

TRADITIONAL AND ONLINE LEARNING IN RELATION TO THE ACADEMIC PERFORMANCE OF GRADE 12 HUMANITIES AND SOCIAL SCIENCES STUDENTS

ABSTRACT

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Technological change and the COVID-19 pandemic introduced students to different learning environments, making it important to understand how traditional and online learning are associated with academic performance. The study used a correlational research design and a validated survey questionnaire to examine the experiences and performance of 112 Grade 12 Humanities and Social Sciences students at Bestlink College of the Philippines. It assessed engagement, performance, and peer interaction in traditional classes, as well as time management, digital literacy, and virtual collaboration in online learning. Many students reported being more focused, confident, and engaged during traditional face-to-face classes. Physical interaction with teachers and classmates was perceived as supporting participation and lesson comprehension. Online learning, by contrast, allowed greater flexibility in time management and supported the development of digital skills. Reported challenges included poor internet connectivity, distractions at home, limited interaction, and difficulty understanding lessons without direct support. Both traditional and online learning were perceived as offering distinct strengths and challenges associated with academic performance. A significant relationship was reported between learning mode and academic performance. The study recommends combining effective elements of both modes, strengthening digital literacy, improving classroom-engagement strategies, and providing guidance in time management. An action plan may also be developed to support meaningful learning and student performance across both settings.

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