

ASSESSING THE LEVEL OF PRODUCTIVITY OF LEARNING PLATFORMS IN SELECTED GRADE 12 HUMANITIES AND SOCIAL SCIENCE STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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Digital technology has transformed education by enabling flexible, interactive learning environments. During the COVID-19 pandemic, institutions shifted from face-to-face classes to online instruction, relying on learning management systems and video-conferencing platforms such as Zoom, Google Meet, and Microsoft Teams. These platforms provide instructional materials, foster student motivation, and support diverse teaching methodologies. This study assessed the productivity of these learning platforms for Grade 12 Humanities and Social Science students at Bestlink College of the Philippines. This study employed an evaluative quantitative research design. Purposive sampling selected Grade 12 Humanities and Social Science students who regularly use online platforms for instruction. A structured survey questionnaire measures three dimensions of productivity—student interest, interactive learning, and academic performance—using a four-point Likert scale. Data were collected online and analyzed through weighted means to determine overall productivity levels. Students had high productivity ratings for learning platforms, with an overall weighted mean of 3.35. Interest in course content scored a mean of 3.34, indicating sustained engagement. Interactive learning features, such as real-time discussions and multimedia resources, also scored 3.34. Academic performance, assessed by self-reported improvement in grades and mastery of concepts, achieved a mean of 3.35. These results underscored the positive impact of digital platforms on learning outcomes during remote instruction. The study found that learning platforms significantly enhanced student productivity by fostering engagement, supporting interactive pedagogies, and improving academic performance. As a result, it was recommended to integrate diverse platform features—such as breakout rooms, quizzes, and discussion forums—into regular instruction. Training workshops for both students and instructors were advised to maximize platform effectiveness. Future research could examine long-term effects on learning retention and compare synchronous and asynchronous tools.

RECOMMENDED CITATION

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