

UTILIZATION OF LEARNING TOOLS FOR STUDENT ENGAGEMENT AS PERCEIVED BY GRADE 12 HUMANITIES AND SOCIAL SCIENCES

ABSTRACT

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This research aimed to find out how learning tools impact student participation by focusing on the experiences of students at Bestlink College of the Philippines and determining requirements for successful technology integration. In addition, the review of related literature includes age, gender, digital platforms, access to learning tools, learning styles, and academic performance. This research sought to improve the application of technology in the classroom and thus create a more inclusive environment where all students can learn better. The research methodology used descriptive and exploratory quantitative research design and cluster sampling techniques, with a sample of 210 respondents. Survey questionnaires covered demographic profiles (age, gender, and digital platforms), access to learning tools, learning styles, academic performance, and challenges encountered in using those tools. This study aims to produce insights into strategies that would improve education outcomes. The results indicated that most respondents were 17 years old (54.09 percent), with a slight female majority of 51.36 percent. The most commonly owned digital device is the smartphone (69.09 percent), while 5.91 percent of the students have no devices at all. Strong agreement (mean = 3.4) regarding access to learning tools was indicated, with students noting that learning tools accommodate multiple learning styles well (mean = 3.38), while automated tools are viewed as having a positive influence on academic performance (mean = 3.22). As for challenges, respondents ranked time management (67.14 percent), stress (65.23 percent), and financial barriers (57.14 percent) as the main challenges to engaging effectively with learning tools. In the discussion, an action plan is proposed; this includes digital literacy enhancement, establishment of community technology hubs, and time management workshops. The study underlines the need for equitable access to technology and resources to develop an inclusive learning environment that would promote student engagement and, in turn, improve academic performance. This research also contributes to understanding how learning tools can be useful in aiding student engagement, placing emphasis on closing the digital divide, and offering support to students as they navigate challenges that come with modern learning environments.

RECOMMENDED CITATION

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