

BRIDGING THE DIGITAL DIVIDE: THE ROLE OF TECHNOLOGY IN INCLUSIVE EDUCATION OF GRADE 11 HUMANITIES AND SOCIAL SCIENCES AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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This study examines the role of technology in fostering inclusive education among Grade 11 Humanities and Social Sciences (HUMSS) students at Bestlink College of the Philippines (BCP), with particular emphasis on addressing the digital divide. It highlights the impact of mobile devices, online learning platforms, and adaptive technologies in supporting diverse learning needs and ensuring equal access to educational opportunities. While the integration of technology enhances flexibility, personalized learning, and communication, students continue to face challenges related to digital accessibility, affordability, and ease of use. The research is anchored in the Digital Divide Theory, which frames the analysis of how unequal access to technology affects educational inclusion. This study utilized an evaluative-qualitative research design to assess the role of technology in promoting inclusive education among Grade 11 Humanities and Social Sciences (HUMSS) students at Bestlink College of the Philippines (BCP). The researchers employed cluster sampling to ensure representative participation, with the final sample size of 128 students determined using Slovin's formula. Data were collected through a validated survey questionnaire, which aimed to capture students' experiences, access, and perceptions regarding the use of mobile devices, online platforms, and adaptive learning technologies in their academic environment. This study explores the influence of technology on inclusive education among Grade 11 Humanities and Social Sciences (HUMSS) students, emphasizing its role in enhancing collaboration, personalized learning, and communication. The results revealed that students overwhelmingly acknowledged the positive contributions of technology, particularly in promoting cooperative learning (mean = 3.53), tailoring instruction to individual needs (mean = 3.48), and facilitating effective communication (mean = 3.47). Nevertheless, significant barriers remain, especially limited access to digital devices and unstable internet connectivity, with 22.88% of respondents identifying lack of device access as the most critical issue. In light of these findings, the researchers proposed a targeted, one-month action plan designed to strengthen digital literacy, expand internet availability, and implement affordable technological solutions to promote equitable and inclusive learning opportunities for all students. This study outlines comprehensive recommendations to strengthen key dimensions of inclusive education, particularly in the areas of collaboration, personalized learning, communication, accessibility, internet connectivity, and technology usability. It proposes conducting a systematic needs assessment to accurately identify students who lack access to digital devices, coupled with the development of offline learning materials to ensure educational continuity in low-connectivity environments. Additionally, the study underscores the importance of equipping educators with targeted training to effectively leverage digital tools for inclusive and differentiated instruction. Lastly, it advocates for sustained institutional investment in educational technologies and infrastructure as a strategic approach to promoting equity, enhancing student engagement, and improving overall learning outcomes.

RECOMMENDED CITATION

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