

Competence, Engagement and Performance in E-learning

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Abstract

This study investigates the online learning platforms used for literary appreciation during the pandemic, focusing on dialogic and sociocultural engagement. It aims to evaluate teachers' proficiency in delivering online instruction, assess learners' academic performance in literature and analyze the substantial relationship between instructional competence and learners' performance outcomes. Online learning platforms were used for literary appreciation during the pandemic, with an emphasis on ethnic awareness, self-discovery, community understanding and text comprehension. Teachers' literary classes are linked to teachers' proficiency in online instruction. Surveys and descriptive qualitative analysis were employed in this mixed-methods study and the analysis included Pearson's r correlation, mean and percentage. Data were gathered from 370 teachers of literature, English and related courses. The majority of teachers exhibit mediocre levels of digital literacy and common systems such as Google Classroom, Commons, Learning Resource (LR) Portal, DepEd Learning Management System (LMS) and Open Educational Resources (OER) are often used. Averaging 82%, there was no discernible correlation between student grades and teacher skill, even with the move to online platforms. During the pandemic, teachers' internet proficiency did not significantly affect learners' academic performance. There were few resources available to help students consider ethnic diversity and other cultural groups. The results indicate the need for further research into the variables that affect online learning outcomes. Online platforms supported literary appreciation, while teachers showed limited online competence due to an abrupt transition. Bislig excelled with localized resources and competence did not predict grades significantly.

Keywords: Digital Teaching, Literary Appreciation, Literature Teaching, Online Learning Platforms, Pandemic Education.

Introduction

Literature is essential for comprehending the world and ourselves, as it provides insight into the human condition. Literary appreciation entails evaluating literary works critically, with readers interacting with texts to gain insight, appreciate intricacy and gain knowledge (1). As teachers moved to digital platforms, the COVID-19 pandemic accelerated the shift to online distance learning and introduced new challenges in teaching literature. Students use internet-connected devices to participate simultaneously and remotely (2). This change calls for a reassessment of literary education, especially regarding how to encourage literary appreciation through internet platforms. Teaching literature through online platforms has changed significantly in the post-pandemic period. They keep using these platforms alongside students, which have shown strong levels of engagement and are focused on digitalization to ensure opportunities

for lifelong learning (SDG 4) and sustainable industrialization to encourage innovation (SDG 9). The study identified the online systems used to support literary appreciation during the pandemic across four dimensions: text discussion, self-reflection, community discourse and understanding of diverse groups. The indicators for assessing a teacher's ability to manage the online teaching-learning process that are included in this study were: building a relationship with the student; the effectiveness of learning and motivation; and effective on-line learning. The study analyzed student literature class performance based on their 2020-21 first-quarter grades. It linked student performance in literature classes with teachers' online teaching skills. The analysis draws on Community of Inquiry and TPACK to frame presence, interaction and teacher readiness in online literary instruction (3). Multiliteracies and dialogic theory explain multi-

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modal interpretation and social meaning making (4). Frameworks operationalize how platform features affect participation and performance (5). Reading strategies are increasingly vital as digital literacy and ICT reshape how students engage with texts. Research indicates that students often rely on specific problem-solving or support strategies when navigating digital texts, highlighting the importance of explicit instruction to help learners effectively comprehend information in online reading environments (6). Since ICT tools such as interactive multimedia and e-learning platforms enhance engagement and comprehension, educators need continuous training to integrate digital media into instruction (7). While online platforms are often treated as neutral delivery tools, they function as pedagogical environments that shape patterns of interaction, authority and meaning making. In literary education, where interpretation depends on dialogic exchange and sociocultural positioning, platform affordances may fundamentally condition how texts are understood and discussed. The impact of digital mediation on learner performance is overlooked. This study conceptualizes online literary appreciation as a digitally mediated ecology where platform design, instructional presence and learner engagement are interdependent.

The competencies needed to teach reading online differ from those needed in typical classroom settings. This is mostly due to the fact that in order to increase student comprehension and engagement, educators must adopt efficient online teaching strategies, such as explicit reading technique training (8). Using technology in the classroom presents both benefits and difficulties. It has been pointed out that online learning environments often lack visual and auditory cues present in face-to-face interactions, which can be difficult for teachers to assess students' comprehension and engagement (9). Despite government attempts to enhance literacy, Filipino children ranked lowest in reading competency, with only 19% meeting the minimal reading proficiency standard in the Program for International Student Assessment (PISA) 2018 testing (10). This emphasizes the necessity of creative methods for teaching literature, especially when it comes to online education.

In 2019–2020, 2,340 students in Tandag City Division took the English post-test; 547 were at the

frustration level, 949 at the instructional level and 874 at the independent level. An additional 25 students in Grades 4–6 were non-readers (Division Phil-IRI Report). Therefore, it is evident that secondary school students would experience an overwhelming amount of difficulty when appreciating literature rather than reading comprehension. The COVID-19 pandemic complicated the teaching and learning of literature. This study examines the online resources used by Philippine secondary school teachers during this period. The purpose of the research results is to provide support for future educational reform in the Philippines to ensure that the needs of the Fourth Industrial Revolution are met.

Previous studies have examined the use of online platforms in language and literature teaching. Many studies reported improved access and continuity during the pandemic. But, findings also point to struggling student engagement, different levels of teacher preparedness and persistent challenges in sustaining meaningful literary discourse in online spaces or learning. Most studies examine general online teaching efficacy rather than the specific processes of literary appreciation. Besides, empirical evidence from Philippine secondary schools remains limited particularly on studies jointly considering platform use, instructional competence and learner outcomes.

The study is a response to the changing world we live in today because of the Fourth Industrial Revolution; it responds to the need for changes to be made in education and how education will operate in the "New Normal." In Industry 4.0, education refers to advanced digitalization that uses robotics and intelligent systems to enable smart learning. The learning environment is formed through collaboration among educators and students as co-participants (11). The Department of Education aims to improve education quality following the country's low PISA results. This research aims to aid in the improvement of basic education throughout the Philippines and to provide academic institutions with alternatives to traditional online reading methods that faculty may use in their individual school or institution settings. Local evidence remains limited on how specific online platforms support literary appreciation and how teachers' online competence affects learners' performance.

The study addresses this gap through a mixed-method triangulated design across three school divisions in Surigao del Sur, Mindanao. By integrating platform mapping, competence assessment and performance data, the study provides context-specific insights for post-pandemic online literature teaching in Philippine secondary schools.

Ultimately, the purpose of this study was to investigate the following three research questions. Which online learning platforms were used by students to appreciate literature (in terms of engaging with texts, discussing their own experiences, social/cultural discourse and appreciating diversity/ethnicity) during the pandemic? What is the degree of teacher competency to deliver online literature instruction (in terms of building relationships, motivating learners and delivering instruction effectively)? How did students perform in literature subjects as indicated by first quarter grades of SY 2020-21? Is there a statistically significant relationship between the competency of online instruction of teachers and the academic performance of students in literature?

Methodology

The study used a mixed-method sequential explanatory design. The quantitative phase assessed teachers' competence and its relationship with learners' first-quarter grades, while the qualitative phase examined experiences with online platforms for literary appreciation. Data from surveys, grade records and focus groups were triangulated. The sample included 370 secondary teachers across three divisions in Surigao del Sur and results were integrated at interpretation.

Quantitative data were encoded and analyzed using PSPP (Version 2.0.1), a software application, intended as a free alternative to IBM SPSS Statistics. To analyze the correlation between students' literary performance and teachers' proficiency, data was gathered through both in-person and online surveys, utilizing techniques like frequency counts and Pearson correlations. Researchers set the significance level at $\alpha = .05$ for correlation prior to analysis. Initial data encoding was performed in Microsoft Excel, after which statistical analyses were conducted using PSPP (Version 2.0.1). Linearity and normality in

statistical assumptions for Pearson correlation were assessed prior to inferential testing.

Experts with extensive educational experience verified the research tools, including a researcher-developed survey questionnaire and a Focus Group Discussion (FGD) guide, which were constructed based on the study variables. The researchers conducted FGDs separately with teachers and learners via Google Meet. Sessions were audio-recorded and transcribed verbatimly. The statistician used standard software to ensure accuracy and replicability. Experts validated the instruments using evaluation criteria on clarity, relevance, adequacy and alignment with research objectives. Prior to its administration, revisions were compiled and reliability testing was conducted to establish consistency before data collection.

The study followed ethical standards for research with human participants. Written approval was obtained from the Schools Division Superintendents of Bislig City, Surigao del Sur and Tandag City and eligible English and literature teachers were selected through purposive sampling.

Inclusion Criteria

Teachers were included if they possessed the following:

- a) They were currently teaching English or literature subjects in the School Year 2020-2021;
- b) They were teaching in either Junior or Senior High School;
- c) They had direct experience using at least one [1] online learning platforms during the pandemic;
- d) They were officially employed in public or secondary schools within the three [3] identified divisions.

Exclusion Criteria

Teachers were excluded if they possessed the following:

- a) They were not handling English or literature-related subjects in the School Year 2020-2021;
- b) They were on leave during the data collection;
- c) They did not utilize online platforms for English language and literature teaching;
- d) They submitted incomplete survey responses.

Learners' grade records were included if they represented officially recorded first-quarter grades and belonged to sections handled by

participating teachers. Records were excluded if incomplete or unofficial.

The authors screened survey responses for completeness before its analysis. Those with missing responses exceeding 10% were excluded. Prior to inferential testing, the authors assessed the assumptions for Pearson correlation, to include linearity and normal distribution. The authors interpreted the correlation strength using established effect size benchmarks.

Cluster sampling determined the sample distribution across the three school divisions based on the eligible teacher population. The study used a correlational survey design and aimed to maximize population coverage rather than form experimental groups.

Sampling Strategy

The target population included 645 English and literature teachers from Junior and Senior High School across three divisions in Surigao del Sur for SY 2020–2021. A multi-stage approach was used, combining purposive sampling to identify eligible teachers and cluster sampling by division, with proportional allocation based on teacher population. This resulted in the following distribution:

- a) Bislig City Division: 118 of 168 teachers
- b) Surigao del Sur Division: 201 of 417 teachers
- c) Tandag City Division: 51 of 60 teachers

Institutional endorsements facilitated authorized participation and informed school leaders of the study procedures. Participation was voluntary until the proportional sample per cluster was met. The final sample included 370 teachers, or 57.36% of the eligible population, with a 100% response rate and proportional representation across divisions.

The authors conducted a post hoc power analysis using the obtained sample size ($n=370$), the observed correlation effect size and an alpha level of .05. The analysis indicated adequate statistical power ($\geq .80$) to detect medium effect sizes. This supports the robustness of the findings. Participants provided written informed consent, which outlined the study purpose, procedures, duration and academic use of data. For focus group discussions, consent included notice of Google Meet sessions, audio recording, transcription and use for research only. Participants were informed that they could decline to answer any question or

withdraw from the study at any point without penalty or consequence. Confidentiality and anonymity were protected in compliance with the Data Privacy Act of 2012. Respondents were not required to disclose their full names in the survey instrument. Where names were provided, these were removed during data processing and replaced with codes. In the transcription of FGD recordings, pseudonyms or alphanumeric identifiers were used instead of personal names. A secure master list linking codes to identities was accessible only to the researchers and no identifying information was reported. The study posed minimal risk and used existing grade records analyzed in aggregate. All data were stored in restricted-access files and used solely for research, with verification records kept confidential. Authors administered survey questionnaires both in person and through Google Forms. They retrieved the first-quarter grades through the division planning offices after official request was granted by the superintendents. Administrative endorsements, automated tracking and coordinated follow-ups ensured response integrity and minimized duplication while protecting privacy. Public health protocols were observed during in-person data collection. For the qualitative phase, transcripts were returned for verification and findings were triangulated across surveys, documents and FGDs. Colaizzi's method guided the analysis to ensure rigor and preserve participants' experiences. Recordings were transcribed verbatim, significant statements were coded, themes were developed through iterative comparison and member checking confirmed accuracy. The phenomenological analysis involved transcript review, coding of significant statements, thematic clustering, validation through participant checking and triangulation at interpretation. Quantitative results were compared with qualitative themes to identify convergence or divergence. Finally, dissemination of findings was conducted responsibly. Results were presented in aggregated statistical form and thematic summaries. The study was designed to contribute to scholarly discourse and inform policy and professional development, without exposing individual participants or institutions to reputational or professional risk. The methodological sequence is summarized as Figure 1.

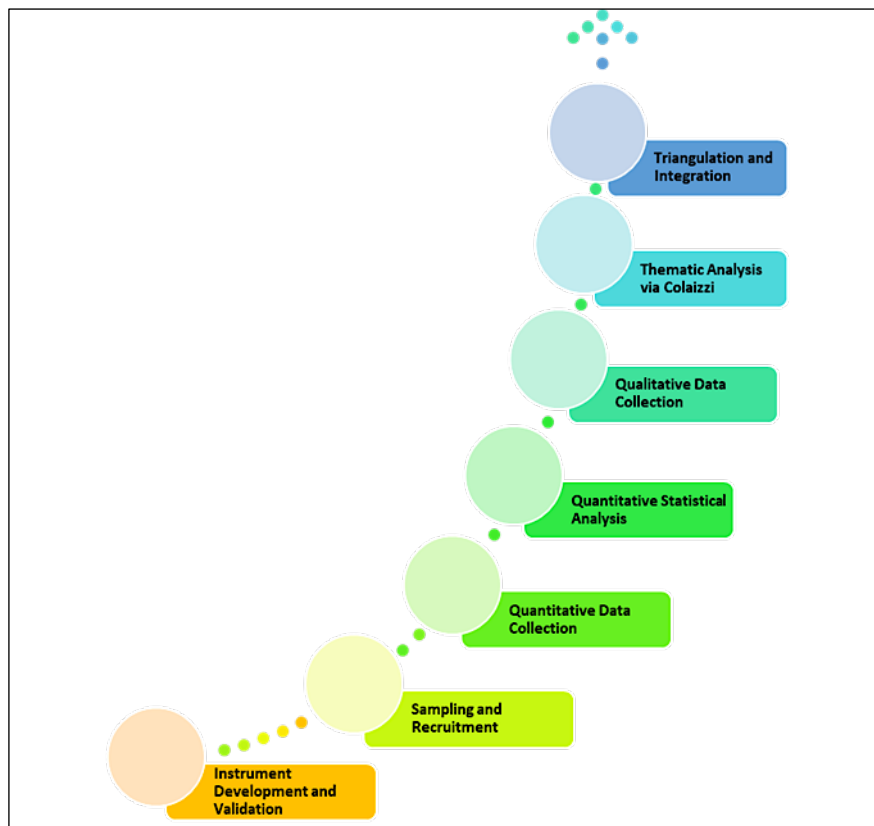


Figure 1: Methodological Flow Summary

Results

Online Learning Platforms Used During the Pandemic for Literary Appreciation

The survey found that Quipperlink, Google Classroom and DepEd LMS were among the online resources used for literary appreciation during the pandemic.

The online learning resources used by educators and students to incorporate literary appreciation are displayed in the table below. These four parameters are used to group the various online

learning platforms that were found in this study. The elements of each learning platform that respond to literary appreciation are highlighted in the third column of the table.

According to the survey, teachers could use specific platforms to investigate literary appreciation within the framework of the four indicators that were found. The online learning platforms that were used by the teachers to incorporate literary appreciation throughout the epidemic were categorized as those on which the students discussed the text, as Table 1 illustrates.

Table 1: Available Online Learning Platforms Used during the Pandemic for Literary Appreciation

Indicators	Online Learning Platforms	Features of the Online Platforms Responsive to Literary Appreciation
Learners Talking about the Text	DepEd Commons	The resources and learning materials are shared and made accessible online. This platform serves as a virtual library for teachers and students.
	Edmodo	This platform facilitates community-wide learning with a single LMS and communication tools like Zoom. Teachers enhance communication with students and boost participation. Students use tools like Posts and Messages to interact.
	TED Talks	Literary works come to life in video format, engaging today's learners. This app allows students to learn about any work they choose, with visual effects, audio narration and diverse translations.
	YouEnglish	The videos aid with literary comprehension through expert insights, offering analyses via video-style presentations (karaoke) of spoken text. They help students with pronunciation and vocabulary identification while reading literature.
	Moodle- Open-source Learning Platform	This platform offers a user-friendly interface with drag-and-drop features, comprehensive documentation and frequent upgrades, empowering educators, school officials, students and parents to create personalized learning environments.

	WebQuest	This format is inquiry-based, promoting critical literature skills using online data. Learners engage in achievable activities, especially helpful for those struggling with literature. This method enhances cognitive processing compared to other applications, following a structure of Introduction, Task, Process, Evaluation, Conclusion and Credits.
	Wikispaces Classroom	This tool enables teachers to guide students in studying distance learning-related information collaboratively, focusing on promoting student learning through projects and peer review participation.
	Piktochart	Inexperienced teachers and students can create infographics easily using template designs like those used by graphic designers. Infographics are important for teaching visual literacy.
	VOA Learning English-Voice of America	The program is interactive, with tailored lessons and interactive elements for student engagement.
	Corpus of Contemporary American English (COCA)	Users can browse corpora by word frequency to compare genres, years and virtual corpora, aiding in creating personalized text collections. Search phrases in literature or input text to receive word and phrase information from the COCA English.
Learners Talking about Themselves	Google Classroom	This tool allows teachers to easily manage student progress, interact from anywhere and facilitate individual or class activities. Originality reports assist students in checking for plagiarism post-submission.
	Khan Academy	It helps learners fill knowledge gaps in literary pieces and accelerates learning. Instructors can pinpoint gaps, customize instruction, use practice exercises and videos for self-paced learning, view class summary and detailed student profiles and access useful features like topic recommendations and assignment grading.
	Canvas Network- Free Online Courses MOOCs	This tool offers transparency and creative freedom in education by enabling teachers to access courses for professional development, aiding in career growth. It can enhance third-party app features, serving as a comprehensive platform for educators to create interactive, collaborative learning environments for students.
	Facebook Study Community/ Group	It fosters interaction through comments and posts on reading material, encourages the development of reasoning skills and enables teachers to engage with students through tools such as video, polls and live chat. Additionally, it cultivates emotional growth by fostering a sense of community, promoting shared learning experiences and encouraging students to relate literature to their lives and culture.
Learners Talking about the Community/ Society	DepEd Learning Resource Portal	The system offers teachers and students quality learning resources, such as Learning Materials, Lesson Plans, Guides, Modules and Full Courses, aligned with the K to 12 curriculum. It also provides learning objectives, curriculum details and copyright information when downloading.
	Schoology: Learning Management System LMS	Teachers and students can easily communicate through the app. Students learn by accessing teacher content anytime. They also share notes and discuss literature views.
	Open Educational Resources (OER)	The platform offers high-quality educational resources customized with local content for students, accessible even with limited internet access. Teachers can share essential study materials, fostering collaboration and individualized literary appreciation among students.
	Quipperlink	Students' progress in literature classes reflects in real-time on Learn and Link, enabling access to assignments, completing tasks, communication with teachers and utilizing Quipper School platform features.
	Own eLMS of the School	The ELMS offers various lesson delivery methods linked to their site. Key lesson design components include Content Standard, Performance Standard, Topic, Competency/Skill, Assessment, Activities, Resources and Core Values. PowerPoint Slides stimulate literary appreciation in literature courses through topics like plot, theme, character, setting, symbols and point of view.
Learners Understanding Ethnicity and other Groups of People	DepEd Learning Management System	The course consists of slideshow presentations with teacher narrations. This setup simulates face-to-face interaction. It covers main topics, learning objectives, methodology, resources and assessments.
	Open Educational Resources (OER)- UNESCO	This collection offers educational resources in various formats, available freely for use and sharing. It serves as an online library to enrich instructors' discussions with up-to-date information and research.

Ten [10] online education platforms were categorized using this indicator. The top five most often used systems are Google Classroom, DepEd Commons, DepEd Learning Resource Portal, DepEd LMS and Open Educational Resources (OER). However, only two [2] online learning platforms were categorized as those in which

students gained an understanding of ethnicity and other groups of individuals. These are the UNESCO OER and the DepEd LMS. The typical elements of platforms used to investigate learners' discussion of the text include methods that help readers deduce the text's meaning from their schema. As they read, the students focus on their

metacognitive processes and pay attention to the text in order to interpret it. These are the characteristics that all platforms under the first indicator share. Because literary fiction helps readers grasp the subtleties of human experience, reading delight is also associated with a deeper comprehension of complicated social realities (12). Readers' interpretive responses to literary texts are shaped by their level of textual knowledge and familiarity with literary devices. Appreciation of literature can be defined by its focus on understanding how the ways writers use some of the most commonly used techniques for writing (e.g., plot, character, metaphor, setting and symbols) all serve one purpose: to help convey the theme(s) or idea(s) of the literary work.

Students showcase their creative processes and discussion skills online through Google Classroom, Khan Academy, Canvas Network and Facebook Study Communities/Groups. One of the common characteristics that these platforms have in common under this indicator is the growth of their ability to communicate concepts to one another. In order to learn, students use self-explanatory techniques. Students reflect on their own thought processes. Literature turns into a tool for personal growth on these sites. They start talking about issues that are more personal to them and gain knowledge about both people and themselves. It enables them to modify their ideas as manifested in their own and other people's social views. In a study on Facebook Study Groups, it was found that teachers' online demonstrations were crucial in enhancing students' educational experiences (13). Five platforms assess students' dialogue on society and community. These platforms include the school's eLMS, Schoology: LMS, OER, Quipperlink and the DepEd Learning Resource Portal. Platforms that fall under this category have common characteristics that enable students to interact and connect by beginning their education and concern for the wider world with the local environment and culture. With the help of these platforms, students can become compassionate local citizens and improve their local environment and community. While the learners produce multidisciplinary knowledge, the platforms pose real-world difficulties. Students create reciprocal relationships between the school and the community at large. Student performance assessment considers ability and its impact on

development, societal contribution and future success. The use of QuipperLink as an online learning tool has been shown to be effective in helping students appreciate poetry more and to engage more deeply with literature (14) although no correlation was found between students' level of attention and their confidence using the tool; however, significant relationships were found regarding relevance, enjoyment and positive perception.

In addition, while there are three indicators which focus upon students' understanding of ethnicities and different social groups, only two of the four platforms evaluated were deemed appropriate for assessing the third indicator. The DepEd LMS and UNESCO OER each offer learning modules which provide students with structured learning activities that enable them to understand the difference between a majority group and a minority group and to distinguish between race and ethnicity. As a result, through these structured learning activities, students develop awareness of and show respect for various culturally and ethnically diverse societies. Examining discourse on gender, race and ethnicity is the goal. The development of the learners' viewing skills was strongly implied by the utilization of these platforms. Accordingly, seeing helps students gather information and recognize ideas and experiences that have been externally transmitted by others (15). In today's educational environment, seeing has become a required ability for English language instruction programs. As a result, educators need to help students become increasingly viable viewers. Pre-service and in-service training programs must explicitly teach multimodality and visual literacy in order to achieve watching.

Additionally, the DepEd LMS was used by the majority of schools. While seventy-five [75] schools utilized the DepEd LMS, only one [1] school made use of Facebook Study Community/Group, Quipperlink and an individual school's own e-LMS. Students engaged in discussions about themselves and the community or society on these so-called online learning platforms.

The most commonly used learning technology in which all the learners are engaged with is DepEd Commons. The least utilized learning technology was Piktochart. Overall, 70 schools indicated they

utilize DepEd Commons; however, only two schools stated they utilized Piktochart.

Google Classroom is the most utilized learning technology for student's personal insight, with a total of 48 schools utilizing it. Conversely, the least utilized learning technology for the discussion of community/society is the Facebook Study Community or Group; one school out of the four learning technologies discussed utilized it.

The DepEd Learning Resource Portal is the most utilized learning technology for the discussion of community/society. Of the four learning technologies listed, 62 schools incorporated it into their curriculum. However, both its e-LMS and QuipperLink are each utilized by only one school, therefore, these two learning technologies are the least utilized of the five learning technologies listed for the discussion of community/society.

Furthermore, two learning technologies reflect the students' knowledge of ethnicity and social classification. The DepEd Learning Management System (DepEd LMS) is utilized by more than twice the number of schools compared to the utilization of UNESCO's Open Educational Resources (OER). Specifically, there are 75 schools that utilize the DepEd LMS and only 20 schools utilize the OER.

Teachers' Competence in the Online Teaching-Learning Process: Rapport Building, Learning and Motivation and Instructional Effectiveness

The majority of educators demonstrated an average level of expertise when utilizing the various digital tools available. In the data provided within Table 2, it is evident that teachers exhibited varying degrees of ability when using technology to assist in developing positive teacher-student relationships, enhancing student motivation and encouraging students to be engaged in the learning process through effective delivery of content.

When comparing the averages of the teacher-student relationship items; the "Collaborative Teamwork" item averaged a 3.4 which was higher than the other items regarding teacher-student relationship. As such, while teachers collaborate in planning lessons, they appear to be lacking in adequately preparing students for the use of digital teaching methods. It appears that students need sufficient time to become accustomed to learning formats that do not allow for instant feedback from teachers when there are questions about unclear concepts. Most parents struggle to support children's digital learning due to limited experience. As education increasingly relies on home-based and online learning environments, these limitations create barriers for students because instructional guidance from teachers is less directly accessible outside the classroom (16).

Table 2: Teachers' Competence in Managing the Online Teaching-Learning Process

Online Teaching Competencies	Mean	Standard Deviation (SD)	Adjectival Rating
Building rapport between the teacher and the student			
i. Course planning and organization	3.3	1.17	Average Level of Competence (with some experience in the skill area)
ii. Verbal and nonverbal presentation skills	3.2	1.14	Average Level of Competence (with some experience in the skill area)
iii. Collaborative Teamwork	3.4	1.20	Average Level of Competence (with some experience in the skill area)
Effective learning and motivation			
iv. Questioning strategies	3.2	1.13	Average Level of Competence (with some experience in the skill area)
v. Subject matter expertise	3.3	1.17	Average Level of Competence (with some experience in the skill area)
vi. Involving students and coordinating their activities at field sites	3.1	1.19	Average Level of Competence (with some experience in the skill area)
vii. Knowledge of basic learning theory	3.2	1.22	Average Level of Competence (with some experience in the skill area)

Effective online learning				
viii. Knowledge of the distance learning field	3.1		1.4	Average Level of Competence (with some experience in the skill area)
ix. Design of study guides	3.1		1.17	Average Level of Competence (with some experience in the skill area)
x. Graphic design and visual thinking	3.1		1.17	Average Level of Competence (with some experience in the skill area)
Average Mean	3.2		1.17	Average Level of Competence (with some experience in the skill area)

However, as PMDL allows for no in-person interaction between teachers and students, it was the verbal and non-verbal communications skills that were ranked as the least important of all those surveyed by the teachers in developing teacher-student rapport; on average, they scored a 3.2. The majority of instructors using online learning platforms to support the PMDL, an officially accepted method of delivery for online learning, use these to add to their teaching and learning rather than replace it. Although online learning has some of the same disadvantages as other low-interactive forms of instruction, i.e., reduced opportunity to build strong relationships with the instructor, it also offers advantages that are not found in many other forms of low-interactive instruction (17).

When teachers have successfully developed the learning environment and motivation of the classroom, it can be said that the average level of competence on all indicators is about average. All indicators reflected moderate competence ($M = 3.2$). Subject matter expertise ranked highest; student coordination lowest. Subject matter expertise is the most important part of a teacher's main qualifications, because it is essential for a teacher to be able to convey knowledge to students. With the continued restrictions on gathering and minimum health measures, there has been little student participation and coordination of field based activities. Performance tasks are limited to written assignments completed at home, in accordance with DepEd and interim COVID-19 evaluation guidelines. All three indicators average 3.1 for effective online learning,

falling under the category of average expertise. Online education makes teachers' understanding of distant learning and how to create study guides for remote instruction using graphic design and visual creativity look insignificant. The program focused on print modular remote learning, not online teaching. Therefore, teachers did not gain adequate experience to use online learning environments from the virtual training. The department's learning continuity efforts may have been a trial-and-error affair this school year. Concerns may arise regarding students' academic performance and quality post-pandemic. To start the school year, PMDL quickly trained teachers to become authors of study guides, self-learning modules, self-learning activity sheets and other supplemental learning materials. There is no guarantee of successful and efficient learning in this situation. Learning facilitators must be equipped with effective engagement strategies to prevent student apathy and disengagement, especially in rigorous online learning contexts (18). Giving students flexible learning paths that accommodate their diverse needs and learning styles motivates the education sector to keep delivering high-quality instruction.

Learners' Performance in Literature Based on 1st Quarter Grades, School Year 2020-2021

Table 3 shows how learners performed in Literature based upon their 1st Quarter Grades for the School Year 2020 - 2021 by the school divisions of Surigao del Sur.

Table 3: 1st Quarter Grades of the Learners in Literature Subjects in the School Year 2020-2021

Schools Division	Average 1st Quarter Grades of the Learners
Bislig City	84
Surigao del Sur	81
Tandag City	80
Average	82

The Bislig City Division had the highest average 1st Quarter Grade in Literature at 84, whereas Tandag City Division had the lowest at 80. Tandag City Division is the smallest in Surigao del Sur, with Bislig City Division and Surigao del Sur being larger. There may have been a factor related to the availability of education materials or educational resource. The type of learning modality used also affected student scores. The Bislig City Division used radio-based learning alongside PMDL to reach students without online access, while Tandag City Division exclusively used PMDL without radio or print modules.

These findings suggest that students engage with online learning platforms for literary appreciation with generally satisfactory outcomes. Their understanding and appreciation of poetry improved through the use of these platforms. While there was no significant increase in

attention or confidence when using the platform, it did have a positive effect on perceived relevance, satisfaction and overall attitude toward the learning experience.

Relationship between Teacher Competence in Online Teaching and Learners’ Literature Grades, 1st Quarter SY 2020–2021

There was no apparent relationship found using a correlation to determine whether students' first-quarter English Literature grades were related to the teachers' competence (Table 4).

The p-values and degree of association between how proficient the teachers are with managing the online teaching-learning process and how well they do with regard to student success as evidenced by students' first quarter averages from the 20-21 school year.

Table 4: Relationship between Teacher Competence in Online Teaching and Learners’ Literature Grades, 1st Quarter SY 2020–2021

Variables	p-value	correlation	Decision	Conclusion
Competence Level of the Teachers 1st Quarter Average Grades (2020-2021)	0.911	-0.006	Failed to Reject Ho	There is no significant relationship

The data in Table 4 do not support a positive correlation between students’ first-quarter literature averages from the 2020-2021 school year and their teachers’ ability to use online technology to appreciate literature. Since the correlation coefficient was -.006 with a p value of .911, there was no statistically significant relationship at .05 levels to reject the null hypothesis, further supported by a p value of 1. Near zero correlation indicates no relationship.

The study showed online instruction in literary appreciation is effective, but improvements in student performance and instructional quality suggest a need for targeted professional development on digital learning resources for educators.

Discussion

Compared with traditional print materials, students’ reading comprehension can improve when literary appreciation is taught through online learning platforms. Digital tools such as Kahoot! create interactive and engaging learning environments that support literacy development

and student motivation. Research shows that learners who use Kahoot! And similar gamified platforms often achieve better learning outcomes than those taught using traditional instructional methods (19).

With this, teachers can collaborate with students in an educational setting while fostering their appreciation of literature through online learning tools. Using a variety of digital tools and online resources enhances the learning environment by promoting deeper understanding, engagement and improved retention of information (20).

Effective teacher training programs that emphasize digital competencies are essential for educators to successfully adapt to the evolving demands of digital education (21). Because of technological advancements and changing educational needs, training equips teachers to address regional and broader educational expectations, as well as to navigate digital technologies.

Since online learning platforms were not typically used in in-person training, their utilization has also proven problematic for both teachers and

students. Additionally, connectivity problems are increasingly common across networks and service providers. Economic issues that prevent students from affording mobile devices and loads are another factor.

Teacher preparation programs often lack specificity in identifying competencies required for online instruction (22). This involves employing skills that are generalizable across different educational modes or comprehending the subtle requirements of combining face-to-face encounters with online formats. Many of these skills remain general and don't adequately address the specific requirements of online learning. Expanding on this viewpoint, new research emphasizes how critical thinking must be incorporated into online teaching competencies in order to promote a meaningful teaching-learning process and improve students' critical reading abilities, which are crucial in digital learning environments (23).

First-quarter averages indicate satisfactory performance in literary classes across the three divisions. Multiple assessment methods are needed to provide a fuller evaluation of student learning and outcomes (24).

Moreover, students in the first quarter of the 2020–2021 school year performed satisfactorily across the three school divisions. The PMDL, the same learning delivery mode, is responsible for this outcome. Due to private schools' use of online platforms, Bislig City Division achieves 84% learner performance. Saint Vincent de Paul Diocesan College is one institution in this category with its own eLMS. With Bislig City Division being praised as the most exceptional and effective Learning Resources Management and Development System, it can also be linked to the accessibility of educational materials. This division's LR Supervisor has even trained DepEd Caraga in workshops on alternative delivery modes. They have access to resources for every subject that the Central Office has not yet made available. In DepEd Caraga, they take the lead in LRMS.

Recent research indicates that the Philippines' education system struggles, as seen in declining Grade 6 National Achievement Test (NAT) scores. Cuajao (2024) observed that several schools reported scores below the 75% passing rate, indicating a consistent drop in Grade 6 pupils'

competency levels. In the past two years, the secondary level achievement rate in mathematics has decreased and the achievement rate in science has remained stunted. Achievement rates in English-taught subjects frequently lag behind those in mother-tongue instruction, indicating systemic challenges in language education (25). This study shows how the existing curriculum should be modified to better meet local requirements and 21st-century skills, which are essential for subjects normally taught in English. The article raises issues about English teaching and national test outcomes. This is consistent with the finding that, for a variety of pedagogical and contextual reasons, Filipino students do better in subjects taught in their mother tongue.

Teachers' proficiency may not affect learners' performance due to insufficient data. Various factors, like device availability and internet access, can impact student performance despite the teacher's expertise. Despite having devices and internet access, online activities may be impeded by the reliability of networks and service providers. Whether or not the students can afford to use mobile data continuously depends on their financial situation. Only links within the domain are available for free, including DepEd Commons; links to additional resources outside the domain will incur standard data fees.

This result is contradicted by findings demonstrating that online platforms support both academic and social learning processes (26). Such a forum provides the benefits of drawing in more individuals and boosting college students' efforts to grow intellectually and socially by providing them with the chance to discuss definitions, settle arguments, explain their reasoning and evaluate other solutions. The platform also encourages the equally vital process of emotional growth. It helps students appreciate shared experiences, provides them a sense of belonging and increases their expectations that they can assist in achieving a common goal.

Students demonstrate moderate proficiency in literary appreciation, with variation across reading proficiency and instructional context (27). Students' literature learning performance was mediocre initially, but varied based on reading proficiency, literary appreciation and college affiliations. In contrast, there is a favorable

correlation between students' reading success and their ability to appreciate literature (27, 28).

Conclusion

During the COVID-19 pandemic, this study reviewed online learning platforms for literary appreciation, evaluated teachers' online teaching skills, analyzed learners' literature performance in the first quarter and explored the link between teaching effectiveness and academic results. The findings indicate that platforms such as DepEd Commons, Google Classroom, the DepEd Learning Resource Portal and the DepEd Learning Management System supported distinct dimensions of literary engagement, yet teachers demonstrated limited proficiency in online pedagogy due to the abrupt transition to distance learning. Performance varied by division, influenced by local resources and modalities. Importantly, no statistically significant relationship was found between teachers' online instructional competence and students' first quarter grades in literature.

There are advantages and disadvantages to using online learning environments to promote literary appreciation. The best online learning resource for examining students' discussions of the text is DepEd Commons. The learning materials and resources on this platform are being shared, found, examined and brought to life. The best online learning environment for examining students' self-perceptions is Google Classroom. It provides a straightforward, cost-free tool to help teachers better track and assess kids' progress while fostering stronger bonds with them at home, at school and on the go. Learning materials, lesson plans, learning guides, learning modules and courses aligned with the K-12 curriculum are accessible through the DepEd Learning Resource Portal, which also investigates students' discussions on the community and society. The DepEd Learning Management System, which assesses students' understanding of ethnicity and other categories of people, uses slides with a teacher narrative at the bottom to create the illusion that the teacher is speaking at that moment.

The study contributes to the literature by providing an empirically grounded account of how specific national platforms align with dialogic, personal and sociocultural dimensions of literary

appreciation within a developing country context. It shows that instructional competence isn't the only factor influencing academic performance during emergency remote teaching. These results have practical implications for policy and professional development. Capacity building initiatives should move beyond technical platform use toward structured training in online literary pedagogy, while divisions may consider strengthening localized content development and multimodal delivery systems.

The poor proficiency of teachers in online instruction suggests that they have some prior experience in the sector. Teachers have little time to become skilled in online teaching, nevertheless, because of the sudden obligation to use this medium, as the DepEd authorized the learning continuity plan immediately. Bislig City had the best learner performance. Lessons taught using Self-Learning Modules, Self-Learning Activity Sheets and other Supplementary Learning Materials are supported by "School-on-the-Air." Their performance has improved due to this modality. Additionally, because the Department of Education Central Office is currently getting ready for these resources, it does not have adequate and comprehensive materials for the competencies. Because Bislig Division has a pool of nationally certified authors in several subject areas, they are able to provide their products. The students' performance does not reflect the teachers' competency. There are many variables that affect pupils' achievement and teachers are not solely to blame. The average first-quarter grades of students in literature courses during the School Year 2020-2021 do not, therefore, appear to be correlated with the teachers' ability to effectively manage online learning platforms for literary appreciation.

Several limitations must be acknowledged. The study used first quarter grades as the main performance indicator, potentially missing higher-level literary appreciation. The design was correlational, limiting causal inference. Contextual variability across divisions may also constrain generalizability. Future research may employ longitudinal and mixed methods designs, incorporate standardized measures of literary competence and examine mediating variables such as learner autonomy, access to technology and institutional support. Such directions will clarify

how digital environments can be optimized to strengthen literary appreciation in post pandemic education systems.

Abbreviations

DepEd: Department of Education, MOOC: Massive Open Online Course, Phil-IRI: Philippine Informal Reading Inventory, VOA: Voice of America.

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Author Contributions

Mick Mars P Silvano: study design, research framework, data collection, dataset organization, writing-initial manuscript, Melani Joy S Gallardo: revised the manuscript. All authors reviewed the final version and approved its submission.

Conflict of Interest

The paper declares no conflicts of interest associated with this publication and all efforts were made to ensure the integrity of the research. There has been no considerable financial support for this work that might have affected its outcomes.

Data Availability

Any additional data required to support the findings of this study are available from the corresponding author, upon reasonable request.

Declaration of Artificial Intelligence

(AI) Assistance

The authors declare no use of artificial intelligence (AI) in preparing the manuscript.

Ethics Approval

The research conducted followed ethical guidelines and principles as evidenced through obtaining written approval from the School Division Superintendent for both Bislig City, Surigao Del Sur and Tandag City; having each participant sign an informed consent prior to conducting the interview; ensuring that all data collected would be kept confidential (Data Privacy Act of 2012); and using secure methods for data collection and management.

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