant Relationship Between the Digital Proficiency and Instructional Delivery of Field Study Students?

Table 5 presents the results of the correlational analysis between digital proficiency and instructional delivery among field study students. The findings indicate a significant positive relationship between technical skills and instructional clarity. The computed r-value of 0.614

indicates a moderately high positive correlation. Based on the reported sample size of 33, the corresponding two-tailed p-value is approximately 0.00014, indicating statistical significance at the 0.05 level. This suggests that higher reported levels of technical skills were associated with higher reported levels of instructional clarity. However, the result does not establish that technical skills cause clearer instruction. Since both measures were based on self-reported responses, the relationship may also reflect respondents' general confidence in their technology-related teaching abilities.

Furthermore, the computed r-value of 0.80 between digital pedagogical skills and instructional clarity indicates a high positive correlation. The corresponding two-tailed p-value is less than 0.001, indicating a statistically significant relationship. This suggests that respondents who reported higher digital pedagogical skills also tended to report higher instructional clarity. The stronger correlation compared with technical skills suggests that the pedagogical application of digital tools may be more closely associated with perceived instructional clarity than basic technical ability alone. This distinction is important because simply being able to operate digital tools may not be sufficient; knowing how to select and integrate them into teaching strategies may be more closely related to how respondents perceive the clarity of their instruction.

Table 5: Correlational Analysis of Digital Proficiency and Instructional Delivery

Clarity of Instruction	**Correlation of Digital Proficiency and Instructional Delivery**			
	R value	**Degree**	**Direction**	**Interpretation**
Technical Skills	0.614	Moderately High	Positive	Significant
Digital Pedagogical Skills	0.80	High	Positive	Significant

Critical r value: 0.291
Degree of Freedom: 31
Level of Significance: 5%

Table 6: Correlational Analysis of Digital Proficiency and Instructional Delivery

Student Engagement	**Correlation of Digital Proficiency and Instructional Delivery**			
	R value	**Degree**	**Direction**	**Interpretation**
Technical Skills	0.613	Moderately High	Positive	Significant
Digital Pedagogical Skills	0.78	Moderately High	Positive	Significant

Critical r value: 0.291
Degree of Freedom: 31
Level of Significance: 5%

Table 6 presents the correlational analysis between digital proficiency and student engagement. The findings indicate a significant positive relationship between technical skills and student engagement. The computed r-value of 0.613 indicates a moderately high positive correlation, with a corresponding two-tailed p-value of approximately 0.00015. This suggests that higher reported technical skills were associated with higher reported student engagement. However, this finding should not be interpreted to mean that technical skills directly create student engagement, particularly because student engagement was also measured through the respondents' perceptions rather than through direct observation or student-reported data.

Similarly, the r-value of 0.78 between digital pedagogical skills and student engagement indicates a high positive correlation, with a corresponding two-tailed p-value of less than 0.001. This suggests that respondents who reported higher digital pedagogical skills also tended to report higher levels of student engagement. The stronger relationship compared with technical skills may indicate that the purposeful use of digital tools within teaching strategies is more closely associated with perceived student participation than the ability to operate digital tools alone. This finding highlights the importance of developing both technical and pedagogical aspects of digital proficiency among field study students.

Taken together, the results show significant positive relationships between the two dimensions of digital proficiency and the two dimensions of instructional delivery. Digital pedagogical skills demonstrated stronger correlations with both instructional clarity ($r = 0.80$, $p < .001$) and student engagement ($r = 0.78$, $p < .001$) than technical skills with instructional clarity ($r = 0.614$, $p \approx .00014$) and student engagement ($r = 0.613$, $p \approx .00015$). This pattern suggests that the pedagogical application of technology may be particularly relevant to how field study students perceive their instructional delivery. At the same time, the findings should be interpreted within the limits of self-reported measures. The high ratings and significant relationships indicate perceived proficiency and perceived instructional delivery, but they

do not demonstrate objectively measured competence or establish a causal effect of digital proficiency on teaching performance.

Table 7 serves as a basis for proposing the Digital Proficiency Program for Field Study Students. The results identify specific areas that may benefit from further training, particularly troubleshooting, navigating online platforms, selecting appropriate digital tools, designing technology-supported lessons, developing digital assessment tools, and providing feedback through digital platforms. Rather than assuming that these areas directly determine instructional effectiveness, the proposed program responds to the areas where respondents reported comparatively lower levels of proficiency.

The carefully designed training program aims to strengthen the ability of field study students to use digital tools in instructional delivery. Specifically, it seeks to develop technical skills in operating and troubleshooting various digital tools and platforms, strengthen digital pedagogical skills in designing lessons and selecting appropriate tools based on learning objectives and learner needs, develop skills in using digital tools for assessment and feedback, and promote responsible and purposeful use of technology in teaching and learning.

Table 7: Enhancing Instructional Delivery through Digital Proficiency: A Training Program for Field Study Students

Key Results Area	Action	Persons Involved	Results
Troubleshooting basic technical issues. (Proficient: 3.18)	Practice resolving technical difficulties that may arise during teaching and learning process.	Field Study Students from DWCC-SOE FS Coordinators & Advisers Teachers/Staff from the School of Information Technology	FS students can independently resolve technical issues, reducing interruptions during lessons, resulting in clearer instructions.
Confidently accessing and navigating online platforms. (Proficient: 3.21)	Explore resources and platform features that could improve instruction.	Field Study Students from DWCC-SOE FS Coordinators & Advisers Teachers/Staff from the School of Information Technology	FS students can navigate platforms and resources effortlessly, keeping students active with readily available materials.
Using digital tools to give feedback on students' progress. (Proficient: 3.24)	Train on using LMS feedback features to give comments/ grades. Practice giving constructive feedback via online quizzes.	Field Study Students from DWCC-SOE FS Coordinators & Advisers SOE Teachers	FS students can provide timely constructive feedback to monitor progress and make a meaningful learning experience.

CONCLUSION

Based on the findings of the study, the researcher has drawn the following conclusions:

The level of digital proficiency of field study students in terms of technical skills and digital pedagogical skills is perceived to be highly proficient, suggesting that field study students are skilled and competent in utilizing various digital tools, educational platforms, and resources to design lessons and support teaching strategies.

The level of instructional delivery of field study students, in terms of clarity of instruction and student engagement, is highly proficient, suggesting that field study students are able to utilize digital tools, educational platforms, and resources in ways that support the quality of the instructional process by making lessons understandable and interactive for diverse students.

Although some items are within a proficient level, it is still evident from the collected and computed data that there is a significant link between digital proficiency and instructional delivery, indicating a positive association between the two variables.

The findings provide a basis for proposing a well-designed digital proficiency training program for field study students to further develop their skills in creating a better learning environment and promoting quality education that keeps up with modern educational trends.

REFERENCES

Alieto, E., Encarnacion, B., Estigoy, E., Balasa, K., Eijansantos, A., & Toukoumidis, A. (2024). Teaching inside a digital classroom: A quantitative analysis of attitude, technological competence and access among teachers across subject disciplines. *Heliyon, 10*(2), e24282. https://doi.org/10.1016/j.heliyon.2024.e24282

Aljarrah, E., Elrehail, H., & Aababneh, B. (2016). E-voting in Jordan: Assessing readiness and developing a system. *Computers in Human Behavior, 63*, 860–867. https://doi.org/10.1016/j.chb.2016.05.076

Bagona, K. E. C., & Paglinawan, J. L. (2024). Teacher's proficiency and digital resiliency on classroom instructional delivery practices. *International Research Journal of Research Through Innovation, 9*(12), 609–615. https://ijnrd.org/viewpaperforall.php?paper=IJNRD2412063

Gallagher, M. W. (2012). Self-efficacy. In V. S. Ramachandran (Ed.), *Encyclopedia of human behavior* (2nd ed., pp. 314–320). Elsevier. https://doi.org/10.1016/B978-0-12-375000-6.00312-8

Pratolo, B. W., & Solikhati, H. A. (2021). Investigating teachers' attitude toward digital literacy in EFL classroom. *Journal of Education and Learning, 15*(1), 97–103. https://doi.org/10.11591/edulearn.v15i1.15747

Spector, C. (2024, February 24). *How technology is reinventing education.* Stanford Report. https://news.stanford.edu/stories/2024/02/technology-in-education

United Nations Educational, Scientific and Cultural Organization. (n.d.). *Digital competence frameworks for teachers, learners and citizens.* UNESCO-UNEVOC. https://unevoc.unesco.org/home/Digital+Competence+Frameworks

Republic Act No. 11927: An act to enhance the Philippine digital workforce competitiveness, establishing for the purpose an Inter-Agency Council for Development and Competitiveness of Philippine Digital Workforce and for other purposes. (2021). Senate of the Philippines. https://legacy.senate.gov.ph/republic_acts/ra%2011927.pdf