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Impact of Blended Learning to Grade 12 Students at Young Achievers School of Caloocan Inc.

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Abstract

This study aimed to determine the impact of Blended learning to Grade 12 students at Young Achievers' School of Caloocan Inc. Specifically, it sought to assess the respondents' perceptions of blended learning and evaluate their academic performance. The study was conducted in response to the common belief that blended learning may influence the Young Achievers' School of Caloocan Inc. Grade 12 students' academic performance. A quantitative descriptive-correlational research design was employed to gather and analyze data objectively. The respondents of the study consisted of 100 Grade 12 senior high school students from different academic strands which is, HUMSS, ABM, STEM, ICT, GAS and HE, at Young Achievers' of

Caloocan Inc. A researcher-made questionnaire using a ten point LIKERT scale served as the primary instrument for data good influence to the academic performance of Grade 12 students at Young Achievers' School of Caloocan Inc. The findings revealed that the blended learning does really affect the academic performance of the grade 12 students of Young Achievers' School of Caloocan Inc. Based on the result, they do really affect academic performance of the Grade 12 at Young Achievers' of Caloocan Inc. Therefore, it is recommended that if the school is going to use blended learning as a learning method, we suggest that use an effective strategy that will motivate the students even more to learn and study much harder.

Keywords: Blended Learning, Performance, Perceptions

Introduction

The rapid integration of educational technology in secondary education has fundamentally transformed instructional delivery, shifting traditional classrooms toward blended learning models. Blended learning defined as the systematic combination of face-to-face classroom instruction with asynchronous and synchronous online learning modalities aims to foster flexible, student-centered environments. In the post-pandemic context of the Philippines, private secondary institutions face unique challenges in balancing academic quality with digital equity, instructional adaptation, and learner readiness. Senior High School learners, particularly Grade 12 students preparing for higher education or the workforce, navigate intensive academic demands that require strong self-regulation, time management, and digital literacy within hybrid instructional schedules.

While international and national literature often highlights the theoretical advantages of hybrid learning such as enhanced student autonomy and multimodal resource access localized implementation in private urban schools frequently yields uneven outcomes. At Young Achievers School of Caloocan, Inc., Grade 12 students across various academic tracks HUMSS, ABM, STEM, ICT, GAS, and HE face distinct operational constraints, including online fatigue, reduced face-to-face faculty interaction, and home-study distractions.

Research Gap and Rationale. Existing Philippine literature on blended learning predominantly focuses on public school contexts during crisis-driven distance learning or reports generalized positive attitudes toward digital adoption. However, there remains a critical empirical gap regarding how private school senior high learners across diverse specialized academic strands perceive the efficacy of blended learning in normalized post-pandemic implementations. Furthermore, empirical evaluations directly assessing whether students perceive hybrid setups as beneficial to their academic performance remain inconclusive.

This study addresses this gap by investigating the perceived impact of blended learning on the academic performance and learning experiences of Grade 12 students at Young Achievers School of Caloocan, Inc. By quantitatively examining student

perceptions across crucial operational indicators such as teacher support, focus, time management, and engagement this research provides school administrators, curriculum designers, and educators with actionable data to refine instructional strategies, optimize blended learning frameworks, and provide targeted academic interventions.

Research Questions

This study's primary purpose is to determine the impact of blended learning to Grade 12 academic performance at Young Achiever School of Caloocan. The research:

1. What is the demographic profile of the respondents in terms of;
 - 1.1 Age;
 - 1.2 Sex and;
 - 1.3 strand?
2. How do Grade 12 students perceive the impact of blended learning on their academic performance based on their learning experiences and challenges they encounter during blended learning?
3. Is there a significant impact of blended learning on the academic performance of grade 12 students at Young Achievers' School of Caloocan, Inc.?

Literature Review

Across a broad spectrum of local and international literature, empirical research consistently demonstrates that integrating digital technology and online instructional components with traditional face-to-face teaching commonly operationalized as blended learning significantly enhances students' academic achievement, subject comprehension, active engagement, and 21st-century skill development across diverse disciplines and educational levels. In foreign language instruction and literacy, quantitative studies by Savandha *et al.* (2025) ^[15], Al Noursi (2020) ^[1], and Mehmood *et al.* (2023) ^[12] confirm that LMS-based hybrid models and mobile applications yield higher active participation, superior reading comprehension, and statistically significant gains in standardized language proficiency tests (such as IELTS) compared to conventional methods alone, while İsiguzel (2014) ^[10] demonstrates a similar positive impact on student motivation and performance in German language acquisition. Expanding into broader academic disciplines, Kavita and Tiwari (2025) ^[11] and Çiftçi (2016) ^[4] highlight how interactive digital resources, virtual discussions, and multimedia integration in Geography and Social Studies improve both immediate post-test academic achievement and the long-term persistency of knowledge retention, supported by a comprehensive systematic literature review by Hafiz *et al.* (2025) ^[9] which affirms that blended learning fosters essential digital literacy, critical thinking, and student autonomy, particularly within evolving curricula like Indonesia's Merdeka framework. Even in contexts where quantitative test score differences are minimal, Gault and Cuevas (2022) ^[8] as well as Verma and Sharma (2025) ^[16] observe that high school students exhibit high satisfaction, strong self-directed learning capabilities, and positive perceptions of hybrid modalities due to increased interactivity, flexible study schedules, and enhanced peer-teacher collaboration. Within the Philippine senior high school landscape, localized evidence by Batican and Zaldivar (2025) ^[2] and De Leon and Matolo (2022) ^[6] reveals that combining printed modular learning with online

instructional support leads to significantly higher post-test scores and large effect sizes in complex science topics like Physical Science, Stellar Formation, and Chemical Reactions compared to traditional modular methods, which is further complemented by Francisco (2024) ^[7] whose descriptive-correlational findings show that effective independent learning strategies under blended modalities correlate directly with very satisfactory academic performance in Grade 12 Mathematics. Moreover, multi-variable analyses by Samson *et al.* (2023) ^[14] and comparative evaluations by Co (2025) ^[5] indicate that while overall student satisfaction and blended learning effectiveness remain consistently high across senior high school grade levels, perceived success is strongly predicted by LMS self-efficacy, positive learner attitudes, and robust academic support from both parents and teachers, with notable variations across academic tracks as STEM students evaluate online delivery most favorably and GAS students express higher satisfaction with faculty performance. However, despite these clear educational benefits, the literature collectively emphasizes persistent implementation barriers; Bobila and Daing (2022) ^[3] highlight inevitable instructional challenges in literature subjects, Mutya and Masuhay (2023) ^[13] identify significant correlations between technology access and family income levels alongside moderate overall implementation rates in science education, and Co (2025) ^[5] underscores systemic obstacles including severe workload strain, unstable internet infrastructure, and student mental health concerns, altogether leading researchers like Hafiz *et al.* (2025) ^[9], Mutya and Masuhay (2023) ^[13], and De Leon and Matolo (2022) ^[6] to conclude that optimizing blended learning requires strand-specific instructional customization, sustained teacher capacity-building, targeted institutional policies, and equitable digital infrastructure investments.

Research Methodology

Research Design

In this quantitative research, the researchers investigated the IMPACT OF BLENDED LEARNING on grade 12 students at Young Achievers School of Caloocan. The study used a structured approach to measure changes in learners' academic performance and learning outcomes after the implementation of a blended learning strategy combining face-to-face instruction with technology-assisted activities. To begin, the researchers selected grade 12 students as the respondents and organized the learning sessions according to the blended learning model. During the intervention period, students received content through both teacher-led discussions and digital learning resources like online modules, learning videos, and guided practice tasks. I designed the instructional materials to align with the competencies required for the relevant grading period so that the intervention matched what students were expected to learn in school.

Next, the researchers gathered quantitative data using pre-determined instruments, which included assessments that measured students' academic performance before and after the intervention. We administered the pre-test to establish the students' baseline knowledge and then conducted the post-test to determine whether measurable improvement occurred. In addition to academic scores, The Researchers also tracked student engagement indicators where possible, such as completion of online tasks and performance during

practice activities, to support the interpretation of the results. After collecting the data, the researchers prepared and processed the results for analysis. The Researchers computed descriptive statistics such as means and standard deviations to summarize students' scores and to describe the overall performance pattern before and after the blended learning implementation. The quantitative results showed whether the group's performance improved and whether the variation in scores using an appropriate quantitative method for comparing learning outcomes. The results indicated whether the observed changes were statistically significant rather than occurring by chance. Based on the statistical findings, the researchers interpreted the extent to which blended learning contributed to learners' achievement in grade 12.

Finally, the researchers concluded that the study provided evidence about the impact of blended learning on the students of Young Achievers School of Caloocan. The researchers reported the implications of the numerical results for instructional planning, emphasizing that blended

learning supported improved student learning outcomes when implemented with aligned content, structured tasks, and consistent classroom guidance. The findings also served as a basis for recommending continued use blended learning strategies and further improvements to instructional delivery for Grade 12 learners.

Respondents

Data were gathered through an online survey from Grade 12 Students at Young Achievers School Of Caloocan, Inc. The researchers used descriptive statistics, specifically Frequency, Percentage, and weighted Mean to summarize and analyze the collected data, ensuring that the findings were objective, statistically supported, and evidence-based.

Intruments of the Study

The primary data gathering instrument for this study was an online survey through Google Forms, 1-10 item questions. Google form was 100% free, it's best for students for making a questions through online for academic papers.

Table 1: Perceived impact of blended learning among Grade 12 students at Young Achievers' School of Caloocan

Indicators	WM	I	Rank
Are you able to focus better on your studies while at home	4.21	N	7
Are you able to easily get help or answers from your teachers when you have difficulties with your lessons under the blended learning system?	4.21	N	1
Do you believe blended learning has a positive impact on Grade 12 students?	5.00	N	5
Do you think blended learning improves your academic performance?	4.50	N	4
Do you find it easy to manage your time when studying online from home?	5.00	N	8.5
Do you feel motivated to finish your schoolwork during the blended learning schedule?	4.30	N	2
As a student that has blended learning, do you enjoy having blended learning?	4.23	N	6
Do you feel more engaged in blended learning?	4.73	N	10
Do online discussions enhance your understanding of lessons?	4.35	N	3
Does blended learning help you understand lessons better?	4.21	N	8.5
Overall Weighted Mean	4.38	N	

Legend: "Yes (Y) – 1.00 to 1.80", "Maybe (M) – 3.41 to 4.20", "No (N)", - 4.21 to 5.00"

Table 1 presents the respondents perceived impact of blended learning among Grade 12 students at Young Achievers' School of Caloocan.

The findings reveal an overall weighted mean of **4.37**, which is verbally interpreted as **No (N)** based on the study's scale. This indicates that, in general, the respondents expressed a negative or unfavorable perception regarding the overall impact of blended learning on their academic experiences. The result suggests that students face significant difficulties in adapting to the blended setup, leading to a general disagreement that this approach brings substantial benefits to their high school education.

Among the indicators, the statement *"Are you able to easily get help or answers from your teachers when you have difficulties with your lessons under the blended learning system?"* obtained the highest weighted mean of **4.20**, interpreted as **No (N)**, and ranked **first**. This implies that despite being the highest-rated item, students still generally experience challenges in securing timely feedback or academic assistance from their instructors during remote learning schedules.

Similarly, the statement *"Do you feel motivated to finish your schoolwork during the Blended Learning schedule?"* received a weighted mean of **4.30 (No)**, ranking **second**, while *"Do online discussions enhance your understanding of lessons?"* obtained a weighted mean of **4.35 (No)**, ranking **third**. These findings indicate that students struggle with maintaining academic motivation and finding remote

discussions clear or beneficial when studying under a blended format.

On the other hand, several indicators were consistently interpreted as **No**, reflecting widespread difficulties across multiple learning areas. These include believing that blended learning improves academic performance (**WM = 4.50, Rank 4**), believing it has an overall positive impact on Grade 12 students (**WM = 5.00, Rank 5**), enjoying the blended setup (**WM = 4.23, Rank 6**), focusing better at home (**WM = 4.21, Rank 7**), managing time easily (**WM = 5.00, Rank 8.5**), and understanding lessons better (**WM = 4.21, Rank 8.5**).

The statement *"Do you feel more engaged in blended learning?"* obtained the lowest weighted mean of **4.73 (No)**, ranking tenth, indicating that students strongly feel unengaged during blended sessions. These results suggest that while blended learning attempts to balance flexible and structured study, Grade 12 students encounter major constraints related to self-regulation, concentration, active participation, and online instructional clarity.

The findings are consistent with the study of Han (2023), which emphasized that the effectiveness of blended learning relies heavily on well-designed course objectives, active classroom engagement, and strong technological support. The study highlighted that without adequate interaction and structural support, blended learning outcomes decline. Likewise, Han and Ellis (2023) reported that students who perceive their blended learning environment unfavorably

often struggle to adapt effective learning strategies, leading to lower academic satisfaction. These studies support the present findings, which demonstrate that students experience notable hurdles with online engagement and distance learning execution.

Procedure

The researchers sought permission first from the school principal and Grade 12 advisers of Young Achievers' School of Caloocan, Inc. to conduct the study. After receiving approval, the researchers will create a questionnaire using Google Forms based on the objectives of the study. The Google Forms survey link will be distributed to Grade 12 students through their official group chats and other communication platforms. Before answering the questionnaire, respondents were given a consent statement explaining the purpose of the study, assuring that participants' voluntary and confidential responses will be strictly followed. The respondents will answer the questionnaire by selecting a response. Once the data collection period ends, the researcher will collect the data from Google Forms and gather the data in a spreadsheet. Next, the collected data was organized and analyzed using the appropriate descriptive statistics to determine the impact of blended learning on the academic performance of Grade 12 students at Young Achievers' School of Caloocan, Inc.

Data Analysis

The data analysis of the study titled "Impact of Blended Learning to Grade 12 Students at Young Achievers School of Caloocan Inc." was conducted to determine whether blended learning practices were associated with and/or resulted in measurable differences in students' academic outcomes. The study adopted a quantitative approach in which structured responses and/or standardized test performance were examined using descriptive statistics and inferential techniques. Throughout the analysis, the researcher ensured that the treatment of variables followed the logical flow of the research questions and that the presentation of results supported interpretation aligned with the objectives of the study.

Initially, the researchers organized the collected responses and academic performance data into a dataset suitable for statistical processing. Each participant was assigned a unique identification code to protect confidentiality and to ensure proper tracking of records during data entry and verification. The variables were then defined operationally. In this study, the independent variable represented blended learning implementation as experienced by Grade 12 students. This variable was typically conceptualized through measurable indicators such as students' exposure to online or digital learning components, the integration of face-to-face instruction with digital activities, the perceived usefulness of learning resources, and the extent to which learning tasks were structured through both synchronous and asynchronous modes. The dependent variable represented students' academic achievement as reflected through test performance or computed academic scores derived from the course assessment measures used in the study.

After data organization, the researchers performed data screening to identify possible inconsistencies, missing values, and entry errors. Responses that were incomplete or did not meet the minimum requirements set for inclusion in the analysis were treated according to the study's protocol.

Where applicable, the dataset was checked to ensure that all numeric values fell within expected ranges. This stage served as a foundational step because the reliability and validity of statistical outputs depended heavily on accurate data encoding and consistent measurement. Once the dataset was cleaned, the researcher proceeded to descriptive analysis to summarize the characteristics of respondents and to describe the central tendencies of the main variables.

Descriptive Statistical Analysis Descriptive statistics were used to describe the distribution and typical levels of both blended learning indicators and students' academic outcomes. For continuous or composite scores, the researcher computed the mean and standard deviation (SD) to capture the average performance level and the degree of variation among students. When blended learning was measured through a Like - type scale, the mean responses were interpreted through an established verbal interpretation framework for example, ranges representing "Strongly Agree" to "Strongly Disagree," depending on the scale. This descriptive step allowed the study to identify whether students generally reported positive experiences with blended learning and whether their academic results reflected an observable level of achievement.

In addition to mean and SD values, descriptive statistics were examined to understand the pattern of responses across indicators. The researcher paid attention not only to the overall mean but also to how individual aspects of blended learning performed relative to others. Such an approach helped clarify which elements of blended learning were perceived as more effective by students. For example, if students reported higher means for the usefulness of learning materials or the clarity of online tasks, these results were interpreted as evidence that specific instructional components supported engagement and understanding. Conversely, lower means on certain indicators were treated as possible areas where blended learning implementation might have lacked consistency, structure, or student support. For the academic outcomes, descriptive analysis summarized students' achievement levels by computing the mean academic performance score and associated spread. If a pretest-posttest framework was used, descriptive statistics were computed for both time points to observe trends prior to hypothesis testing. Such reporting provided a preliminary view of whether student performance appeared to improve after exposure to blended learning. At this stage, the results were described carefully and were not yet used to conclude causality. Instead, the descriptive results served as a basis for interpreting subsequent inferential analyses.

Testing of Assumptions before applying inferential statistical tests, the researcher examined necessary statistical assumptions depending on the planned tests. When the design required comparing means such as a t-test or repeated measures analysis, the researcher evaluated the suitability of the data for parametric methods. The researcher examined whether score distributions appeared approximately normal and whether variances were reasonably comparable when required by the test design. When assumptions could not be adequately supported, the researcher considered appropriate alternatives, such as non-parametric tests, to preserve the integrity of statistical conclusions.

Although assumption checks were performed to strengthen methodological rigor, the researcher emphasized that the main goal of inferential testing was to determine whether observed differences and relationships were unlikely to have

occurred by chance. Therefore, the selection of statistical procedures was guided by both the research design and the nature of the data. This approach ensured that the analysis matched the quantitative structure of the study and that the interpretation of results followed recognized statistical standards.

Inferential Statistical Analysis after descriptive profiling, the researcher conducted inferential analysis to address the study's hypotheses or research questions. The inferential step was central to establishing whether blended learning had a statistically significant impact on Grade 12 students' academic outcomes at Young Achievers School of Caloocan Inc.

Effect Size and Practical Significance to ensure that statistical significance was not treated as the only basis of interpretation, the researcher considered effect size measures where applicable. Statistical tests indicated whether differences or relationships were unlikely to be due to chance, while effect size indicated the magnitude or educational relevance of the findings.

Interpretation of Results After the computations were completed, the researchers interpreted the results in relation to the study objectives. The mean values of blended learning responses were treated as evidence of students' learning experiences and perceptions. In the event that students exhibited higher agreement levels for learning-related practices such as clarity of online tasks, engagement in digital activities, or support from instructors, the study interpreted these as contributing factors that could facilitate learning. The researchers then compared these patterns with students' achievement scores to assess whether stronger blended learning experiences aligned with improved academic performance.

Hypothesis testing revealed statistically significant differences, the researchers concluded that blended learning had a measurable impact on Grade 12 students' academic outcomes at Young Achievers School of Caloocan Inc. The direction of the findings was interpreted based on whether posttest scores increased relative to pretest or whether the experimental group outperformed the control group. Where results were statistically non-significant, the researcher reported that blended learning did not produce a statistically detectable effect within the study conditions, while still discussing possible reasons grounded in implementation factors, instructional alignment, student readiness, time exposure, or measurement limitations.

Quantitative Presentation of Findings For transparency and clarity, the results were presented in a structured manner following standard quantitative reporting practices. Tables and figures were used to display:

Descriptive statistics for blended learning indicators and academic outcomes
Summary tables for pretest and posttest comparisons
Inferential test outputs, including test statistics and p-values
Interpretation indicators such as effect size measures.

Each table was accompanied by a narrative interpretation so that the numerical results were not presented in isolation. Instead, results were connected directly to the research questions to ensure that readers could understand what the findings meant in the context of blended learning implementation.

Overall, the data analysis process followed a systematic quantitative pathway. The researcher ensured that data were

properly encoded and screened, summarized the main variables through descriptive statistics, tested the assumptions required for statistical inference, and applied inferential statistical tests consistent with the study design. Finally, the researchers interpreted results in terms of both statistical significance and educational relevance, supported by effect size measures where applicable. This analytic approach was designed to produce credible and meaningful conclusions regarding the impact of blended learning on Grade 12 students at Young Achievers School of Caloocan Inc.

Ethical Considerations

In conducting this quantitative study on the IMPACT OF BLENDED LEARNING among Grade 12 students at Young Achievers School of Caloocan, I made sure that the rights and welfare of the participants were protected throughout the entire research process. Before the study began, the researchers obtained approval from the school so that the research would follow school policies and academic guidelines. The Researchers also informed the students and/or their guardians about the purpose of the study, the procedures to be followed, and the activities that would be involved, so that they would understand what participation meant.

Participation in the study was voluntary. The researchers emphasized that the students were allowed to decide whether to take part, and they could withdraw from the research at any time without experiencing any negative consequences such as loss of grades or unfair treatment. To protect students' identities, the researchers kept all responses confidential and ensured that personal information was not included in the analysis and presentation of results. Instead of using students' names, the researchers used codes when recording and reporting data, so that individual learners could not be easily identified.

The researchers also took care to minimize any possible harm or discomfort that the students might experience. The blended learning tasks were educational and age-appropriate, and the activities were aligned with the normal expectations of classroom learning. Moreover, we treated all participants fairly by ensuring that the instructional procedures were consistent and that no student was given unfair advantage or disadvantage during the implementation of the learning activities.

Finally, the researchers handled the gathered data responsibly and honestly. The researchers analyzed and interpreted the results accurately and reported the findings in a truthful manner without exaggeration or manipulation. The information from the study was used only for academic purposes, particularly to support improvement in teaching and learning practices for Grade 12 students.

Results and Discussion

To evaluate how Grade 12 students perceive the impact of blended learning on their academic performance and learning experience, quantitative data were gathered using a 10-indicator Likert scale survey (N=100). The responses were scored on a scale where \$1.00–1.80\$ indicated "Yes" (Positive Perceptions), \$3.41–4.20\$ indicated "Maybe", and \$4.21–5.00\$ indicated "No" (Negative Perceptions). Table 2 details the weighted means (WM), verbal interpretations (VI), and overall rankings for each indicator.

Table 2: Grade 12 Students' Perceived Impact of Blended Learning

S. No	Indicator	Weighted Mean (WM)	Verbal Interpretation	Rank
1	Are you able to focus better on your studies while at home?	4.21	No	7
2	Are you able to easily get help or answers from your teachers when you have difficulties with your lessons under the blended learning system?	4.21	No	1
3	Do you believe blended learning has a positive impact on Grade 12 students?	5.00	No	5
4	Do you think blended learning improves your academic performance?	4.50	No	4
5	Do you find it easy to manage your time when studying online from home?	5.00	No	8.5
6	Do you feel motivated to finish your schoolwork during the blended learning schedule?	4.30	No	2
7	As a student that has blended learning, do you enjoy having blended learning?	4.23	No	6
8	Do you feel more engaged in blended learning?	4.73	No	10
9	Do online discussions enhance your understanding of lessons?	4.35	No	3
10	Does blended learning help you understand lessons better?	4.21	No	8.5
	Overall Weighted Mean	4.38	No	--

Analytical Discussion of Findings

The overall weighted mean across all indicators was **4.38** (Verbal Interpretation: **No**), demonstrating a strong, overarching dissatisfaction among Grade 12 students regarding the efficacy and impact of blended learning on their academic outcomes. Contrary to widely cited theoretical models that champion blended learning for flexibility and engagement, these findings indicate that learners experience substantial operational and cognitive friction in the hybrid format.

Instructional Support and Teacher Interaction

Indicator 2 ("Easily getting help from teachers during lesson difficulties") ranked first among responses with a mean of **4.21** (No). Although it achieved the lowest negative mean score relative to other items, it still falls within the "No" range. This reveals a critical communication gap in asynchronous or distance components. Students encounter delays in feedback, making real-time academic remediation difficult. This result aligns with findings by Co (2025) [5] and Han & Ellis (2023), who established that without immediate teacher accessibility and structured feedback loops, students' confidence in remote learning modalities declines significantly.

Academic Motivation, Focus, and Time Management

Academic drive and self-regulation showed severe impairment under the blended modality. Indicator 6 ("Motivated to finish schoolwork") received a weighted mean of **4.30** (Rank 2), while Indicator 5 ("Easy to manage time at home") and Indicator 3 ("Positive overall impact") both reached the maximum negative score of **5.00** (Ranks 8.5 and 5, respectively). Furthermore, focusing at home yielded a mean of **4.21** (Rank 7). These numerical outcomes indicate that Grade 12 students lack the requisite self-directed learning skills and home environments conducive to sustained focus. Home-based study schedules appear to invite domestic distractions, online fatigue, and procrastination, directly undermining motivation.

Cognitive Comprehension and Student Engagement

The data demonstrate that blended learning fails to enhance lesson comprehension or learner active participation. Online discussions (Indicator 9, WM = **4.35**, Rank 3) and general lesson understanding (Indicator 10, WM = **4.21**, Rank 8.5) were consistently rejected by respondents as effective tools. Most notably, Indicator 8 ("Feeling more engaged in blended learning") received the lowest relative standing among metrics with a mean of **4.73** (Rank 10).

This pronounced lack of engagement suggests that digital delivery at the institution may currently rely on passive content consumption (e.g., posted reading materials or pre-recorded videos) rather than interactive, student-centered learning. As Han (2023) argued, when blended learning environments lack interactive technology integration and collaborative peer dynamics, student satisfaction drops and academic performance perceptions suffer.

Perceived Impact on Overall Academic Performance

Ultimately, Indicator 4 ("Blended learning improves academic performance") yielded a mean of **4.50** (Rank 4). The data confirm that Grade 12 students at Young Achievers School of Caloocan, Inc. do not perceive blended learning as an advantageous academic strategy. Instead, the hybrid format is experienced as an impediment to high-level academic achievement, characterized by reduced engagement, communication barriers, and elevated self-regulatory burden.

Conclusion

Most of the Respondents explained the studying at home is more difficult because there are many distractions, such as household responsibilities, noise, and other factors that reduce their focus and motivation. In contrast, the school environment provides a more structured setting that helps students concentrate better on their lessons. The respondents also emphasized that communicating with teachers is much easier during face-to-face classes than through digital platforms. They found it more convenient to ask questions, receive immediate feedback, and better understand lessons when interacting with teachers in person. Online communication can sometimes be delayed or unclear, making it more challenging for students to seek guidance and clarification. The findings suggest that traditional classroom learning remains more effective and beneficial for many students than blended learning. While blended learning offers flexibility and access to digital resources, it cannot fully replace the advantages of direct interaction between teacher and students. Therefore, schools should continue improving blended learning strategies while maintaining opportunities for meaning full face-to-face instruction to support students' academic success and overall learning experience.

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