

ASSESSMENT ON THE VISUAL AND SPATIAL FEATURES AS PERCEIVED BY GRADE 11 HUMANITIES AND SOCIAL SCIENCES STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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KEYWORDS

*visual features; spatial
features; visual processing;
grade 11 humss; spatial
reasoning; cognitive skills*

ARTICLE ID

AASGBCPJMRA-B84562

This study explores the challenges faced by Grade 11 Humanities and Social Sciences (HUMSS) students at Bestlink College of the Philippines in assessing visual and spatial features, which play a crucial role in their academic performance. Visual and spatial processing are vital cognitive skills that enhance learning across various disciplines. The research specifically examines components such as visual description, spatial perspective, and visual perception. Grounded in Howard Gardner's Theory of Multiple Intelligences, the study highlights the significance of visual-spatial intelligence in supporting students' academic success and overall cognitive development. This study utilized a descriptive-quantitative research design to evaluate the ability of Grade 11 Humanities and Social Sciences (HUMSS) students to assess visual and spatial features. A simple random sampling method was employed to ensure that every student had an equal opportunity to be selected, allowing for an unbiased representation of the population. To analyze the data, frequency and percentage distributions were used to interpret student responses effectively, supported by the appropriate statistical formulas for accurate results. This study explores the key features of visual and spatial understanding among Grade 11 students, with data presented in ranked tables. Results indicate that spatial perspective scored the highest with a mean of 3.19, followed by visual description at 3.12, and visual perception at 3.10. These findings suggest a relative strength in spatial orientation among students. In response, the proposed action plan aims to strengthen visual-spatial skills through early detection of learning difficulties and the implementation of strategies to help students effectively navigate visually complex environments. This study examines the visual and spatial features relevant to Grade 11 Humanities and Social Sciences students, evaluating their level of understanding and the challenges they encounter. Results indicate that students generally acknowledge the influence of these features on their academic performance. One major challenge identified is the boundary problem, which hampers students' ability to accurately interpret proportions and spatial relationships. Based on these findings, the study recommends the implementation of targeted interventions aimed at strengthening students' visual processing and spatial reasoning skills to enhance learning outcomes.

RECOMMENDED CITATION

Borca, G., Cataytay, B., Gane, J., Lozada, C. K., & Pantila, J. P. (2025). Assessment on the Visual and Spatial Features as Perceived by Grade 11 Humanities and Social Sciences Students at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts*, 7(4), 74.