

STRONG IMPLICATIONS OF COMPUTERIZED LEARNING SYSTEM AS PERCEIVED BY GRADE 12 HUMANITIES AND SOCIAL SCIENCES STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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This study explores the implications of computerized learning systems as perceived by Grade 12 Humanities and Social Sciences (HUMSS) students at Bestlink College of the Philippines. With the continuous digital transformation in education, the integration of computerized tools has significantly reshaped traditional instructional methods by introducing innovative ways to engage, teach, and evaluate students. This research aims to determine the perceived effectiveness, flexibility, and user satisfaction of computerized learning systems while assessing their role in enhancing student self-efficacy, engagement, and adaptability. The study employed a descriptive quantitative research design. A total of 210 Grade 12 HUMSS students were surveyed using a structured and validated questionnaire. The data gathered were analyzed through statistical tools, including frequency distribution, weighted mean, and ranking, to interpret student perceptions and experiences. Findings indicated that students generally agreed on the positive impact of computerized learning systems. These were seen as effective for academic development (mean = 3.28), improvement of computer literacy (mean = 3.27), and assessment preparation (mean = 3.36). Additionally, computerized systems were viewed as flexible, particularly for accessing course materials anytime (mean = 3.22). However, there remained a notable preference for traditional classroom instruction (mean = 2.90), suggesting that students still value face-to-face learning. The systems also contributed to increased digital confidence and problem-solving skills, enhancing students' self-efficacy. Despite these benefits, technical barriers were identified, such as unstable internet connection (11.35%), platform compatibility issues (11.27%), lack of immediate technical support (10.35%), and limited digital proficiency (9.43%). The results reveal the presence of a digital divide that may limit equitable access to effective digital learning. Nevertheless, computerized learning systems show strong potential in supporting academic success when blended with traditional methods and when technical challenges are addressed. The study recommends a structured action plan to enhance students' digital proficiency. This includes the provision of regular training sessions, upgrading of technological infrastructure, and the integration of adaptive learning tools tailored to student needs. These initiatives aim to optimize the digital learning environment and ensure inclusive and effective technology-supported education.

RECOMMENDED CITATION

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