

LEVEL OF EFFICIENCY OF DIGITAL INSTRUMENTS FOR EDUCATIONAL USE AMONG GRADE 11 HUMANITIES AND SOCIAL SCIENCES AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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This study investigates the efficiency of digital tools in the education of Grade 11 Humanities and Social Sciences students at Bestlink College of the Philippines. It centers on key factors including visual learning, interactive engagement, skill development, accessibility, flexibility, and overall effectiveness. This study utilized an evaluative-descriptive qualitative research design to assess the effectiveness of digital tools in education among 128 Grade 11 Humanities and Social Sciences students at Bestlink College of the Philippines. The sample size was calculated using Slovin's Formula. Data were gathered through a survey questionnaire addressing visual learning, interactive learning, skill development, accessibility, flexibility, and overall effectiveness. Cluster sampling was employed to select the participants, and the collected data were analyzed using statistical techniques such as frequency, percentage, and mean. This study examines the efficiency of digital tools in education, focusing on visual learning, interactive learning, skill development, accessibility, flexibility, and overall effectiveness. Data collected via surveys were analyzed using weighted mean scores. Results indicate that all these factors—visual learning (3.45), interactive learning (3.50), skill development (3.50), accessibility (3.47), flexibility (3.44), and effectiveness (3.38)—are essential to successful digital learning. However, challenges such as distractions (83.59%), over-reliance on technology (81.25%), and limited access (71.88%) were also reported. The study highlights the need for digital literacy training and promoting responsible technology use to enhance academic outcomes. This study explores the use and effectiveness of digital tools in education, focusing on visual and interactive learning as well as skill development. Participants strongly affirmed the role of these tools in improving accessibility, flexibility, and overall learning outcomes. However, distractions and overuse of technology were noted as major challenges. The study recommends implementing real-time feedback, providing training for students and teachers, and establishing clear policies on digital use. An action plan is proposed to enhance digital tool integration in Grade 11 Humanities and Social Sciences, aiming to boost engagement, minimize distractions, and improve learning efficiency.

RECOMMENDED CITATION

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