

BLENDLED LEARNING SYSTEM AND ITS EFFECTIVENESS AS PERCEIVED BY GRADE 12 HUMANITIES AND SOCIAL SCIENCES STUDENT AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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This study examines the effectiveness of the blended learning system from the perspective of the students. The introduction presents the background of the study. Students must understand the importance of learning modalities. Learning modality systems are helpful for students to gain knowledge that they can use for their convenience. The Review of Related Literature and Studies presents works that other academics have conducted on the topic. This section introduces and explores concepts that support the research. The theoretical framework contributes to the underlying ideas of the study and establishes the correlation between the study's variables. Conceptually, this study covers the effects of utilizing a blended learning modality system on student engagement among Grade 12 Humanities and Social Sciences students at Bestlink College of the Philippines, specifically discussing the independent variable of the system. It also includes the statement of the problem, scope and delimitation of the study, significance of the study, and definition of terms. Chapter 2, or the Methods section, includes the research design, which utilizes an exploratory descriptive quantitative design. The respondents of the study and the sampling technique are also described. The researchers used a cluster sampling method to divide the population into smaller groups. This chapter also presents the instrument used, its construction, validation, administration, and the retrieval of the instrument, as well as the statistical treatment of data. The research tool used was a survey questionnaire, and all Grade 12 Humanities and Social Sciences students were surveyed. The survey data revealed that students generally have a positive perception of the blended learning system, particularly regarding technology access. There are areas for improvement, especially in the consistency of internet connection and the development of digital skills. The research findings highlight the need to address challenges related to internet reliability, enhance digital skills, and further strengthen teacher support. This study examined the blended learning system at Bestlink College, revealing challenges in technology access, teacher support, feedback mechanisms, and student well-being. Recommendations include improving internet connectivity, providing devices, enhancing teacher professional development, improving communication, and implementing structured feedback systems using multiple platforms. Addressing these issues will optimize the blended learning system and improve student outcomes.

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