

EXAMINING THE RELATIONSHIP BETWEEN STUDENTS' SATISFACTION LEVEL AND ACADEMIC PERFORMANCE IN ARLING PANLIPUNAN

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ABSTRACT

This research examined the satisfaction levels and academic performance of Grade 10 learners utilizing the blended learning method in Araling Panlipunan at Batasan Hills National High School. The integrated approach, combining online instruction with occasional in-person classes, was maintained post-pandemic due to classroom shortages and increasing enrollment. A noticeable decline in student engagement was observed, particularly in Araling Panlipunan, a subject that relies heavily on discussion, collaboration, and critical thinking. These challenges highlighted existing deficiencies in the school's educational environment. A descriptive-correlational design with a quantitative approach was employed. Data were collected through surveys, academic records, and performance ratings. Selected Grade 10 students who had participated in blended learning for nine months to three years took part in the study, and a Focus Group Discussion with teachers provided additional insights. Descriptive statistics and the Pearson Correlation Coefficient were used to analyze the data and examined the relationship between satisfaction and academic performance. Results revealed that most students achieved performance levels ranging from Satisfactory to Outstanding in Araling Panlipunan. They expressed a clear preference for in-person classes, as their online learning experience was hindered by internet issues and home distractions. Despite these challenges, students managed to complete assignments and fulfill academic requirements. Findings also indicated a modest but notable correlation between satisfaction and academic performance, suggesting that students who were more engaged and satisfied generally attained higher grades. The study concluded that blended learning—particularly when supported by strategies such as the flipped classroom—could improve learning outcomes if challenges related to access, motivation, and instructional methods were effectively addressed.

Keywords: *Blended Learning, Araling Panlipunan, Academic Performance, Student Satisfaction, Quantitative Research, Flipped Classroom*

INTRODUCTION

The Philippine national hero, Dr. Jose Rizal, famously stated, “The youth is the hope of the nation.” The future of the country is in the hands of the younger generation, and having access to quality education is crucial for securing it. As public schools continued to grapple with persistent issues—such as overcrowded classrooms, inadequate facilities, and a growing number of students—many institutions began to adopt technology-driven solutions to uphold instructional quality. One such method was blended learning, which gained power following the pandemic. Blended learning integrated traditional face-to-face instruction with online learning tasks, enabling students to participate in both classroom-based and digital activities (DepEd Order No. 009, s. 2024). Batasan Hills National High School was one of the ten public schools that could not completely resume daily in-person classes after the pandemic due to ongoing shortages of classrooms and other school resources. To address these challenges, the school sought approval from the Department of Education–National Capital Region to continue blended learning in selected schools across Quezon City (Manila Standard, 2022). In the K–12 curriculum of the Philippines, blended learning has been integrated into multiple subjects, such as Araling Panlipunan. As a fundamental subject, Araling Panlipunan familiarized students with Philippine history, governance, culture, geography, and international concerns—all essential for cultivating informed and active citizens. The effectiveness of blended learning in communicating these ideas heavily relied on students' experiences, involvement, and contentment with the learning method. (Ocaña, 2024) Although it has potential benefits, blended learning faced various obstacles. Learners frequently encountered unstable internet connections and restricted availability) Although devices and reduced chances for classroom engagement. These problems were particularly prominent in Araling Panlipunan, where significant learning relied on active dialogues, teamwork, and analytical thinking. With growing worries about participation and engagement, inquiries emerged about the effect of these experiences on students' academic performance. Given these circumstances, it was essential to grasp students' views on blended learning. Contentment with educational activities, instructional techniques, and study settings could greatly influence motivation, focus, and persistence, which were linked to students' academic achievement. This highlighted the need to examine if students who were more satisfied with blended learning obtained superior outcomes in Araling Panlipunan (Tenorio, 2025).

Consequently, this study examined the relationship between satisfaction levels and academic performance among Grade 10 students in Araling Panlipunan within a blended learning framework. By identifying the key elements that influenced satisfaction and exploring how these factors related to academic outcomes, the research aimed to offer insights that could assist teachers, school administrators, and policymakers in enhancing the implementation of blended learning. The findings were intended to fortify instructional practices and ensure that blended learning remained inclusive, equitable, and effective for all learners.

Research Questions

The purpose of the study is to examine the satisfaction levels and academic performance of Grade 10 learners utilizing the blended learning method in Araling Panlipunan. It seeks to answer the following questions:

1. What is the Academic performance of the respondents in blended learning?
2. What is the students' satisfaction level during the face-to-face classes based on:
 - 2.1 Student Participation in on-site class,
 - 2.2 Teaching Practices in the on-site classroom,
 - 2.3 Technology readiness and access,
 - 2.4 Learning Environment in School.
3. What is the student satisfaction level during the online classes based on?
 - 3.1 Student Participation in Online Class,
 - 3.2 Technology readiness and access at home,
 - 3.3 Home Environment for online class,
 - 3.4. Online Teaching practices in online class.
4. Is there a significant relationship between academic performance and the student level of satisfaction during the face-to-face and online classes?
5. What program can be proposed based on the findings of the study?

Hypothesis

There is no significant relationship between academic performance and the student level of satisfaction during the face-to-face and online classes.

METHODOLOGY

Research Design

This study utilized a quantitative method to investigate the academic performance and satisfaction rates of selected Grade 10 students in Araling Panlipunan within the blended learning framework

Locale of the Study

The study took place at Batasan Hills National High School (BHNHS), a public secondary institution situated on IBP Road, Batasan Hills, Quezon City, Philippines. This institution is one of the most populous in Quezon City, serving a diverse student population from various socioeconomic backgrounds. Known for its vibrant academic environment, the school reflects the challenges and successes of implementing new educational approaches.

Sampling Method

BHNHS was chosen as the research locale because it represents the complexities faced by public schools. With a large student body and a diverse community, the school provides a realistic snapshot of how blended learning unfolds in actual classrooms, especially under conditions where resources and infrastructure may be limited. The school operates in a bustling urban setting, surrounded by a mix of residential areas and informal settlements. Teachers at Batasan Hills National High School often work with limited resources while addressing the unique needs of their students. These conditions make it an ideal venue for understanding the satisfaction level and academic performance of blended learning in a public school.

Instrument

The data gathering instrument was a structured survey form used to collect quantitative data. The total count of Grade 10 students was given by the Registrar's Office, and Slovin's formula was applied to determine the appropriate sample size for

the study. The survey consisted of two parts— in-person classes and virtual classes— and centered on engagement, technology availability and preparedness, instructional methods, and contextual influences. Before distribution, the researcher's adviser and panelists validated the questionnaire to confirm the clarity, relevance, and reliability of every question. The dashboard, featuring a summary of the respondents' Araling Panlipunan grades for the first quarter, was utilized to depict and evaluate students' academic performance. Questions on a Likert scale were employed to assess the frequency and average scores of students' satisfaction with their blended learning experience, while the validation procedure confirmed that the tool accurately measured the targeted variables.

Data Gathering Procedure

Data gathering and examination took place in the initial quarter of the 2025–2026 school year. Before collecting data, the researcher obtained official consent from the Batasan Hills National High School authorities via a written request detailing the study's purpose, methods, and ethical aspects. Following the approval, the researcher created a survey questionnaire to assess students' satisfaction with blended learning, incorporating indicators related to participation, technology readiness and access, teaching methods, and the learning contexts both at home and in school. The tool was subjected to content validation by specialists to guarantee clarity, precision, and relevance to the research variables. Participants were chosen using purposive sampling and included Grade 10 students studying Araling Panlipunan during the designated timeframe. The summary grades for the first quarter were utilized to assess academic performance, and the validated questionnaire was given to collect data on satisfaction levels. The data gathered received statistical analysis through descriptive methods to calculate mean scores and frequency distributions, and the Pearson Correlation Coefficient was employed to evaluate the relationship between students' academic performance and their contentment with blended learning.

This research sought to examine the satisfaction levels of students regarding blended learning and its effect on their academic performance at Batasan Hills National High School. Utilizing a quantitative, descriptive-correlational method, the researcher analyzed information collected from survey questionnaires and academic records of students. The responses of the participants were summarized and analyzed through descriptive statistics. This method enabled the researcher to outline the existing conditions and determine if a meaningful connection exists between the two variables.

RESULTS AND DISCUSSION

Research Question 1. Academic performance of grade 10 students in blended learning

Table 1
Academic Performance of the Students

Grade Interval	Description	Frequency	Percentage
90-100	Outstanding	68	19
85-89	Very Satisfactory	111	31
80-84	Satisfactory	78	22

75-79	Fairly Satisfactory	55	15
Below 75	Did not Meet the Expectations	23	6
TOTAL		358	100
MEAN		88.35	
SD		5.46	

Table 1 presents the academic performance of 358 students, categorized by grade intervals and descriptive ratings. The results show that students viewed blended learning as highly effective and engaging, which positively influenced their academic performance. Effectiveness increased student engagement, and motivated learners benefited even more, suggesting that blended learning enhances outcomes by fostering both engagement and motivation (Han, 2024). The largest proportion of the students fell under the “Very Satisfactory” category (85–89), with 111 students (31%). This is followed by 78 students (22%) who obtained “Satisfactory” grades (80–84). Meanwhile, 68 students (19%) achieved “Outstanding” performance (90–100), indicating that nearly one-fifth of the learners demonstrated excellent academic achievement. On the lower end, 55 students (15%) were classified as “Fairly Satisfactory” (75–79), while 23 students (6%) did not meet the expectations (below 75). Although this group represents the smallest percentage, it still indicates that some learners are struggling academically. The computed mean score of 88.35 shows that students generally performed at a “Very Satisfactory” level. The Standard Deviation of 5.46 indicates that their grades are consistent, with only slight variations from the average.

To sum up, the academic performance of students in Araling Panlipunan in blended learning has a significant relationship between blended learning delivery and students’ academic achievement. The generally strong performance of students in the present study supported this idea, as most learners fell within the satisfactory to outstanding categories. This implies that the blended learning approach contributed positively to learners’ performance in Araling Panlipunan, and the study concluded that blended learning could enhance academic outcomes. (Santillan.2025)

Research Question 2. What is the students’ satisfaction level during the face-to-face classes based on:

Table 2.1 Student Participation in face-to-face class

Statement	Mean	Standard Deviation	Verbal Interpretation	Satisfaction Level
I regularly attend face-to-face classes.	4.75	0.62	Always	Very High
I actively participate in or do my activities in face-to-face classes.	4.70	0.67	Always	Very High
I always participate in collaborative tasks or group work.	4.79	0.61	Always	Very High

I always submit activities in face-to-face classes and are on time.	4.51	0.73	Always	Very High
Overall	4.69	0.45	Always	Very High

Scale of Satisfaction Level

Average Weighted Mean Range	Satisfaction Level
4.21 -5.00	Very High Satisfactory
3.41-4.20	High Satisfactory
2.61-3.40	Moderate Satisfactory
1.81-2.60	Dissatisfied
1.00 01.80	Very Dissatisfactory

Table 2.1 indicates that students demonstrate a very high level of participation in face-to-face classes, as shown by the overall mean of 4.69, which is verbally interpreted as “Always” and classified under Very High Satisfactory. All indicators received high mean scores, suggesting consistent engagement across different aspects of classroom participation.

Among the indicators, participation in collaborative tasks or group work obtained the highest mean ($M = 4.79$), showing that students are most active when working with peers. This is followed by regular attendance ($M = 4.75$) and active participation or completion of activities ($M = 4.70$), both reflecting strong student involvement during face-to-face sessions. The lowest mean was recorded for timely submission of activities ($M = 4.51$), though it still falls within the “Always” and Very High Satisfactory range, indicating only minor lapses in punctuality.

To sum up, the findings suggest that face-to-face classes effectively promote student engagement, particularly in collaborative learning and active participation. The consistently low standard deviations also indicate that these positive behaviors are shared by most students, highlighting the effectiveness of in-person instruction in maintaining high levels of participation.

Table 2.2 Student Performance in Teaching Practices

Statement	Mean	Standard Deviation	Verbal Interpretation	Satisfaction Level
Our teacher provides remedial classes or tutorials after regular class hours.	3.78	1.12	Often	High
Our teacher gives additional exercises or seatwork to strengthen our understanding of lessons.	4.20	0.95	Often	High
Our teacher conducts enrichment activities (projects, group discussions, and role-playing, etc.) to make learning more meaningful.	4.35	0.86	Always	Very High
Our teacher uses short quizzes or oral drills in class to check our progress.	4.48	0.74	Always	Very High
Our teacher motivates us through praise, recognition, or classroom rewards.	4.24	0.99	Always	Very High

Our teacher encourages active class participation through group activities and collaboration.	4.60	0.67	Always	Very High
Our teacher allows peer tutoring or cooperative learning to help improve our performance.	4.25	0.88	Always	Very High
Our teacher uses visual aids, charts, or multimedia to make lessons more engaging.	4.54	0.79	Always	Very High
Our teacher provides learning materials (handouts, modules, and books) to support lessons.	4.09	1.07	Often	High
Overall	4.28	0.56	Always	Very High

Table 2.2 shows that students perceive teaching practices in face-to-face Araling Panlipunan classes as very effective, with an overall mean of 4.28, interpreted as “Always” and classified as Very High Satisfactory. This indicates that teachers consistently use strategies that support student learning and performance. The highest-rated practice was encouraging active participation through group activities and collaboration ($M = 4.60$), suggesting that teachers strongly promote interaction and cooperative learning. Other highly rated practices include the use of visual aids and multimedia ($M = 4.54$) and short quizzes or oral drills ($M = 4.48$), showing that teachers regularly use engaging materials and formative assessments to monitor student progress. These practices contribute to a dynamic and engaging classroom environment. Lower mean scores were observed for providing remedial classes or tutorials after class hours ($M = 3.78$) and providing learning materials ($M = 4.09$), both interpreted as “Often.” While still positive, these results suggest that additional support outside regular class time is less consistent, possibly due to time, workload, or resource limitations.

To sum up, the findings indicate that teachers are highly effective in delivering engaging, interactive, and well-monitored instruction during class hours. However, there is room for improvement in extending academic support beyond the classroom to further enhance student performance, especially for learners who need remediation or additional learning resources.

Table 2.3 Technology readiness and access in onsite classes

Statement	Mean	Standard Deviation	Verbal Interpretation	Satisfaction Level
I always use internet connectivity in school.	3.36	1.38	Often	High
The school provides books, e-books or modules for learning resources.	3.78	1.11	Often	High
The school provides support in gadgets like laptops, tablets or any digital materials.	3.44	1.27	Often	High

I receive sufficient technical support from teachers, parents, or peers when needed.	4.01	1.03	Often	High
Overall	3.65	0.79	Often	High

Table 2.3 indicates that students have a high level of technology readiness and access in onsite classes, with an overall mean of 3.65, interpreted as “Often.” Students often have access to internet connectivity, learning resources such as books or modules, and limited gadget support from the school. They also frequently receive technical assistance from teachers, parents, or peers when needed. However, the relatively lower mean scores and higher variability suggest that access to digital tools and stable connectivity is not consistent for all students, indicating a need for improved technological support to ensure more equitable access. The findings suggest that technology in onsite classes is moderately supportive: students can usually access the internet, learning resources, and assistance when needed, but the inconsistency in gadget availability and connectivity highlights gaps that could affect learning efficiency. For example, students might be limited in using interactive applications, multimedia tools, or completing digital tasks simultaneously.

Table 2.4 Learning Environment in School

Statement	Mean	Standard Deviation	Verbal Interpretation	Satisfaction Level
Our school provides a quiet and conducive space for studying in face-to-face classes.	3.87	1.05	Often	High
Our classroom has proper lighting, ventilation, and materials for face-to-face classes.	3.93	1.01	Often	High
I feel more engaged and motivated to study in our classroom rather than in an online class.	4.39	0.88	Always	Very High
I feel safe from bullying (verbal, physical, or online) while attending face-to-face classes.	4.33	0.99	Always	Very High
The learning environment at school is well-prepared for face-to-face classes.	4.42	0.77	Always	Very High
I can easily interact and collaborate with my classmates during face-to-face activities.	4.38	0.85	Always	Very High
Overall	4.22	0.60	Always	Very High

Table 2.4 shows a very high level of satisfaction with the learning environment, reflected by an overall mean of 4.22 and a verbal interpretation of “Always.” Students report feeling more motivated and engaged in face-to-face classes compared to online learning, and they feel safe and comfortable within the school environment. The availability of proper classroom conditions and opportunities for interaction further supports effective learning. Overall, the findings suggest that the school provides a well-prepared, safe, and engaging environment that strongly supports student participation and learning in face-to-face classes.

The survey also revealed that classroom conditions, such as proper lighting, ventilation, seating arrangements, and availability of learning materials, are generally satisfactory. These physical factors, combined with opportunities for collaboration and interaction with peers, support active participation and foster social and cognitive engagement. The ability to interact with classmates during activities enhances cooperative learning, communication skills, and overall understanding of the subject matter.

Overall, the findings suggest that the school provides a well-prepared, supportive, and stimulating environment that encourages students to actively participate, focus on tasks, and sustain motivation. This strong learning environment likely contributes not only to academic performance but also to students' emotional well-being and confidence in face-to-face settings, reinforcing the value of physical classrooms as spaces that promote both social and cognitive development.

Research Question 3. What is the student satisfaction level in academic performance in online classes?

Table 3.1 Student Participation in Online Class

Statement	Mean	Standard Deviation	Verbal Interpretation	Satisfaction Level
I regularly attend online classes.	4.32	0.87	Always	Very High
I attend on time in my online classes.	4.30	0.82	Always	Very High
I actively participate or do my asynchronous activities.	4.58	0.76	Always	Very High
I always participate in collaborative tasks or group work online.	4.65	0.71	Always	Very High
Teachers always attend online classes and are on time.	4.41	0.82	Always	Very High
Overall	4.45	0.56	Always	Very High

Table 3.1 shows that students report a very high level of participation in online Araling Panlipunan classes, with an overall mean of 4.45, interpreted as “Always.” Students rate themselves highly in collaborative online tasks and completion of asynchronous activities, and they also perceive teachers as consistently present and punctual during online sessions. These results suggest that, at a behavioral level, students regularly attend, participate, and complete required tasks in the virtual setting.

However, while participation levels appear strong, the findings may reflect task completion rather than deep learning engagement. Online participation may involve submitting outputs or responding in chats rather than sustained discussion or conceptual understanding. This indicates that although students are active online,

additional strategies—such as formative checks and guided discussions—are needed to ensure that online participation translates into meaningful learning comparable to face-to-face instruction.

Table 3.2 Technology readiness and access at home

Statement	Mean	Standard Deviation	Verbal Interpretation	Satisfaction Level
I have a strong internet connection in our home.	3.76	0.98	Often	High
I own gadgets such as cellphones, laptops, and tablets for my online classes.	4.50	0.92	Always	Very High
I receive support in gadgets like laptops, tablets, or any digital materials from school.	3.35	1.26	Often	High
I receive sufficient technical support from teachers, parents, or peers when needed.	4.06	1.06	Often	High
Overall	3.92	0.71	Often	High

Table 3.2 shows that students have a generally adequate level of technology readiness for online classes, with an overall mean of 3.92, interpreted as “Often.” Most students own personal gadgets, which received the highest mean, indicating that device availability is not a major barrier to online participation. Students also often receive technical support from teachers, parents, or peers, helping them cope with online learning demands.

However, access to strong and stable internet connectivity and school-provided gadget support is less consistent. The lower mean for school-provided devices suggests that students rely more on personal and household resources than institutional support. Overall, the findings indicate that while students are able to participate in online classes, uneven connectivity and limited school support may affect the quality and consistency of their online learning experience.

Table 3.3 Learning Environment at Home

Statement	Mean	Standard Deviation	Verbal Interpretation	Satisfaction Level
Our home provides a quiet and conducive space for studying and online classes.	3.74	1.11	Often	High
I have access to necessary learning resources (e.g., e-books, Google Classroom, websites, etc.).	4.49	0.86	Always	Very High
My family supports and encourages my studies at home.	4.12	1.09	Often	High
I have a proper schedule for studying at home.	3.84	1.11	Often	High

My home environment provides proper lighting, ventilation, and a study table for online class.	4.17	1.04	Often	High
I feel more productive in online class rather than face-to-face class.	2.95	1.27	Sometimes	Moderate
I feel safe from bullying (verbal, physical, or online) while attending online classes.	4.37	1.06	Always	Very High
I have parents' technical assistance for my online class.	3.32	1.40	Sometimes	Moderate
Overall	3.88	0.71	Often	High

Table 3.3 shows that students generally perceive their home learning environment for online classes as adequate, with an overall mean of 3.88, interpreted as “Often.” Students reported strong access to digital learning resources and felt safe from bullying while attending online classes, indicating that basic conditions for online participation are present at home. Family support and physical study conditions were also rated positively, though not consistently.

However, students reported lower productivity in online classes compared to face-to-face classes and only occasional parental technical assistance. These findings suggest that while access and safety are ensured, home environments may include distractions, limited supervision, and weaker structure, which affect focus and learning effectiveness. Overall, the results indicate that online learning at home is functional but less conducive to sustained engagement, reinforcing the importance of structured tasks and frequent teacher guidance in online settings.

Table 3.4 Online Teaching for Students

Statement	Mean	Standard Deviation	Verbal Interpretation	Satisfaction Level
Our teacher provides online remedial sessions or activities when lessons are difficult.	3.86	1.10	Often	High
Our teacher provides enrichment tasks (online presentations, group work) that develop our skills.	4.46	0.74	Always	Very High
Our teacher gives timely feedback on our online class activities and assignments.	4.28	0.88	Always	Very High
Our teacher conducts online quizzes or short assessments to check our progress.	4.30	0.83	Always	Very High
Our teacher uses interactive online platforms (e.g., Google Classroom, MS Teams, Zoom, etc.) to make lessons engaging.	4.73	0.64	Always	Very High

Our teacher encourages us to use digital tools (e.g., online collaboration apps, educational websites) to improve learning.	4.11	1.00	Often	High
Our teacher motivates us through online recognition, rewards, or positive feedback.	4.26	0.95	Always	Very High
Our teacher is available for online consultation or tutoring when we need help.	4.01	1.04	Often	High
Our teacher shows respect and kindness to all students.	4.68	0.66	Always	Very High
Overall	4.30	0.57	Always	Very High

Table 3.4 indicates that students perceive very strong teacher intervention and enrichment practices in online Araling Panlipunan classes, with an overall mean of 4.30, interpreted as “Always.” Teachers are highly rated for using interactive online platforms, providing enrichment tasks, offering timely feedback, conducting online assessments, and maintaining a respectful and supportive classroom climate. These results suggest that teachers actively sustain engagement, motivation, and monitoring of learning in the online environment.

However, practices related to individualized support, such as online remedial sessions and one-on-one consultations, received slightly lower ratings and showed greater variability. This indicates that while whole-class online instruction and enrichment are consistently implemented, personalized academic support is less consistent, likely due to time and workload constraints. Overall, the findings show that online classes are well-structured and teacher-led, but strengthening targeted remediation would further support students who require additional assistance.

Research Question 4. Significant Relationships between academic performance and the student level of satisfaction during face-to-face and online classes.

Table 4
Significant Relationship Between Academic Performance and the Student Level of Satisfaction During the Face-to-Face and Online Classes

Variable	Computed Pearson r Value	Description	p-value	Decision	Interpretation
Academic Performance vs Level of Satisfaction - Face to Face	0.0.354	Low Correlation	0.046	Reject the Hypothesis	Significant
Academic Performance vs Level of Satisfaction - Online	0.3112	Low Correlation	0.049	Reject the Hypothesis	Significant

Note: p-value $\leq$ 0.05 – significant, p-value $>$ 0.05 – not significant

Scale of correlation coefficient	Value
$0 < r \leq 0.19$	Very Low Correlation
$0.2 \leq r \leq 0.39$	Low Correlation
$0.4 \leq r \leq 0.59$	Moderate Correlation
$0.6 \leq r \leq 0.79$	High Correlation
$0.8 \leq r \leq 1.0$	Very High Correlation

Table 4 shows a weak but significant positive relationship between students' satisfaction and academic performance in both in-person ($r = 0.354$, $p = 0.046$) and online ($r = 0.312$, $p = 0.049$) components of blended learning. This indicates that students who reported higher satisfaction generally achieved better academic results, although the strength of the relationship is modest.

These findings support Constructivist Learning Theory, which emphasizes active engagement, collaboration, and meaningful interaction in the learning process. In blended learning environments, students benefit from independent online exploration and collaborative, guided discussions during face-to-face sessions, which enhance motivation and satisfaction. As students become more engaged and satisfied with their learning experiences, their academic performance also improves. Overall, the results suggest that meaningful engagement in blended learning contributes positively to both student satisfaction and academic achievement.

Research Question 5. The Proposed Program.

The proposed program, which is a flipped classroom, was recommended for its alignment with the school's existing setup. In this model, students engaged with instructional videos and guided questions online before attending onsite classes, where they collaborated, applied concepts, and received teacher support. The model improved student performance on both summative and formative assessments, with struggling students showing the most progress. Its flexibility enabled students to work at their own pace, mitigating challenges such as limited internet access and home distractions.

Table 5. Proposed Action Plan

Objectives	Activities/ Strategies	Person Involved	Time Frame	Resources Needed	Expected Output/ Outcome
1. To improve students' learning engagement and comprehension by providing pre-class digital learning materials—such as videos, readings, and interactive modules—that allow students	Create a 10-minute video lesson that is highly engaging and interactive to capture students' interest and support their understanding of the topic. Prepare a 5–10 item assessment based on the video lesson to check students'	School Head. Master Teachers, Araling Panlipunan Teachers	Weekly	Audiovisual equipment, venue, professional facilitator fees, printed modules, and reading materials	improve students' learning engagement and comprehension by providing pre-class digital learning materials in an asynchronous Activity

to prepare independently and participate actively during in-class discussions and activities. (Jacob, 2021)	comprehension. You may also provide an interactive module with activities and reading materials that will allow students to study independently and participate actively during in-class discussions and activities.				
To enhance teachers' instructional effectiveness by enabling them to use classroom time for differentiated instruction, collaborative problem-solving tasks, and hands-on learning, thereby addressing diverse learner needs more efficiently.	To enhance teachers' instructional effectiveness, the program will conduct regular instructional planning workshops, implement peer observation and feedback in LAC sessions.	School Head. Master Teachers, Araling Panlipunan Teachers	Every Quarter	(Monthly) Meeting venue, feedback forms, communication tools, and facilitator allowances	Enhance teachers' instructional effectiveness by enabling them to use classroom time for differentiated instruction.
To enhance students' 21st-century abilities, such as critical thinking, creativity, digital literacy, and independent learning, by consistently integrating technology-driven activities and performance-oriented tasks in both in-person and virtual classes	Enhance teaching practices with the integration of technology-enhanced activities and performance-based tasks into both online and onsite classes. Students will engage in interactive projects, digital simulations, collaborative problem-solving exercises, and self-directed learning assignments that foster critical thinking, creativity, and digital literacy while encouraging active	School Head. Master Teachers, Araling Panlipunan Teachers	Every Quarter		Enhanced students' 21st-century skills, including critical thinking, creativity, digital literacy, and self-directed learning, through teaching practices in both onsite and online classes

	participation and independent learning.				
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Conclusions

Based on the results of the findings, the academic performance of students in Araling Panlipunan under the blended learning approach demonstrated generally strong outcomes. Most students achieved grades within the “Satisfactory” to “Outstanding” range. Most Grade 10 students of Batasan Hills National High School were very active and engaged during face-to-face classes. In terms of teachers’ strategies and assessment, the students consistently recognized and appreciated their teachers’ instructional methods and evaluation practices. The online learning results showed that although students attended virtual classes and submitted their tasks on time, their motivation and focus were lower compared to face-to-face sessions. Many relied on their own gadgets and internet connections, and some experienced slow connectivity or distractions at home. Even though teachers provided online support and digital materials, students still preferred face-to-face learning where they could interact directly with their teachers and classmates. The study revealed a positive correlation between students’ academic performance and their level of satisfaction in both face-to-face and online classes. Students who reported higher levels of satisfaction tended to achieve better academic performance. These findings suggest that blended learning not only enhanced learner engagement and learning outcomes but also contributed to greater student satisfaction, which in turn supported improved academic performance compared to traditional instructional methods.

Recommendations

Students are encouraged to remain actively engaged in both the online and face-to-face components of blended learning to enhance their academic performance in Araling Panlipunan. Teachers should employ varied instructional strategies and conduct regular assessments to address learning gaps and sustain students’ motivation and engagement. Students should develop self-discipline and effective time management skills to maintain focus and motivation during online learning sessions, ensuring timely completion of tasks and active participation. Araling Panlipunan teachers are encouraged to utilize interactive online teaching strategies, provide clear instructions, and offer timely feedback to increase student engagement in virtual classes. In addition, students are encouraged to actively participate in both the face-to-face and online components of blended learning to enhance their academic success and engagement in Araling Panlipunan. Teachers are urged to continue employing diverse instructional strategies, provide timely feedback, and monitor students’ progress to sustain high levels of satisfaction and learning outcomes. The school should work on ensuring consistent access to technological tools and resources for all students. This could include providing additional devices, strengthening internet connectivity, and offering technical support or training to increase students’ confidence and readiness in using technology effectively. It should continue using the instructional methods and evaluation practices that have been positively received by students. Teachers may also consider incorporating more interactive and differentiated activities

to further engage all learners and address varied learning needs. Efforts should be sustained to preserve the positive and motivating face-to-face learning environment. Initiatives such as peer collaboration, student feedback mechanisms, and safe, well-equipped classrooms can help continue fostering academic growth and engagement. Regular assessment of students' engagement, technology use, and perceptions of the learning environment can help identify areas for improvement. This will ensure that strategies remain effective and responsive to students' evolving needs.

Compliance with Ethical Standards

The personal details of participants were handled with the utmost confidentiality, in accordance with the Data Privacy Act of 2012 (RA 10173). Data was anonymized to guarantee that findings could be shared without compromising participant identities, thereby ensuring privacy and building trust in the research process. The researcher maintained academic integrity by properly referencing all sources and avoiding any plagiarism. Prior to participating, participants were given thorough information regarding the study's purpose, procedures, and any potential risks. Educators involved in the research received comprehensive explanations of the study's aims, methods of data collection, and expected outcomes. They were allowed to ask questions and express concerns before signing the consent forms, ensuring that participation was voluntary and based on a full understanding of the study. Respecting the freedom and choices of participants is crucial for conducting ethical research.

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