Digital Competence and Academic Buoyancy among the Junior High School Students in Godod District, Schools Division of Zamboanga Del Norte

[1]Cris J-Son A. Romero, MAEM, [2]Leo C. Naparota, PhD

[1]Instructor, Bachelor of Early Childhood Education, Philippine Advent College, Sindangan, Zamboanga del Norte, Philippines

[2]Dean, School of Criminal Justice Education and College of Arts and Sciences, Andres Bonifacio College, Inc., Dipolog City, Philippines

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ABSTRACT

This study examined the digital competence and its influence on the academic buoyancy of junior high school students in Godod District, Schools Division of Zamboanga del Norte, for the School Year 2025–2026. Using the survey method and descriptive-correlational design, data were gathered from 290 junior high school students and analyzed through weighted mean, standard deviation, and Spearman Rank-Order Correlation Coefficient using JAMOVI. The findings showed that technological access among the respondents was predominantly low, with 73.79% having low technology access and 2.42% having no technology access. The overall level of digital competence was average (AWV = 3.28), with information and data literacy rated highest (AWV = 3.50) and basics and access rated lowest (AWV = 3.11). Students showed high competence in using smartphones (AWV = 4.01), but lower competence in using computers (AWV = 2.97) and performing advanced digital tasks (AWV = 2.60). The remaining domains were all rated average. Likewise, the respondents' academic buoyancy in English was average overall (AWV = 3.21), with confidence emerging as the highest-rated domain (AWV = 3.37) and composure as the lowest (AWV = 2.99), indicating that anxiety and worry continue to affect students' academic experiences. Commitment, coordination, and control were also rated average. Moreover, a significant positive moderate relationship was found between digital competence and academic buoyancy (rho = 0.46, $p < .001$), suggesting that students with higher digital competence also tend to demonstrate greater academic buoyancy.

Keywords: digital competence, academic buoyancy, junior high school students, Godod District, Division of Zamboanga del Norte

INTRODUCTION

In contemporary education, digital competence has evolved from a supplementary skill into a fundamental requirement for academic success and student engagement. It refers to a learner's ability to confidently and effectively use digital tools and technologies for tasks such as information retrieval, problem-solving, and content creation. Beyond technical proficiency, digital competence also includes cognitive and socio-emotional dimensions that equip students with essential 21st-century skills (Zhao, 2021; Inamorato dos Santos et al., 2023). This competence is believed to have a significant influence on academic buoyancy, which refers to students' capacity to cope successfully with everyday academic challenges and setbacks. Academic buoyancy is a vital aspect of student development and has been positively associated with favorable academic outcomes (Datu & Yang, 2021). Hence, examining the relationship between digital competence and academic buoyancy is particularly relevant in contexts such as junior high schools in Godod, where digitally integrated learning is becoming increasingly important. Moreover, digital competence influences not only students' technical performance but also broader educational outcomes such as self-efficacy, motivation, learning behaviors, and resilience. Previous studies have shown that digital literacy is associated with improved self-efficacy and learning engagement (Jaya, 2023; Baylon, 2025), while effective digital competence also supports better time

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and task management (Andales et al., 2025). In online and blended learning environments, it serves as a key foundation that enables students to access resources, collaborate, complete academic tasks, and navigate digital platforms effectively. Through my close engagement with junior high school students in Godod District, I have directly observed the varying levels of digital skills and experiences they bring to the classroom. Some students demonstrate confidence and proficiency in using digital tools for learning, whereas others encounter difficulties even with basic digital tasks. This disparity highlights the importance of understanding how digital competence may influence students' ability to manage and overcome academic challenges. Such observations have strengthened my interest in investigating the relationship between digital competence and academic buoyancy in this specific context.

Recent scholarly works have started to explore the connections among digital competence or digital literacy, self-efficacy, and resilience-related constructs, including academic buoyancy and academic resilience. For instance, Javier-Aliaga et al. (2024) found a significant positive relationship between academic self-efficacy and digital competence among university students across dimensions such as information management, communication, content creation, technological security, and problem-solving. Likewise, Zakir et al. (2025) revealed that digital literacy positively influenced academic performance, with digital competence, informal digital learning, and self-efficacy functioning as mediating factors. Furthermore, studies on academic resilience indicate that psychological and contextual resources, such as self-competence and digital readiness, significantly enhance students' capacity to recover from academic setbacks and challenges (Shi et al., 2025; Salem, 2024). Taken together, these findings suggest that digital competence may also influence academic buoyancy, which refers to students' ability to effectively deal with everyday academic pressures, failures, and setbacks (Gao, 2025; Abu Al-Majd et al., 2024).

Existing studies have widely explored digital competence or digital literacy in relation to academic performance, self-efficacy, and learning engagement (e.g., Zakir et al., 2025; Javier-Aliaga et al., 2024; Baylon, 2025), while other scholars have examined academic buoyancy or resilience in various student populations (e.g., Gao, 2025; Abu Al-Majd et al., 2024). However, there remains a limited body of research that explicitly investigates digital competence as a influence the academic buoyancy, especially among junior high school students. Much of the available literature centers on higher education contexts or emphasizes academic achievement in general, rather than students' ability to cope with routine academic difficulties and setbacks. In addition, no empirical evidence appears to exist for a setting comparable to the present study, particularly among junior high school students in Godod. This evident gap in the literature justifies the conduct of the present study to determine whether digital competence can significantly influence academic buoyancy and to examine how this relationship may be shaped by the socio-cultural and infrastructural conditions of the local context.

LITERATURE REVIEW

Digital Competence

Several recent studies emphasize the varied levels of digital competence among students, showing that while basic digital skills are increasingly widespread, more advanced competencies remain uneven. Cabero-Almenara and Llorente-Cejudo (2022) found that higher education learners generally demonstrate strong information and communication skills but show weaker competencies in digital content creation and problem-solving. Their findings highlight persistent gaps between basic digital access skills and higher-order digital competencies, indicating a need for more focused digital literacy programs, especially in earlier grade levels where foundational habits are formed.

In another investigation, Javier-Aliaga and Silva Neyra (2024) examined the relationship between digital competence and academic self-efficacy among university students. Their study revealed a significant positive association between the two variables, suggesting that students with higher digital competence tend to feel more confident in managing academic demands. This indicates that digital competence is not merely a technical skill set but also contributes to students' psychological readiness and resilience, which are crucial for navigating increasingly digital academic environments.

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Basics and access

Recent research underscores that basic access to ICT and fundamental digital competence remain critical determinants of educational outcomes among students. For instance, in a comprehensive review of digital competence in higher education, Zhao and Spante (2021) observed that while many university students report owning or having access to digital devices and the internet, this "baseline" availability does not automatically translate into effective or comprehensive digital competence; many still lack confidence in foundational ICT skills required for academic tasks. Similarly, in a 2025 empirical study conducted among teacher-education students, Benedictus Donkor and his co-researchers found that "access to and use of ICT in school" including consistent device availability and reliable internet was significantly associated with students' perceived learning benefits, indicating that access remains a necessary precondition for all further digital skill development (Donkor et al., 2025).

Information and data literacy

The Department of Education's Project AGAP.AI, launched in January 2026, explicitly aims to equip 1.5 million Filipino learners, teachers, and parents with AI literacy skills, including the ability to create and ethically use AI-generated content (Campued, 2026). Similarly, Microsoft's expanded partnership with DepEd focuses on preparing students for the digital economy through curriculum enhancements that foster technological competence and innovation (Manila Times, 2026). Programs like Cyber Eskwela '26 demonstrate the growing emphasis on creative digital skills, offering public high school students hands-on workshops in design, illustration, and game development using professional tools like Adobe Illustrator and InDesign . The coding competency rated lowest (3.11) reflects persistent challenges in computational thinking education, though mobile coding applications are increasingly recognized as accessible tools for developing these skills when integrated into guided, project-based classroom approaches (User5938f8e2, 2026). The copyright awareness item (3.21) is particularly noteworthy given ongoing efforts to strengthen intellectual property education in Philippine schools. The UPLB Technology Transfer and Business Development Office's IP awareness campaigns, reaching academic units including computer science institutes, emphasize the importance of understanding copyright, patents, and related rights for research outputs and creative works (UP Los Bańos, 2026). This aligns with the ASEAN Intellectual Property Rights Action Plan 2026–2030, which positions IP literacy as a key enabler of innovation and inclusive growth in the region (ASEAN Intellectual Property Portal, 2025).

Communication and collaboration

Recent studies underscore that strong communication and collaboration skills mediated through digital competence significantly support students' engagement and learning outcomes in digitally-rich learning environments. For example, Mena-Guacas and colleagues (2023) demonstrated that among university students, those who rated themselves higher in digital competence especially in communication and collaboration also showed higher willingness and positive attitudes toward collaborating with peers and instructors in virtual learning settings. Similarly, Selfa-Sastre and Pifarré (2022) found that digital technologies embedded in language and general education foster richer collaborative creativity and peer interaction: digital communication tools enabled students to co-create content, negotiate ideas, and cooperate on tasks regardless of physical location, thereby enhancing learning engagement and collective problem-solving.

Digital Content Creation

Recent research shows that the ability to create digital content is a key but often underdeveloped component of overall digital competence in students. In a study among higher-education students, Zhao and Gámiz Sánchez (2021) found that while students generally perceived themselves as competent in information literacy, communication, and collaboration, digital content creation consistently emerged as the dimension with the lowest self-rated competence indicating a relative weakness in tasks that require producing or designing digital artifacts (e.g. presentations, multimedia, new content) rather than consuming or navigating information. More recently, S. Blanc and K. Krupcała (2025) demonstrated that implementing structured digital-skills interventions (e.g., using open digital tools, collaborative assignments) leads to a significant increase in students' digital

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competence particularly in content creation and problem-solving domains suggesting that digital content creation capacity can be developed and is responsive to targeted pedagogical strategies.

Safety

Recent research highlights digital safety the understanding and practice of secure, ethical, and responsible use of digital technologies as a vital component of overall digital competence. For example, Ma et al. (2025) found that among university students, higher levels of digital safety competence were positively associated with improved higher-order thinking and better outcomes when working with artificial-intelligence tools indicating that safe digital practices support not just technical ability but also cognitive and ethical development. Meanwhile, in a large-scale study focusing on digital competence frameworks in secondary-school settings, A. Bueno-Baquero (2025) demonstrated that structured digital-competence interventions based on comprehensive frameworks (which include safety, alongside information literacy, content creation, collaboration, and problem-solving) significantly raised students' overall digital competence levels suggesting that explicit training in digital safety is both necessary and effective.

Problem solving and continuing learning

Blanc and Conchado (2025) demonstrated that integrating problem-solving tasks and promoting learner autonomy significantly improved students' digital competence, especially in the domain of digital problem solving among primary and secondary school students across several European countries. Similarly, Hidayat and Mohd Nordin (2025) found that students' problem-solving abilities when using problem-based learning (PBL) applications correlated strongly with their digital proficiency, highlighting that active problem solving in digital environments fosters not just technical skills but also self-competence and continuous learning readiness.

Academic Buoyancy

Recent research by Liu (2025) investigated how psychological resources specifically a growth mindset and emotional intelligence contribute to academic buoyancy among university students; their study found that resilience, mediated by these psychological resources, significantly influence students' capacity to adapt to day-to-day academic pressures, such as deadlines, exams, and workload, reinforcing the view that academic buoyancy is not a fixed trait but can be nurtured through supportive personal attributes. Similarly, Putwain and Joost Jansen in de Wal (2023) demonstrated that higher levels of academic buoyancy play a protective role against test anxiety and exam-related stress: students with greater buoyancy reported lower anxiety and better emotional regulation when facing assessments, highlighting academic buoyancy's buffering function in students' mental wellbeing and academic performance.

Commitment

Recent research underscores the important role of academic commitment in sustaining students' performance and adaptation to academic demands. For instance, Jin and An (2023) found that nursing students during the COVID-19 pandemic, learning commitment significantly influence better adaptation to college life, together with self-efficacy and grit. Similarly, Putra and Syahputra (2022) showed that in online learning contexts, students' commitment at the outset strongly influenced their intention to acquire practical skills and improved academic performance highlighting that commitment drives engagement, involvement, and learning outcomes even when instruction shifts to digital modalities.

Composure

Recent research suggests that emotional regulation and composure are key components of students' academic resilience and buoyancy. For instance, Peng and Zhao (2025) found that students who maintained composure managing negative emotions such as anxiety or nervousness during academic tasks displayed greater readiness to engage in learning and sustained positive learning attitudes amidst stress, which enhanced their capacity to cope with everyday academic challenges. Similarly, Diert-Boté and Martínez-Rodríguez (2024) demonstrated that composure defined as low academic anxiety and emotional stability significantly influence better academic outcomes and lower dropout intentions among secondary-school learners, indicating that composure helps students manage pressure, maintain focus, and persist through difficulties.

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Confidence

Recent empirical evidence suggests that students' confidence broadly construed as self-confidence or academic self-efficacy significantly influences their learning motivation, engagement, and academic achievement. For instance, Saidah (2025) found that students with higher academic self-confidence demonstrated greater willingness to participate in class, especially in language tasks such as English discussions, which improved their learning outcomes and overall academic engagement. Similarly, research by Sabani and Saban (2022) established a strong positive relationship between self-confidence and academic success among secondary school students, indicating that those with greater confidence tended to achieve higher performance levels.

Coordination

The importance of coordination skills including time management, planning, and task organization in supporting students' academic performance and effective engagement in schoolwork. For example, Ahmad and Batool (2019) found that among distance-learning and regular students, effective time management (a core component of coordination) significantly influenced academic achievement, suggesting that coordination of study time and tasks helps learners manage academic demands despite varying learning modalities. Similarly, Duclayan and Dela Rosa (2025) demonstrated that coordination skills among literacy coordinators such as organizing schedules, planning reading interventions, and managing digital-intelligence tasks significantly influenced performance in a reading program in public elementary schools, suggesting that coordination, when combined with digital competence, enhances educational outcomes.

Control

The importance of perceived academic control (often operationalized via self-control or control beliefs) in influencing students' academic resilience, self-directed learning, and performance. For example, Cahyono and Retnawati (2024) in a meta-analysis involving multiple studies across different educational levels found a moderate positive relationship between self-control (a form of personal control) and academic achievement ($r \approx 0.32$), suggesting that students who can regulate behaviors and impulses tend to perform better academically. Similarly, Shi and Yang (2025) reported that self-control significantly moderated the effects of cognitive ability on middle school students' academic performance, indicating that control the capacity to regulate one's attention, behavior, and learning habits plays a critical role not only in academic success but also in managing distractions and sustaining study engagement.

Conceptual Framework

The conceptual framework is illustrated in Figure 1. Part I highlights the independent variable, digital competence which is measured through six indicators, namely: basics and access; information and data literacy; communication and collaboration; digital content creation; safety; and problem solving and continuing learning. This section consists of thirty-one (31) items designed to assess the respondents' level of digital competence. Part II focuses on the dependent variable, students' academic buoyancy, which is assessed using five key indicators namely: commitment; composure; confidence; coordination; and control.

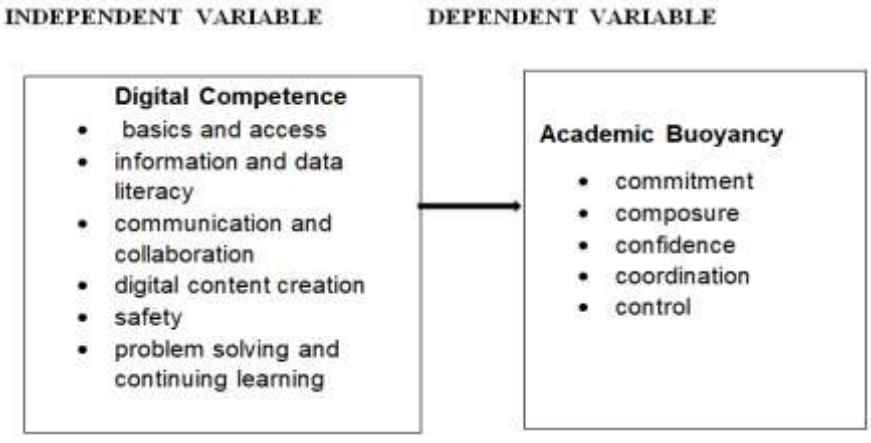

Figure 1. Conceptual Framework of the Study

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Statement of the Problem

This study aimed to determine the digital competence and academic buoyancy among junior high school students in Godod District, Schools Division of Zamboanga del Norte, for the School Year 2025–2026.

Specifically, it sought to answer the following questions:

1.What is the respondents' perceived level of digital competence in terms of:

1.1. basics and access;

1.2. information and data literacy;

1.3. communication and collaboration;

1.4. digital content creation;

1.5. safety; and

1.6. problem solving and continuing learning?

2. What is the respondents' perceived level of academic buoyancy in terms of:

3.1 commitment;

3.2 composure;

3.3 confidence;

3.4 coordination; and

3.5 control?

3. Is there a significant relationship between the perceived level of digital competence and perceived level of academic buoyancy?

Hypothesis

1. There is no significant relationship between the perceived level of digital competence and perceived level of academic buoyancy.

Scope and Limitations of the Study

This study focuses on examining the extent to which digital competence influence the academic buoyancy of two-hundred ninety (290) Junior High School students enrolled in Godod District, Schools Division of Zamboanga del Norte, during the School Year 2025–2026. Moreover, It specifically covers two major variables: (1) students' level of digital competence measured across the dimensions of information and data literacy, communication and collaboration, digital content creation, safety, and problem-solving, and (2) students' academic buoyancy assessed based on the five indicators of commitment, composure, confidence, coordination, and control.

Research methodology

This study utilized the survey method and employed a descriptive-correlational research design. The survey method was used to collect data on the respondents' level of digital competence and academic buoyancy through a researcher-administered questionnaire. According to Check and Schutt (2017), survey research is a systematic method of gathering information from a sample of individuals through the use of questionnaires or interviews to

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measure attitudes, beliefs, behaviors, and characteristics. This method is appropriate for the present study because it allows the efficient collection of data from a large group of respondents. Meanwhile, Creswell and Guetterman (2019) defined correlational research as a non-experimental approach that examines the relationship between two or more variables without any form of manipulation. In this study, the descriptive-correlational design was deemed appropriate because it enabled the researcher to determine whether a significant relationship exists between digital competence and academic buoyancy among the respondents through statistical analysis.

The target population of this study were the one thousand two hundred seven (1,207) Junior High School students enrolled in Godod District which consisted three (3) public secondary schools, namely: Godod National High School, Raba National High School, and Sianan National High School. The sample size (290) was determined using the Raosoft calculator, ensuring an adequate level of statistical reliability.

The questionnaire used in the study consisted of three parts: Part I: digital competence adopted from Schwarz et al. (2024), with six indicators, namely: Basics and access; Information and data literacy; Communication and collaboration; Digital content creation; safety; and Problem solving and continuing learning; Part II: Students Academic Buoyancy adopted from Oner and Erden (2024) with six indicators, namely: commitment; composure; confidence; coordination; and control.

Scoring Procedure

Digital Competence

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly Agree	Very High
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Average
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very Low

Academic Buoyancy

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly Agree	Very High
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Average
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very Low

The statistical tools utilized in the treatment and analysis of the data gathered. Weighted mean, standard deviation, and Spearman Rank-Order Correlation Coefficient were the statistical tools used with JAMOVI as the statistical software.

Data presentation and analysis

The data are presented in accordance with the statement of the problems of the current study. The study aimed to answer the following questions:

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1.What is the respondents' perceived level of digital competence in terms of:

1.1. basics and access;

1.2. information and data literacy;

1.3. communication and collaboration;

1.4. digital content creation;

1.5. safety; and

1.6. problem solving and continuing learning?

Table 1 Perceived Level of Digital Competence in Terms of Basics and Access

A. Basics and Access	**AWV**	**SD**	**Description**	**Interpretation**
1. I can use a computer.	2.97	1.29	Somewhat Agree	Average
2. I can use a smartphone	4.01	1.25	Agree	High
3. I can work with digital technology (e.g., write and print texts).	2.87	1.26	Somewhat Agree	Average
4. I can customize digital technologies (e.g., create a macro in Excel).	2.60	1.22	Disagree	Low
Overall	**3.11**	**1.05**	**Somewhat Agree**	**Average**

AWV=Average Weighted Value, SD=Standard Deviation

Table 1 reflects the perceived level of digital competence in terms of basics and access. The data reveals a pronounced disparity in the basic digital competencies of the respondents. Students report a High level of competence in using smartphones (4.01), which has become the primary internet access point for many Filipino learners, particularly in geographically isolated and disadvantaged areas (DICT, 2026). This finding aligns with government initiatives like the Bayanihan SIM Project, which provides free data specifically for mobile devices to ensure students can connect to online learning resources (DICT, 2026). However, this mobile proficiency does not translate to broader technological skills. Competence in using a computer (2.97) and working with digital technology like writing and printing texts (2.87) are only at an Average level, while the ability to perform advanced tasks like creating a macro in Excel is rated Low (2.60). This suggests that while students can navigate basic mobile interfaces for communication and research, they lack foundational computer literacy and the advanced application skills increasingly required for academic tasks and future employment (Microsoft Philippines, 2026, & PIA, 2026). The Philippine government has recognized this skills gap, launching programs like Project AGAP.AI and partnerships with Microsoft to train 1.5 million students, teachers, and parents in AI literacy and fundamental digital skills (Microsoft Philippines, 2026 & PIA, 2026). Additionally, initiatives like the TESDA Digital Skills Passport and mobile computer centers aim to provide accessible training in more advanced digital competencies (TESDA, 2026 & LGU Bacoor, 2026). For the learners in Godod District, these findings imply that while connectivity interventions are addressing basic access through smartphones, deliberate and targeted capacity-building efforts are essential to elevate their overall digital competence from the current Average level (3.11) to one that can effectively influence and support academic buoyancy in an increasingly technology-driven educational landscape.

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Table 2 Perceived Level of Digital Competence in Terms of Information and Data Literacy

B. Information and Data Literacy	**AWV**	**SD**	**Description**	**Interpretation**
1. I can search for information on the Internet (e.g., Google).	4.12	1.18	Agree	High
2. I can search for files on the computer.	3.33	1.35	Somewhat Agree	Average
3. I can assess whether information on the Internet is valid/correct/true.	3.38	1.24	Somewhat Agree	Average
4. I can find a variety of information on a topic on the Internet and then compare them.	3.27	1.23	Somewhat Agree	Average
5. I can use various sources on the Internet, including social media and online newspapers.	3.42	1.28	Agree	High
Overall	**3.50**	**1.01**	**Agree**	**High**

AWV=Average Weighted Value, SD=Standard Deviation

Table 2 discloses the perceived level of digital competence in terms of information and data literacy. The result reveals a critical disparity in the respondents' information and data literacy competencies. Students rate themselves High in basic search functions (4.12) and in using various internet sources including social media (3.42), which aligns with national trends showing that 63% of Filipinos use social media as a primary news source and that the country has one of the highest social media consumption rates globally (Marketing Interface, 2026 & NGP Integrated Marketing Communications, 2026). However, their ability to critically evaluate information validity (3.38), compare multiple sources on a topic (3.27), and search for files locally on computers (3.33) are only rated Average. This pattern reflects a phenomenon increasingly recognized in Philippine educational discourse: students are proficient at accessing information through familiar platforms, particularly mobile devices, but lack the critical thinking skills necessary to evaluate and synthesize that information effectively. The Department of Education has acknowledged this gap, launching initiatives like the AGAP.AI program, which aims to train 1.5 million students, teachers, and parents in AI literacy and ethical use, with a specific focus on building "future-ready capabilities such as digital information literacy" (DepEd, 2026 & Microsoft Philippines, 2026). The urgency of developing these competencies is underscored by recent incidents where fake news about DepEd announcements spread rapidly among students and parents, revealing how "critical thinking is not just about spotting lies. It is about pausing, questioning, and asking where information came from before believing or sharing it" (Diskurso PH, 2026). Programs like the PIA and DICT's "Kilos Kabataan" forum are actively working to equip youth with media literacy skills, teaching frameworks like the "S.P.O.T." method (Source, Purpose, Ownership, Time) to help students critically evaluate online content (DICT & PIA, 2026). For learners in Godod District, the High overall rating (3.50) in information literacy suggests confidence in navigating digital information, but the gap between access skills and evaluation skills presents a vulnerability. In an era where information pollution threatens both academic integrity and democratic participation, developing critical evaluation competencies is essential for academic buoyancy. Students must be able to discern credible sources for their research and resist the confusion caused by misinformation (West Philippine Sea Transparency Group, 2026, & Diskurso PH, 2026).

Table 3 Perceived Level of Digital Competence in Terms of Communication and Collaboration

C. Communication and collaboration	**AWV**	**SD**	**Description**	**Interpretation**
1. I can communicate with others online (e.g., with e-mail, WhatsApp or Skype).	3.57	1.43	Agree	High

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2. I can collaborate with others online (e.g., using cloud storage).	3.22	1.31	Somewhat Agree	Average
3. I can use a program to collaborate on documents with others.	3.04	1.24	Somewhat Agree	Average
4. I can coordinate an online communication with a group (e.g., with email distribution list, group call, WhatsApp group)	3.39	1.24	Somewhat Agree	Average
5. I can coordinate the revision of digital content in a group (e.g., with apps for appointments and tasks).	3.17	1.25	Somewhat Agree	Average
6. I review the contents of the lesson after class for mastery.	3.47	1.23	Agree	High
Overall	**3.31**	**1.07**	**Somewhat Agree**	**Average**

AWV=Average Weighted Value, SD=Standard Deviation

Table 3 exhibits the perceived level of digital competence in terms of communication and collaboration. The data reveal a notable gap between basic communication competencies and more advanced collaborative digital skills among the respondents. Students rate themselves High in online communication (3.57) and in reviewing lesson content after class (3.47), suggesting confidence in using digital tools for personal interaction and individual academic reinforcement. However, competencies requiring active collaboration, such as working with others using cloud storage (3.22), coordinating group communication (3.39), collaborating on documents (3.04), and coordinating digital content revision (3.17), are all rated only Average, resulting in an overall Average rating (3.31) for this domain. This pattern reflects a broader Philippine educational context where government and private sector initiatives are actively working to develop these exact collaborative competencies. The Department of Education's expanded partnership with Google Philippines provides access to Google Workspace for Education Plus for one million teachers and staff, offering tools including Docs, Sheets, and Classroom specifically designed to "lay the groundwork for critical thinking, collaboration, efficiency, and creativity in our schools" (Newsbites.PH, 2026). Similarly, the nationwide rollout of Canva Education to all K-12 teachers and students with valid DepEd email addresses directly targets collaborative visual communication skills, providing "real-time classroom collaboration tools" and seamless integrations with platforms like Google Classroom and Microsoft Teams (Philippine News Agency & DepEd, 2026). The Microsoft-DepEd partnership, through initiatives like AGAP.AI launched in January 2026, similarly aims to build "future-ready capabilities such as digital information literacy and effective communication" among 1.5 million students, teachers, and parents (PTV News, 2026). Research from Eastern Samar State University confirms that for Filipino students, "grade level significantly influenced digital competencies, particularly in communication, content creation, and safety," highlighting the developmental nature of these skills as students progress through their education (Malaya Business Insight, 2026). For learners in Godod District, the data suggests that while students can communicate online through familiar platforms, consistent with previous findings showing high smartphone proficiency, they have not yet fully developed the collaborative competencies increasingly embedded in the curriculum through these national digital transformation initiatives. This gap has implications for academic buoyancy, as the ability to collaborate on digital documents, coordinate group tasks, and collectively revise content represents the very skills that enable students to overcome academic challenges through peer support and shared problem-solving in an increasingly collaborative digital learning environment.

Table 4 Perceived Level of Digital Competence in Terms of Digital Content Creation

D. Digital Content Creation	**AWV**	**SD**	**Description**	**Interpretation**
1. I can create digital texts (e.g., a Word document).	3.28	1.29	Somewhat Agree	Average

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2. I can create digital images (e.g., pictures).	3.35	1.35	Somewhat Agree	Average
3. I can create digital audio and video files.	3.37	1.29	Somewhat Agree	Average
4. I can combine digital content (e.g., insert an image into a text).	3.18	1.37	Somewhat Agree	Average
5. I can code.	3.11	1.38	Somewhat Agree	Average
6. When I create digital content, I can take copyright into account.	3.21	1.32	Somewhat Agree	Average
Overall	**3.25**	**1.10**	**Somewhat Agree**	**Average**

AWV=Average Weighted Value, SD=Standard Deviation

Table 4 conveys the perceived level of digital competence in terms of digital content creation. The outcome reveals that respondents rate their digital content creation competencies uniformly at an Average level across all indicators, with an overall mean of 3.25. Students report Somewhat Agree for creating digital texts (3.28), images (3.35), audio/video files (3.37), combining digital content (3.18), coding (3.11), and considering copyright (3.21). This pattern suggests that while students consume digital content regularly, their capacity to produce original digital materials remains underdeveloped. This gap is particularly significant given recent national initiatives positioning digital content creation as a foundational 21st-century skill. The Department of Education's Project AGAP.AI, launched in January 2026, explicitly aims to equip 1.5 million Filipino learners, teachers, and parents with AI literacy skills, including the ability to create and ethically use AI-generated content (Campued, 2026). Similarly, Microsoft's expanded partnership with DepEd focuses on preparing students for the digital economy through curriculum enhancements that foster technological competence and innovation (Manila Times, 2026). Programs like Cyber Eskwela '26 demonstrate the growing emphasis on creative digital skills, offering public high school students hands-on workshops in design, illustration, and game development using professional tools like Adobe Illustrator and InDesign . The coding competency rated lowest (3.11) reflects persistent challenges in computational thinking education, though mobile coding applications are increasingly recognized as accessible tools for developing these skills when integrated into guided, project-based classroom approaches (User5938f8e2, 2026). The copyright awareness item (3.21) is particularly noteworthy given ongoing efforts to strengthen intellectual property education in Philippine schools. The UPLB Technology Transfer and Business Development Office's IP awareness campaigns, reaching academic units including computer science institutes, emphasize the importance of understanding copyright, patents, and related rights for research outputs and creative works (UP Los Bańos, 2026). This aligns with the ASEAN Intellectual Property Rights Action Plan 2026–2030, which positions IP literacy as a key enabler of innovation and inclusive growth in the region (ASEAN Intellectual Property Portal, 2025). For learners in Godod District, these findings imply that targeted interventions in digital content creation, from basic document creation to coding and copyright literacy, are essential if digital competence is to meaningfully influence academic buoyancy. Without deliberate capacity-building in these areas, students risk remaining passive consumers rather than active creators in an increasingly digital educational landscape.

Table 5 Perceived Level of Digital Competence in Terms of Safety

E. Safety	**AWV**	**SD**	**Description**	**Interpretation**
1. I can create a secure password.	3.60	1.37	Agree	High
2. I can back up my files (e.g., to an external hard drive, to a cloud).	3.13	1.37	Somewhat Agree	Average
3. I can recognize a phishing e-mail or spam e-mail.	3.13	1.28	Somewhat Agree	Average

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4. I can recognize an untrustworthy website.	3.04	1.34	Somewhat Agree	Average
5. I can find out how my personal data is being used.	3.26	1.26	Somewhat Agree	Average
Overall	**3.24**	**1.04**	**Somewhat Agree**	**Average**

AWV=Average Weighted Value, SD=Standard Deviation

Table 5 manifests the perceived level of digital competence in terms of safety. The result reveals a concerning pattern in the respondents' safety competencies. Students rate themselves High only in creating secure passwords (3.60), a basic protective measure. However, all other indicators, backing up files (3.13), recognizing phishing emails (3.13), identifying untrustworthy websites (3.04), and understanding how personal data is used (3.26), are rated only Average, resulting in an overall Average rating (3.24) for the safety domain. This gap between password creation and threat recognition is significant given the current Philippine context, where government and private sector initiatives are intensifying efforts to equip learners with comprehensive digital safety skills. The Department of Information and Communications Technology has been actively conducting cybersecurity and data privacy training in geographically isolated areas, with 33 teachers from 12 schools in Sibutu, Tawi-Tawi, recently completing training on Cybersecurity Essentials, Data Privacy, and Online Sexual Abuse and Exploitation of Children (OSAEC) as part of DICT's ICT Capacity Development program (DICT, 2026). Similarly, Globe's Digital Thumbprint Program, delivered to students in Meycauayan, Bulacan, specifically targets skills in "recognizing fraudulent schemes, protecting personal information, and practicing responsible behavior in digital spaces" (Globe Telecom, 2026). The urgency of developing these competencies is underscored by recent incidents, including the arrest of two students in Camarines Sur for identity theft after creating a fake Facebook account to solicit money from victims' relatives, leading to charges under the Cybercrime Prevention Act of 2012 (Manila Times, 2026). Government agencies are responding through programs like DICT's Project CLICK, which provides cyber hygiene training to students, with 100 learners from Malolos recently benefiting from such sessions. Even scholarship programs under the Bureau of Fisheries and Aquatic Resources now integrate digital safety and cybersecurity training for their scholars, recognizing that academic excellence must be accompanied by personal safety and emotional resilience in online environments (BFAR, 2026). For learners in Godod District, these findings imply that while basic password security is established, comprehensive interventions are urgently needed to elevate their ability to recognize threats, protect personal data, and navigate digital spaces safely, competencies that are essential not only for academic buoyancy but for personal security in an increasingly dangerous online landscape.

Table 6 Perceived Level of Digital Competence in Terms of Problem Solving and Continuing Learning

F. Problem-solving and Continuing learning	**AWV**	**SD**	**Description**	**Interpretation**
1. I can search for solutions to a technical problem (e.g., in a forum)	3.24	1.31	Somewhat Agree	Average
2. I can implement a solution to a technical problem (e.g., install software).	3.10	1.28	Somewhat Agree	Average
3. I can become familiar with a new technical program/application (e.g., an app).	3.21	1.23	Somewhat Agree	Average
4. I can learn specifically about a new technical program/application	3.30	1.27	Somewhat Agree	Average
5. * I can intentionally develop my digital skills.	3.53	1.29	Agree	High
Overall	**3.28**	**1.04**	**Somewhat Agree**	**Average**

AWV=Average Weighted Value, SD=Standard Deviation

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Table 6 illustrates the perceived level of digital competence in terms of problem solving and continuing learning. The data reveal a striking pattern in the respondents' problem-solving and continuing learning competencies. Students rate themselves High only in the intentional development of their digital skills (3.53), indicating a strong motivation and growth mindset toward improving their technological capabilities. However, all other indicators, searching for solutions to technical problems (3.24), implementing technical solutions (3.10), familiarizing themselves with new applications (3.21), and learning specifically about new programs (3.30), are rated only Average, resulting in an overall Average rating (3.28) for this domain. This gap between intention and capability is significant and reflects a critical focus of current Philippine educational initiatives. President Ferdinand R. Marcos Jr., in launching Project AGAP.AI in January 2026, emphasized precisely this distinction, telling students that AI and technology "should never replace your drive, your creativity, and grit to learn about our world," while positioning AI literacy as essential for developing "problem-solving, creativity, and critical thinking, skills increasingly demanded in modern workplaces" (Sicat, 2026). The Department of Education's flagship AI program, developed with the ASEAN Foundation and Google.org, aims to equip 1.5 million Filipinos, including learners, teachers, and parents, with skills in responsible AI use, privacy, security, and AI literacy, specifically targeting the kind of adaptive learning competencies reflected in this table (Campued, 2026). Beyond formal education, the government is creating ecosystems for continuing digital skill development. The TESDA Skills Passport Mobile Application, launched by President Marcos in February 2026, provides an all-in-one digital platform where Filipinos can plan training, study online, access scholarships, and connect with employers, representing a comprehensive approach to lifelong digital learning (PCO, 2026). The IT and Business Process Association of the Philippines (IBPAP) has similarly prioritized early talent development through programs like "Byte the Gap" with DepEd, distributing over 1,600 computers to public schools, and Project UNLAD, a P740-million partnership with DICT and TESDA focused on equipping employees with advanced digital and AI-related competencies as job requirements evolve (IT and Business Process Association of the Philippines, 2026). For learners in Godod District, these findings imply that while students possess the motivation to improve their digital skills, a crucial foundation for academic buoyancy, they require structured opportunities, accessible resources, and guided mentorship to translate that intention into actual problem-solving capabilities. The government's expanding digital ecosystem, from AI literacy programs to skills passport applications, offers pathways for these students to deliberately develop the competencies needed to overcome technical challenges independently and engage in continuous learning beyond formal schooling.

Table 7 Summary of the Perceived Level of Digital Competence

Indicators	**AWV**	**SD**	**Description**	**Interpretation**
A. Basics and Access	3.11	1.05	Somewhat Agree	Average
B. Information and Data Literacy	3.50	1.01	Agree	High
C. Communication and Collaboration	3.31	1.07	Somewhat Agree	Average
D. Digital Content Creation	3.25	1.10	Somewhat Agree	Average
E. Safety	3.24	1.04	Somewhat Agree	Average
F. Problem solving and continuing learning	3.28	1.09	Somewhat Agree	Average
Overall	**3.28**	**1.00**	**Somewhat Agree**	**Average**

AWV=Average Weighted Value, SD=Standard Deviation

Table 7 summarizes the perceived level of digital competence. The summary data reveals that junior high school students in Godod District perceive their overall digital competence at an Average level (3.28). Among the six domains, Information and Data Literacy stands out as the only area rated High (3.50), indicating that students are most confident in their ability to search for and access information online. However, all other domains, Basics and Access (3.11), Communication and Collaboration (3.31), Digital Content Creation (3.25), Safety (3.24), and Problem Solving and Continuing Learning (3.28), fall within the Average range. This pattern suggests a critical

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disconnect: while students can effectively consume digital information, they lack corresponding competencies in producing content, collaborating digitally, protecting themselves online, and solving technical problems independently. This finding has significant implications given current national initiatives. President Ferdinand R. Marcos Jr.'s launch of Project AGAP.AI in January 2026 explicitly targets this exact gap, positioning artificial intelligence literacy as a life skill that develops "problem-solving, creativity, and critical thinking, skills increasingly demanded in modern workplaces". The program aims to equip 1.5 million Filipino learners, teachers, and parents with skills in responsible AI use, data privacy, and ethical digital engagement, competencies directly aligned with the lower-scoring domains in this study (Sicat, 2026). The government's concurrent infrastructure initiatives directly address the foundational access issues underlying these competency gaps. The Bayanihan SIM Card Project has distributed over 89,400 subsidized SIM cards with 25GB monthly data allocations to students in geographically isolated and disadvantaged areas, specifically targeting learners who face connectivity challenges (PCO 2026: DICT, 2026). These SIM cards include safety features automatically blocking inappropriate websites, addressing the Safety domain, where students rated only Average (DICT, 2026). President Marcos has emphasized that such interventions are crucial because connectivity gaps "limit access to education, constrain economic opportunity, and slow national progress," particularly in rural areas like Godod District (PCO, 2026). Private sector partnerships complement these government efforts. Globe's Digital Thumbprint Program, delivered to students in Meycauayan, provides training in "recognizing fraudulent schemes, protecting personal information, and practicing responsible behavior in digital spaces", skills directly relevant to the Safety domain, where students scored only 3.24 (Globe Telecom, 2026). Similarly, the PIA and DICT's "Kilos Kabataan" forum equips youth with media literacy skills, teaching frameworks like the "S.P.O.T." method (Source, Purpose, Ownership, Time) to help students critically evaluate online content, addressing the gap between information access and critical evaluation (DICT, 2026). The Digital Content Creation domain's Average rating (3.25) is particularly significant given the Department of Education's expanded partnership with Microsoft and Google, providing access to collaborative tools specifically designed to develop "critical thinking, collaboration, efficiency, and creativity in our schools" (Sicat, 2026). TESDA's Digital Skills Passport, launched in February 2026, further supports continuing digital learning by providing a platform where Filipinos can plan training, access scholarships, and document competencies—addressing the Problem Solving and Continuing Learning domain (TESDA, 2026). For learners in Godod District, these findings imply that targeted, multi-sectoral interventions are essential. While connectivity initiatives like the Bayanihan SIM program address basic access, deliberate capacity-building in content creation, safety, collaboration, and problem-solving is necessary to elevate overall digital competence from Average to High. The government's expanding digital ecosystem, from AI literacy programs to skills passport applications, offers pathways for these students to develop the comprehensive digital competencies needed for academic buoyancy in an increasingly technology-driven educational landscape.

2. What is the respondents' perceived level of academic buoyancy in terms of:

3.1 commitment;

3.2 composure;

3.3 confidence;

3.4 coordination; and

3.5 control?

Table 8 Perceived Level of Academic Buoyancy in Terms of Commitment

A. Commitment	**AWV**	**SD**	**Description**	**Interpretation**
1. I plan my path to achieve my goals in the **English subject.**	3.60	1.20	Agree	High
2 When I don't understand a topic or concept in **English**, I review it until I understand.	3.59	1.21	Agree	High

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3 Even if the learning process for **English** takes a long time, I can be patient.	3.46	1.23	Agree	High
4. When given a difficult task related to **English**, I find it hard to stay determined to finish it.	3.06	1.38	Somewhat Agree	Average
5. When I fail exams in **English,** I stop studying.	2.59	1.40	Disagree	Low
6. When I encounter a problem in the **English subject**, I try different methods to solve it.	3.12	1.39	Somewhat Agree	Average
7. When faced with any academic difficulty, I give up studying for the **English subject**.	2.68	1.36	Somewhat Agree	Average
Overall	**3.16**	**0.93**	**Somewhat Agree**	**Average**

AWV=Average Weighted Value, SD=Standard Deviation

Table 8 illuminates the perceived level of academic buoyancy in terms of commitment. Based on the data, Filipino junior high school students demonstrated an average level of commitment in their academic buoyancy towards English (Overall AWV = 3.16). This indicates a foundational but inconsistent capacity to persist through challenges. While students showed "High" commitment in proactive behaviors like planning their study path (Item 1) and persistently reviewing difficult concepts (Item 2), their ability to stay determined on difficult tasks (Item 4) and to employ varied problem-solving methods (Item 6) was only "Average" (Datu & Young, 2024). Notably, the tendency to give up when facing academic difficulty was also rated as "Average" (Item 7, AWV=2.68), highlighting a vulnerability where everyday academic hassles can disrupt their learning persistence (Datu & Young, 2024). These findings align with research in the Philippine context, emphasizing that academic buoyancy is a critical, yet developing, skill linked to motivational factors (Datu & Young, 2024). To strengthen this buoyancy, interventions should focus on fostering a growth mindset, which has been positively correlated with higher buoyancy among Filipino students (Valdes, 2024), and on cultivating grit—particularly the dimension of adaptability to situations—which has emerged as a significantly influence of buoyancy in the collectivist Filipino setting (Friala et al., 2023).

Table 9 Perceived Level of Academic Buoyancy in Terms of Composure

B. Composure	**AWV**	**SD**	**Description**	**Interpretation**
1. I worry about learning **English**.	2.81	1.26	Somewhat Agree	Average
2. I do not get nervous during **English** exams.	3.02	1.28	Somewhat Agree	Average
3. I get anxious about the difficulty of questions in **English** exams.	3.00	1.21	Somewhat Agree	Average
4. I forget what I know during **English** exams.	2.95	1.21	Somewhat Agree	Average
5. When I worry about **English,** my attention drifts.	2.98	1.19	Somewhat Agree	Average
6. When I have difficulty completing a task in the **English subject**, I start to worry.	3.15	1.25	Somewhat Agree	Average
Overall	**2.99**	**1.03**	**Somewhat Agree**	**Average**

AWV=Average Weighted Value, SD=Standard Deviation

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Table 9 organizes the perceived level of academic buoyancy in terms of composure. Based on the result, the respondents demonstrated an average level of composure as a component of their academic buoyancy in English (Overall AWV = 2.99). This indicates that the students experience moderate levels of anxiety and worry that interfere with their learning and performance. All items fell within the "Somewhat Agree" and "Average" interpretation range, with the highest concern being that students start to worry when they have difficulty completing an English task (Item 6, AWV = 3.15). Students also reported that their attention drifts when worried about English (Item 5, AWV = 2.98) and that they tend to forget what they know during exams (Item 4, AWV = 2.95). These findings align with the theoretical framework of the "5Cs" of academic buoyancy, where composure, defined as low anxiety, is a key motivational that influence students' capacity to deal with everyday academic setbacks (Martin et al., 2010). In the Philippine context, research has established that negative academic emotions such as anxiety significantly influence students' ability to cope with academic difficulties (Layco, 2020). Furthermore, local studies have validated that academic buoyancy, including its composure dimension, is positively associated with behavioral and emotional engagement among Filipino students (Datu & Yang, 2018).

Table 10 Perceived Level of Academic Buoyancy in Terms of Confidence

C. Confidence	**AWV**	**SD**	**Description**	**Interpretation**
1. I can fulfill the expected tasks in the **English subject.**	3.24	1.15	Somewhat Agree	Average
2. I can complete my tasks independently in the **English subject.**	3.41	1.17	Agree	High
3. I believe I will be successful in the **English subject**.	3.46	1.15	Agree	High
4. I can cope with the academic problems encountered in the **English subject**.	3.42	1.17	Agree	High
5. I can apply my knowledge of **English** in different activities.	3.32	1.20	Somewhat Agree	Average
Overall	**3.37**	**0.95**	**Somewhat Agree**	**Average**

AWV=Average Weighted Value, SD=Standard Deviation

Table 10 presents the perceived level of academic buoyancy in terms of confidence. The respondents showed an average level of confidence as a component of their academic buoyancy in English (Overall AWV = 3.37). Notably, three items were rated "Agree" with a "High" interpretation: students believe they can complete tasks independently (Item 2, AWV=3.41), cope with academic problems encountered (Item 4, AWV=3.42), and will be successful in the English subject (Item 3, AWV=3.46). However, students only "Somewhat Agree" that they can fulfill expected tasks (Item 1, AWV=3.24) and apply their knowledge in different activities (Item 5, AWV=3.32), both rated as "Average." This pattern suggests that while respondents possess foundational confidence in their capacity to persevere independently and succeed, this assurance does not fully extend to task completion and knowledge application across varied contexts. Within the theoretical framework of academic buoyancy, confidence represents students' belief in their ability to navigate everyday academic challenges effectively (Martin et al, 2010). In the Philippine context, research has established that academic buoyancy is positively associated with both behavioral and emotional engagement among students (Datu & Yang, 2018b) and that cultivating a growth mindset, the belief that abilities can be developed, is strongly correlated with higher academic buoyancy among Filipino high school learners (Valdez, 2024). Furthermore, the psychometric validity of the academic buoyancy construct, including its confidence dimension, has been established among Filipino student populations (Datu & Yang, 2018a). These findings imply that digital competence interventions should not only build technical skills but also foster mastery-oriented feedback and growth mindset messaging to

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strengthen students' confidence in applying their English knowledge across diverse tasks, ultimately enhancing their overall academic buoyancy.

Table 11 Perceived Level of Academic Buoyancy in Terms of Coordination

D. Coordination	**AWV**	**SD**	**Description**	**Interpretation**
1. I struggle to create a study plan for the **English subject.**	3.24	1.21	Somewhat Agree	Average
2. I find it difficult to assess whether I have achieved my goals in the **English subject.**	3.18	1.14	Somewhat Agree	Average
3. I have difficulty determining how to study a topic in the **English subject**.	3.10	1.17	Somewhat Agree	Average
4. I struggle to determine how to start studying for the **English subject**.	3.14	1.19	Somewhat Agree	Average
Overall	**3.16**	**0.96**	**Somewhat Agree**	**Average**

AWV=Average Weighted Value, SD=Standard Deviation

Table 11 shows the perceived level of academic buoyancy in terms of coordination. The data reveal that the respondents exhibited an average level of coordination as a component of their academic buoyancy in English (Overall AWV=3.16). All four items fell within the "Somewhat Agree" and "Average" interpretation range, indicating moderate challenges in planning and organizing their English studies. Students reported the greatest difficulty in creating a study plan for the English subject (Item 1, AWV = 3.24), followed by difficulty assessing whether they have achieved their goals (Item 2, AWV = 3.18), determining how to start studying (Item 4, AWV = 3.14), and determining how to study a topic (Item 3, AWV = 3.10). These findings suggest that while students possess foundational commitment, composure, and confidence as previously reported, they struggle with the metacognitive and organizational skills necessary to translate these dispositions into effective action. Within the theoretical framework of academic buoyancy, coordination represents students' capacity to plan their academic work and manage their interactions with teachers and peers to navigate everyday challenges effectively (Martin et al., 2010). Recent research in the Philippine context has highlighted the potential of technology-enhanced approaches to address such coordination difficulties. A 2025 study among Filipino students found that artificial intelligence tools offering adaptive and personalized learning experiences demonstrated a significant moderate positive relationship with academic buoyancy, suggesting that digital interventions can help students overcome planning and organizational challenges by providing structured guidance and individualized learning pathways (Mariano, 2025). These findings imply that digital competence interventions should specifically target students' coordination skills by introducing digital planning tools, learning management systems, and AI-assisted study organizers that help students determine how to start, structure, and evaluate their learning in English, ultimately strengthening their overall academic buoyancy.

Table 12 Perceived Level of Academic Buoyancy in Terms of Control

E. Control	**AWV**	**SD**	**Description**	**Interpretation**
1. Success in the **English subject** is within my control.	3.37	1.21	Somewhat Agree	Average
2. When I fail or pass exams in **English,** I look for the reasons within myself.	3.32	1.21	Somewhat Agree	Average

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3. When I fail exams in **English**, I think I did not exert enough effort.	3.40	1.19	Somewhat Agree	Average
4. When I fail exams in **English,** I think I did not exert enough effort.	3.30	1.24	Somewhat Agree	Average
Overall	**3.35**	**0.96**	**Somewhat Agree**	**Average**

AWV=Average Weighted Value, SD=Standard Deviation

Table 12 depicts the perceived level of academic buoyancy in terms of control. The result avers that the respondents presented an average level of control as a component of their academic buoyancy in English (Overall AWV=3.35). All items fell within the "Somewhat Agree" and "Average" interpretation range, indicating that students possess a moderate sense of personal concern over their English learning outcomes. Students acknowledged that success in English is within their control (Item 1, AWV = 3.37) and consistently attributed exam outcomes, whether passing or failing, to internal factors such as their own effort (Item 3, AWV = 3.40) and self-reflection (Item 2, AWV = 3.32). This pattern reveals that Filipino students predominantly adopt an internal locus of control regarding their academic performance in English, taking personal responsibility for both successes and failures. Within the theoretical framework of academic buoyancy, control represents students' sense of autonomy and their belief that they can influence their academic outcomes through personal effort and strategy (Martin et al., 2010). In the Philippine context, recent research has established that cultivating a growth mindset, the belief that abilities can be developed through effort, is strongly and positively correlated with academic buoyancy among Filipino high school students (Valdez, 2024). Furthermore, studies have demonstrated that academic buoyancy among Filipino learners is associated with both controlled and autonomous motivational orientations, with intrinsic motivation serving as a mechanism through which buoyancy relates to perceived academic achievement (Datu & Yang, 2019). The findings also align with research indicating that academic buoyancy serves as a significant endogenous resource that helps Filipino students cope with academic stress, with students' sense of control playing a crucial protective function (Conway, 2024). These implications suggest that digital competence interventions should support students' internal attribution style by providing digital tools that offer immediate feedback, progress tracking, and mastery-oriented learning experiences that reinforce the connection between effort, strategy, and successful English learning outcomes.

Table 13 Summary of the Perceived Level of Academic Buoyancy

Indicators	**AWV**	**SD**	**Description**	**Interpretation**
A. Commitment	3.16	0.93	Somewhat Agree	Average
B. Composure	2.99	1.03	Somewhat Agree	Average
C. Confidence	3.37	0.95	Somewhat Agree	Average
D. Coordination	3.16	0.96	Somewhat Agree	Average
E. Control	3.35	0.96	Somewhat Agree	Average
Overall	**3.21**	**0.95**	**Somewhat Agree**	**Average**

AWV=Average Weighted Value, SD=Standard Deviation

Table 13 summarizes the perceived level of academic buoyancy. The data conveys that the respondents demonstrated an average overall level of academic buoyancy in English (Overall AWV = 3.21), with all five dimensions, Commitment, Composure, Confidence, Coordination, and Control, falling within the "Somewhat Agree" and "Average" interpretation range. Among the indicators, Confidence recorded the highest mean (AWV = 3.37), suggesting that students possess a foundational belief in their ability to succeed and cope with academic

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challenges in English. In contrast, Composure registered the lowest mean (AWV = 2.99), indicating that anxiety and worry remain significant barriers that interfere with students' learning and performance. This pattern reveals that while respondents feel reasonably confident and in control of their English learning outcomes, their emotional regulation during academic difficulties, particularly the tendency to worry when facing challenging tasks, remains an area requiring targeted support. Within the theoretical framework of academic buoyancy, which represents students' capacity to successfully navigate everyday academic setbacks and challenges, these five dimensions collectively reflect the psychological and motivational resources that enable students to bounce back from routine academic hassles such as difficult tasks, poor grades, and feedback (Mariano, 2025). Recent research in the Philippine context has highlighted the potential of technology-enhanced approaches to strengthen academic buoyancy, with a 2025 study finding a significant moderate positive relationship between artificial intelligence tool adoption and academic buoyancy among Filipino students, suggesting that digital interventions can provide adaptive and personalized learning experiences that support students' capacity to persist through challenges (Mariano, 2025). Furthermore, the alarming decline in student proficiency from 30.52% in Grade 3 to only 0.47% in Grade 12 documented by the Second Congressional Commission on Education underscores the urgent need for interventions that build academic buoyancy as a protective factor against learning loss and disengagement throughout students' educational journey (EDCOM II, 2026). These findings imply that developing students' digital competence should be prioritized not merely as a technical skill but as a strategic tool for enhancing academic buoyancy, particularly by providing low-stakes digital practice environments that reduce anxiety (composure), offering mastery-oriented feedback that reinforces confidence, and equipping students with digital planning tools that strengthen coordination and control over their learning process.

3. Is there a significant relationship between the perceived level of digital competence and perceived level of academic buoyancy?

Table 22 Test of Relationship between the Levels of Digital Competence and Academic Buoyancy

Variables Correlated	**rho-value**	**p-value**	**Interpretation**
Digital Competence and Academic Buoyancy	0.46	< 0.001	Positive Medium/Moderate Correlation Significant

Table 22 presents the test of the relationship between digital competence and academic buoyancy using Spearman's rho. The result showed a statistically significant moderate positive correlation (rho = 0.46, $p < .001$), indicating that students with higher perceived digital competence also tended to report higher academic buoyancy. However, this finding must be interpreted cautiously because the descriptive-correlational design only supports an association between the variables and does not establish prediction or causation. Thus, it cannot be claimed that digital competence directly causes improvements in students' ability to cope with everyday academic challenges. Rather, the result suggests that digital competence may be one of several factors associated with academic buoyancy. This finding is consistent with previous studies linking digital skills with positive academic and resilience-related outcomes (Mariano, 2025; Narita et al., 2025). Therefore, digital competence should be discussed as a related factor, not a determinant, of academic buoyancy.

DISCUSSION

The findings of the study revealed that the junior high school students in Godod District manifested an overall average level of digital competence and an overall average level of academic buoyancy, indicating that although the respondents possess basic capabilities in both areas, these are not yet developed to a highly advanced level. In digital competence, information and data literacy emerged as the highest-rated domain, which suggests that students are relatively more capable of searching for and accessing information online, while basics and access obtained the lowest mean, indicating limitations in fundamental and more advanced technical skills. In academic buoyancy, confidence registered the highest mean, showing that students generally believe in their ability to manage English-related academic tasks, whereas composure obtained the lowest mean, implying that anxiety

and worry remain notable barriers to effective academic functioning. More importantly, the study established a significant positive moderate relationship between digital competence and academic buoyancy, which means that students with higher digital competence also tend to have a greater capacity to cope with everyday academic challenges and setbacks. This finding suggests that digital competence is not only a technical ability but also an important educational resource that can strengthen students' confidence, adaptability, and resilience in learning. Therefore, enhancing students' digital competence through appropriate school-based interventions may also help improve their academic buoyancy, particularly among junior high school learners in Godod District.

CONCLUSION

Based on the findings of the study, it can be concluded that the junior high school students in Godod District possess an average level of digital competence and an average level of academic buoyancy, indicating that they are moderately equipped with the digital skills and psychological resources needed to cope with everyday academic demands. The students were strongest in information and data literacy, which suggests relative confidence in accessing and searching for information online, but they were weaker in basics and access, showing limitations in more foundational and technical digital skills. In terms of academic buoyancy, confidence emerged as the strongest dimension, while composure was the weakest, implying that although students generally believe in their ability to succeed, they still experience worry and anxiety when facing academic challenges. Most importantly, the study confirmed a significant positive moderate relationship between digital competence and academic buoyancy, which means that higher digital competence is associated with greater ability to manage routine academic setbacks. Therefore, digital competence may be considered an important factor in strengthening students' academic buoyancy, and efforts to improve digital skills may also contribute to enhancing learners' resilience and success in school.

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