

EVALUATING THE EFFECTIVENESS OF VISUAL AIDS IN TEACHING AS PERCEIVED BY GRADE 12 HUMANITIES AND SOCIAL SCIENCES STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

AUTHORS

John Kristoff Armada
John Justine Doinog
Francis Ian Mondia
Jealyn Osing
Jannine Faye Tolentino

RESEARCH ADVISER

Christopher D. Azares, LPT

AFFILIATION

Bestlink College of the
Philippines

DISCIPLINE

Education

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This study explores the effectiveness of visual aids as an instructional medium for Grade 12 Humanities and Social Sciences (HUMSS) students at Bestlink College of the Philippines. It specifically examines how visual aids contribute to the teaching-learning process in terms of informational clarity and accuracy, relevance to lesson objectives, simplicity and visual design, and their overall ability to engage students and enhance comprehension. The study adopted an exploratory research design and implemented a cluster sampling method to identify participants. A systematically designed questionnaire was distributed to 200 selected Grade 12 students to collect data on their experiences with visual aids, focusing on both their frequency of use and the challenges faced during instruction. The results indicate that PowerPoint presentations were the most effective visual aids for Grade 12 HUMSS students, followed by infographics/posters and graphs/charts. Insights gathered from 200 respondents underscored the value of visual aids in enhancing clarity, engagement, and information retention. Students highlighted the effectiveness of legible text, accurate content, and the use of relevant, relatable examples in facilitating understanding. While many favored clean, minimalist designs with thoughtful color schemes, several concerns were also raised, such as overly small text, low-resolution images, excessive information, and occasional technical difficulties. Despite these challenges, visual aids were broadly recognized as instrumental in improving comprehension, sustaining attention, and promoting active participation. The findings further suggest the importance of tailoring visual materials to learner preferences to foster more meaningful and effective educational experiences. The study affirms that visual aids play a vital role in enhancing students' learning experiences and deepening their understanding of lesson content. To address existing challenges in their implementation, a comprehensive action plan has been proposed. This plan includes seminars on effective content selection, targeted training sessions for improving visual clarity, pre-instructional content validation, and routine technical inspections. It emphasizes a collaborative approach involving teachers, resource speakers, and school administrators to ensure that visual aids are pedagogically sound, visually accessible, and technologically functional. By fostering cooperation and capacity-building among key stakeholders, the proposed plan aims to elevate the overall quality of instruction and enrich the teaching-learning environment through the strategic use of visual materials.

RECOMMENDED CITATION

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