

**THE IMPACT OF SOCIO ECONOMIC ON THE ACADEMIC ACHIEVEMENT ON
GRADE 12 HUMSS AT FRANCISCO RAMOS NATIONAL HIGH SCHOOL.**

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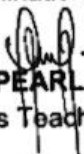
**A Research Paper Submitted to the Faculty of the Department of Education,
Francisco Ramos National High School-Senior High School, In Partial Fulfillment
of the Requirements of the Subject**

Inquiries, Investigations and Immersions

May 2024

Approval Sheet

In partial fulfillment of the requirements in Inquiries, Investigations, and Immersions this research paper entitled "THE IMPACT OF SOCIOECONOMIC ON THE ACADEMIC ACHIEVEMENT ON GRADE 12 HUMSS AT FRANCISCO RAMOS NATIONAL HIGH SCHOOL. ", prepared and submitted by Jecel Mae Magno, Je-an R. Umpad, Joan Malanghing are hereby recommended for Oral Examination.


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RESEARCH ABSTRACT

The impact of socio economic on the academic achievements in Grade 12 Humanities and Social Science at Francisco Ramos National High School can be significant. Research has shown that students from low-income families often face challenges that can hinder their academic success. These challenges include limited access to educational resources, lack of parental involvement, inadequate nutrition, and unstable home environments.

According to a study conducted at Beaver Creek Elementary School in Knott County, Eastern Kentucky, students from impoverished backgrounds struggle academically compared to their peers. The school's test scores in reading and math were below state averages. Poverty can affect academic achievement by limiting access to books, resources, and cultural experiences.

The impact of poverty on academic performance is not limited to one school or region. Studies have shown that students in high-poverty schools tend to score below norms in all grade levels compared to students in more affluent schools. The effects of socio economic on academic achievement are particularly significant when the concentration of poverty exceeds 40%.

Poverty can also lead to health issues and absenteeism, further affecting academic performance. Children from low-income families are more likely to experience hunger, fatigue, and chronic illnesses, which can result in frequent absences from school.

Efforts to mitigate the impact of poverty on academic achievement include providing support and resources to students and families. Programs such as sponsorship initiatives, pre-school services, after-school programs, and access to healthcare can help bridge the achievement gap. Additionally, strong leadership, quality teaching methods, and parental involvement play crucial roles in supporting students from low-income backgrounds.

It is essential to address the impact of poverty on academic achievement to ensure equal opportunities for all students, regardless of their socioeconomic status. By implementing strategies that reduce the concentration of poverty in schools and provide necessary support, it is possible to improve academic outcomes for students facing poverty-related challenges.

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Chapter 1

Background of the Study

Numerous studies have highlighted the significant impact of poverty on academic achievements among students. Poverty, often accompanied by limited access to resources and support systems, can create barriers to educational success specifically in the context of Grade 12 HUMSS student subject at Francisco Ramos National high school, it be crucial to understand how poverty affects students' academic achievements.

Research has shown that student's raised in poverty face unique challenges. That can hinder their learning capacity and behavior in the classroom. The effect, of poverty on academic achievement are multifaceted, encompassing factors such as limited access to educational resources , inadequate support systems, and challenging living conditions. These factors can Impede student's ability to fully engage with the curriculum, critically think, and analyze social and cultural context.

It is essential for educators and policymakers to be aware of the expects of poverty on students academic outcomes to develop targeted interventions and support systems. By addressing the specific challenges faced by students from low-income backgrounds, educational stakeholders can work towards promoting equal educational opportunities and Fostering academic success for all students.

The problem lies in the impact of socio economic on the academic achievements of Grade 12 HUMSS at Francisco Ramos National high school. The research aims to identify the challenges affect their ability to succeed academically by pinpointing the factor that hinder and academic achievements, the study seeks to address the disparities and develop effective strategies to mitigate the negative effects of poverty in students educational outcomes.

To address the problem, the study employed a qualitative research allows for an in-depth exploration of the experiences, and challenges faced by Grade 12 students in the humanities and social sciences disciplines at Francisco Ramos National high school. This approach will involve conducting interview to gather rich and detailed data on the impact of poverty on academic achievements, by utilized qualitative method the study aims provide comprehensive understanding of a complex dynamics between poverty and academic success in there specific subjects.

The purpose of this study was gain insights into how socio economic affects academic achievements of Grade 12 students HUMSS at Francisco Ramos National High school. By examining the specific challenges faced by students from low-income backgrounds, the research aims to inform the development of targeted interventions and support system that can mitigate the negative expects of poverty on students' educational outcomes. ultimately, the study seeks to promote equitable educational opportunities and foster academic success for all students, regardless of their socioeconomic studies.

Statement of the Problem

The researcher aimed to investigate and to the impact of socio-economic on Grade 12 HUMSS students at Francisco Ramos National High School. Poverty with it's associated challenges such as limited access resources to support system, can hinder students academic performance and achievement in this specific subject:.

Specifically, it aims to answer the following queries:

1. What is the impact of poverty on your academic achievement in Grade 12 Humanities and Social Science?.
2. What are the social and emotional challenges faced by students from low-income background that impact their academic that their academic performance in the Humanities and social sciences?
3. What is the impact of poverty on limited access to resources and support systems that can hinders students academic performance and achievement?

Scope and Delimitations of the Study

This study primarily focused on the impact of socio economic on the academic achievements of Grade 12 Humss students at Francisco Ramos National High school. It will explore the various ways poverty can affect a student's academic performance, such as lack of resources, insufficient nutrition, and limited access to educational materials. The research will also examine the coping mechanisms these students employ to overcome these challenges.

Moreover, the study aims to provide insights that could help educators and policymakers Formulate strategies to mitigate, the effects of poverty on a student's academic journey.

This study was limited to the experiences and academic performance of the Grade 12 Humss Students at Francisco Ramos National High school. Therefore, the findings may not be applicable or generalized to students in other grade levels, academic tracks, or schools, furthermore, due to the complex nature of poverty, there may be other external factors affecting a student's academic performance that this study may not fully capture, finally, as this research relies on self-reported data, there might be a potential bias or inaccuracies in the responses.

Significance of the Study

Study the following entities will benefit from this study are students, parents, professors, future researchers.

Parents :This research holds significant importance for parents ax it provides crucial information about the impact of socio economic on the academic achievement in Grade 12 Humss students at Francisco Ramos National High school. Parents can gain insights into the challenges their children may Face due to poverty and understand the factors that influence their academic Performance. This knowledge can help parents support their children better, advocates for their needs, and collaborate with the school and community to create conducive learning environment. Understanding the impact of poverty on academic

achievements on the Grade 12 humanities and social sciences in Francisco Ramos National High School

Students: The study is significant for student as it shed light on the impact of poverty on their academic achievements. It emponents students by raising awareness of the challenges they may Face and providing strategies to overcome them. Students can utilize thi knowledge to seek appropriate support, develop resilience, and take ownership of their educational journey,ultimately improving their academic outcomes and future opportunities.

Professors :This research in significant for professor as it enhance their understanding of the challenges faced by students prom economically disadvantage backgrounder. It equips professor with insights into expective instructional strategies and support system than can help these student success academically. professors can utilize this knowledge to adapt their teaching methods, create inclusive learning environments, and provide targeted support to students affected by poverty

Future Researchers: the study is significant for future researcher as it establishes a foundation for further investigation into the impact of poverty on academic achievements. It provider a starting point for future studies to delve deeper into specific factors, explore long-term expects or compare Finding across different contexts. future researchers can utilize the knowledge gained from this study to inform their own research and contribute to the field of educational equity and poverty alleviation.

Researchers: this research contributes to the existing body of knowledge on the impact of poverty on academic achievements. It provide insights and data specific to Grade 12 Humanities and social sciences on Francisco Ramos National High school. Researcher can Build upon this study to further explore the complex relationship between poverty and education, contributing the development of evidence-based interventions and policies.

Definition of Terms

The following terms will be used extensively in this study and shall be taken according to the definition given below:

Poverty: Refers to the state of being extremely poor, characterized by a lack of material resources, financial stability, and access to basic necessities such as food, shelter, and healthcare. In the context of this research, poverty specifically pertains to the socioeconomic condition of individuals or families in Francisco Ramos National High School who face significant economic challenges and limited financial resources.

Academic Achievements: Denotes the educational accomplishments and outcomes attained by students in their academic pursuits. This includes performance in examinations, grades, class rankings, and overall academic success in the grade 12 humanities and social science subjects at Francisco Ramos National High School.

Grade 12 Humanities and Social Science: Specifically refers to the curriculum and subjects offered in the grade 12 level of education at Francisco Ramos

National High School, focusing on the study of humanities and social science disciplines such as history, sociology, psychology, anthropology, economics, political science, and philosophy.

Impact: Refers to the effects, influences, consequences, or outcomes resulting from the experience of poverty on the academic achievements of students in grade 12 humanities and social science. This includes the potential positive or negative effects on academic performance, engagement, motivation, and overall educational outcomes.

By defining these terms, researchers can establish a common understanding of the key concepts and variables involved in the study of the impact of poverty on academic achievements in grade 12 humanities and social science at Francisco Ramos National High School. This clarity will facilitate effective communication and analysis of research findings, contributing to a comprehensive understanding of the topic.

Chapter 2

Review of Related Literature

This chapter present the reviewed literature and studies which are relevant to the researcher's proposed study. This research enumerates several articles and studies and studies in which it gives further knowledge about the impact of socio economic on academic achievement of Grade 12 Humss students ar Francisco Ramos National High School.

Poverty is a complex and pervasive issue that has significant implications for academic achievement. Various studies have explored the factors contributing to or alleviating poverty and its impact on students' academic performance. Maduga Khalid (2023) conducted an article that delved into the academic discussions surrounding the factors that contribute to or alleviate poverty, with a particular focus on the causes of poverty in India. The article revealed that economists have dominated the academic discourse on this subject.

Thelma Chansa Chanda (2023) found that poverty directly affects academic achievement by limiting the resources available for student success. The lack of resource is associated with low achievement, and numerous studies have established a correlation between low socioeconomic status and academic performance. To further investigate the effect of poverty on students' academic performance, a study was conducted in the Lufwanyama district of Copperbelt Province in Zambia .

Saifullah and Hendri Yawan (2022) highlighted the high percentage of the Indonesian population, living below the national poverty line. Poverty presents numerous challenges for students in Indonesia, particularly in Papua, including limited access to healthcare facilities, a healthy family environment, proper nutrition, and secure food sources. These challenges significantly impact their academic achievements.

According to McKenzie (2019), poverty is a major contributing factor to student academic achievement worldwide, with several studies establishing a correlation between children living in poverty and their lower academic performance.

Christy Michele Lothrop (2021) conducted a literature review aiming to explore the effects of poverty on children's development and identify strategies that educators can employ to enhance educational outcomes for students living in poverty. The review aimed to provide insights into the impact of poverty on children's overall development and propose effective approaches for educators to address the challenges faced by students from impoverished backgrounds .

Torgine Angel Namoc Lastimosa, Inajhey Lomongo, et al. (2023) emphasized the additional obstacles faced by students in special education in achieving academic success due to poverty. Poverty makes it extremely difficult for them to pursue higher education, improve job prospects, and increase their income Soto (2021) found a close link between poverty and disability in the Philippines, their incond Sotq (2021) foutes being more likely to experience poverty and lower academic per individuals with disabilities by challenging in a

developing country like the Philippines, performance. These particularly needs are unable to attend school due to familial and financial constraints.

Keridra McKenzie (2019) highlighted poverty as a prominent factor influencing academic achievement, especially considering the growing number of students from impoverished backgrounds. Educators play a crucial role in understanding the impact of poverty on student behavior and learning abilities in the classroom. To bridge the gap in academic achievement between students from low-income households and those from more affluent backgrounds, educators must implement effective strategies that have been proven to.

Conceptual Framework

The conceptual framework of the study is shown in Figure 1.

The Impact of socio economic on the Academic achievement of Francisco Ramos national High school.

The researcher aims to investigate how socio economic affect the academic achievement of grade 12 HUMSS students at Francisco Ramos national high school. We want to understand the challenge face by students from low income background and have these challenge impact their availability to succeed academically.

Through this record, we engaged in conversation with grade 12 students who low from economically disadvantage households. by listening their experience, we will gain to insight into the specific ways poverty affect their academic achievement. We will explore how financial constraints, limited access

to resources, and after factors related to poverty influence their learning experiences.

In our study, we will collect data through interview to understand the students' perspective. We will ask them about difficulties they face due to poverty, such as lack of academic materials, inadequate study environment or additional responsibility outside of school. We will also inquire about their coping academic and strategies they employ to overcome these challenges.

The findings of our study will be valuable for teachers, parents, and school administrators at Francisco Ramos National High School. It will provide them with a deeper understanding of the impact of poverty on academic achievement, allowing them to develop targeted intervention and support systems to help students from low-income backgrounds succeed academically.

Chapter 3

Research Methodology

This chapter presents the research methods of the study. It includes discussion on the research design and research methods covering the research environment, research subjects, sampling techniques, instrumentation, data gathering techniques, and statistical treatment.

Research Design

The researcher use Phenomenological research design. The phenomenological research design aims to explore and understand the lived experiences and perception of individuals regarding a particular phenomenon. In this case, it involves gaining insights into how poverty affects the academic achievements of the students.

Research Locale

This section provides an overview of the research locale, highlighting its significance and relevance to the study. The research was conducted in Zamboanga Sibugay, province located in the western region of mindanao, Philippines especially the study focused on the area spanning from the Municipality of Buayan at Francisco Ramos national high school". In this section, provide a detailed description of Buayan, including its geographic location, demographic key features and any notable aspect related to the research. The description of Francisco Ramos national high school, here provide an overview of that school, including its location, size, student population and any unique aspects related to the research topic. "Francisco Ramos national high school is

located in the heart of Buayan and serves as a prominent educational municipality. It caters to approximately 1500 students from diverse background, providing them with quality secondary education.

Research Respondents

In this study, data will be gathered from Grade 12 humanities and social science students at Francisco Ramos National High School in Conception, Kabasalan, Zamboanga Sibugay for the academic year 2023-2024. The target population consists of students who have experienced or are currently experiencing poverty.

To select the research respondents, the snowball sampling technique will be employed. This method ensures a representative sample by starting with a small group of initial informants and then asking them to refer other students who meet the eligibility criteria for the study.

A total of 30 students will participate in this research. The Grade 12 HUMSS students were specifically chosen as respondents because they are directly affected by the factors being investigated in this study. By focusing on these students, the researchers aim to gain insights into the unique challenges and experiences related to poverty and its impact on academic achievements within this academic context.

The researchers believe that the perspectives and experiences of Grade 12 humanities and social science students will provide valuable insights into understanding the effects of poverty on academic achievements at Francisco Ramos National High School. It is important to note that not all Grade 12 students

maybe experiencing poverty. therefore the researchers will specifically target students who have experience or are currently experiencing poverty. This will help ensure that the research finding are relevant to the impact of poverty on academic achievement.

Sampling Techniques

The sampling technique employed snowball technique to gain a more profound comprehension of how socio economic on the academic achievements of Grade 12 HUMSS students at Francisco Ramos National High School. This approach begins by identifying a small group of initial participants who possess direct experience or knowledge of the topic, such as students, teachers, or other relevant stakeholders who can offer insights into the impact of poverty on academic performance.

Instruments

The research instrument we used in this study was a semi-structured interview. This type of interview involves a list of broad questions that must be addressed during the interview. To ensure that all relevant question areas were covered, written interview guide was used. During the interviews, as the researchers we used pen and paper to take detailed notes on the responses provided by the respondents. This approach allowed for a comprehensive exploration of the research topic and facilitated the collection of rich qualitative data.

Data Gathering Procedure

In this study, the researchers employed a Interview semi structured as the instrument to gather the necessary data for the impact of socio economic on the academic achievements of Grade 12 HUMSS students at Francisco Ramos National High School. The questionnaire will be carefully drafted by the researchers and validated by experts in the field to ensure its reliability and validity.

Before conducting the study, the researchers will seek permission from the rightful authorities of Francisco Ramos National High School. A formal request will be written to obtain the necessary approval to conduct the research within the school premises.

Once the permission is granted, the researchers will proceed with the interview. We will interview the respondents, and the students will be asked to answer the questions briefly and concisely. The researchers will ensure that the respondents have a clear understanding of the question and its purpose.

After the completion of the research question, the researchers will collect and classify the returned question. The data collected will be carefully analyzed and interpreted to identify the findings and insights related to the impact of poverty on academic achievements among Grade 12 humanities and social science students.

Chapter 4

Presentation, Analysis and Interpretation of Data

This chapter presents the results, the analysis and findings of the research study. The purpose of this study was to identify the experiences and perception of the students impact socio economic on the academic performance of Grade 12 Humss Students at Francisco Ramos National High School.

Table 1.

R1	<p>When you encounter a financial problem and you have a payment due for a school project but don't have the money, will your academic achievement be affected by that and why?</p> <p>Oo, kon wla ko'y kwarta ug naglabay na ang deadline, Ako gihapon makadawat ug penalty tungod sa pagkahuli.</p> <p><i>(Yes, when i have no money and due date has passed, I receive a penalty for being late.)</i></p>
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Interpretation:

Based on Table 1, which includes responses from 30 students, it is evident that when encountering a financial problem and being unable to make a payment for a school project, their academic achievement is affected. The respondents indicated that if they do not have the money and the deadline has already passed, they still receive a penalty for being late. This suggests that financial constraints directly impact their ability to meet project deadlines, leading

to negative consequences such as penalties. The inability to fulfill financial obligations for school projects can hinder

Table 2.

R2	<p>What has been your experiences with difficulty accessing resources for your studies due to financial constraints?</p> <p>Akong experience boring,labi nag nay kallangan e search then wakay load.</p> <p>I often experience boredom, especially with school activities that are sometimes hard to understand and can be overwhelming.</p>
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Interpretation:

I often experience boredom, especially with school activities that are

Based on Table 2, which includes responses from 30 students, it is evident that students have experienced difficulties accessing resources for their studies due to financial constraints. The respondent mentioned that their experience is often characterized by boredom, particularly when they need to search for resources but do not have internet load or access to necessary materials. This suggests that financial constraints hinder their ability to access resources that are essential for their studies. As a result, they may feel bored, struggle to understand certain school activities, and become overwhelmed. These difficulties in accessing resources can have a negative impact on their overall academic experience and potentially hinder their academic achievement.

Table 3.

R3	<p>What is the impact of your economic status on your ability to engage in academic activities?</p> <p>Daku kaayu siyag epekto towards me labi na sa mga activities sa schools nga usahay dima sabtan mura na siyag maka buak sa ulo.</p> <p>It has a big impact on me, especially with school activities that are sometimes hard to understand and can be overwhelming.</p>
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Interpretation:

Based on Table 3, which includes responses from 30 students, it is evident that students' economic status has a significant impact on their ability to engage in academic activities. The respondent mentioned that their economic status has a big impact on them, particularly in school activities that can be challenging to understand and overwhelming. This suggests that financial limitations hinder their ability to fully participate and engage in academic activities. The difficulties they face in understanding and managing these activities can cause frustration and stress. The impact of their economic status on their academic engagement highlights the importance of addressing financial barriers and providing support to ensure equal access and opportunities for all students.

Table 4.

R4	<p>When considering the impact of poverty on academic achievement in Grade 12 Humanities at Francisco Ramos National high school, do you believe that poverty has a significant negative influence on students academic achievement and why?</p> <p>Oo aduna gyud negatibong epekto sa mga individual nga dali sayon makagamit sa mga kagamitan ug wala'y kwarta alang sa mga akademikong katuyoan.</p> <p>Yes, it does have negative impact on individuals who cannot easily access resources and have no money for academic purposes.</p>
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Interpretation:

Based on Table 4, which includes responses from 30 respondents, it is evident that the majority of the respondents believe that poverty has a significant negative influence on students' academic achievement in Grade 12 Humanities at Francisco Ramos National High School. The respondents indicated that poverty has a negative impact on individuals who struggle to access necessary resources and lack financial means to support their academic goals. This suggests that poverty creates barriers for students in terms of accessing academic materials and resources, which in turn hinders their academic achievement. The belief in the significant negative influence of poverty on academic achievement highlights the need for interventions and support systems

backgrounds, ultimately promoting equal opportunities and enhancing their educational experiences.

to address the challenges faced by students from low-income backgrounds and promote equal educational opportunities for all students.

Table 5.

R5	<p>When you feel that the school has provided sufficient support for students from low-income families, would it be helpful to you?</p> <p>Oo ,matag gamay nga tabang makahimo og dakong kahimtang gikan aa kasingkasing.Bisan sa pinakagamay nga kontribusyon,mahimo kini makabag-o sa kinabuhi busa maayo unta kon ang eskwelahan makahatag og tabang.</p> <p>Yes, every small help can make a big difference fromthe heart.Even the smalles</p>
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Interpretation:

Based on Table 5, which includes responses from 30 individuals, it is evident that the majority of the respondents believe that when the school provides sufficient support for students from low-income families, it would be helpful to them. The respondents expressed that even the smallest contribution or support can make a significant positive impact on their lives. This suggests that the provision of support from the school can bring about positive changes and improvements in the lives of students from low-income families. The belief in the helpfulness of school support highlights the importance of implementing programs and initiatives that cater to the needs of students from disadvantaged

Chapter 5

Summary of Findings, Conclusion/s and Recommendations

This chapter contains the research summary, conclusions and recommendations of the whole study. The findings of the study is written on the summary of findings. Generalizations and other interference would be seen on the conclusion while the recommendations of the researchers to the beneficiaries of this study can also be seen on this chapter. Generally, this chapter aims to cover-up the end result of the study.

1. What is the impact of socio economic on your academic achievement in Grade 12 Humanities and Social Science?"

The findings reveal that poverty has a significant impact on the academic achievement of Grade 12 Humanities and Social Science students. Students from low-income backgrounds face various challenges, including limited access to educational resources and support systems. These challenges often result in lower academic performance and hinder their ability to fully engage in their studies.

2. What are the social and emotional challenges faced by students from low-income backgrounds that impact their academic achievement in humanities and social science?"

The study highlights the social and emotional challenges faced by students from low-income backgrounds, which have a direct impact on their academic achievement in humanities and social science. These challenges

include feelings of inadequacy, low self-esteem, stress, and anxiety stemming from financial constraints and the social stigma associated with poverty. These factors can negatively affect students' motivation, engagement, and overall well-being, leading to lower academic performance.

3. What is the impact of poverty on limited access to resources and support systems that can hinder students' academic performance and achievement?

The findings demonstrate that poverty restricts students' access to essential resources and support systems, which in turn hinders their academic performance and achievement. Students from low-income backgrounds often lack access to quality educational materials, technology, tutoring services, and extracurricular activities. Moreover, the limited availability of financial aid and scholarships further exacerbates the challenges faced by these students, hindering their ability to access higher education and pursue their academic goals.

Conclusion/s

The findings emphasize the importance of promoting equal educational opportunities and fostering academic success for all students, regardless of their socioeconomic status. It is crucial for educators and policymakers to be aware of the impact of poverty on students' academic outcomes and work towards mitigating the negative effects through tailored strategies and support mechanisms.

Recommendations

Based on the findings, the researcher endorses the following recommendations:

Firstly, educational institutions should prioritize providing financial aid to students in need. This can be in the form of scholarships, grants, or tuition assistance programs. By alleviating the financial burden, students can focus more on their academic pursuits and have equal opportunities for success.

Furthermore, enhancing access to educational resources is essential. Schools should ensure that students have access to textbooks, technology, and other learning materials necessary for their studies. This can be achieved through initiatives such as providing loaner devices or creating resource centers within the school.

Moreover, offering social-emotional support programs is crucial. Students from low-income backgrounds often face unique social and emotional challenges. Schools should provide counseling services, mentor-ship programs, and peer support networks to help students navigate these challenges and develop resilience.

Lastly, collaboration between educational institutions and community organizations is key. Partnering with local nonprofits, businesses, and community leaders can provide additional resources and support for students. These partnerships can offer internship opportunities, career guidance, and networking events to expand students' horizons and enhance their future prospects. By

implementing these recommendations, educational institutions and policymakers can create a more inclusive and supportive environment for Grade 12 Humanities and Social Science students from low-income backgrounds. This will ensure that all students have equal opportunities to succeed academically and reach their full potential in the field of humanities and social science.

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<https://doi.org/10.22214/ijraset.2023.480>

Appendix

April 12, 2024

Ma. Helen S. Jarcia

School Principal

Francisco Ramos National High School

Dear Ma'am,

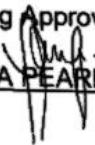
Greetings of peace!

In partial fulfillment of our requirements for our subject 3 I's (inquiries, investigation, and immersion), we, Jecel Mae Magno, Jean Umpad, and Joan Malanghing, are Grade 12 students at Francisco Ramos National High School. We would like to formally ask for permission to conduct a research study entitled "The Impact of socio economic on Academic Achievements on the Grade 12 HUMSS Students at Francisco Ramos National High School".

The purpose of this study is to determine the impact of socio economic on academic achievements of the Grade 12 HUMSS students at Francisco Ramos National High School. We will address this issue with the research methodology involving survey questionnaires and academic records that will be analyzed to understand the correlation between poverty and academic performance. We assure you that the data that will be gathered will remain confidential and will be used for academic purposes only.

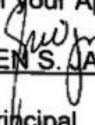
We believe that you are with us in our endeavor to fulfill the requirements for our subject. Thank you for your time and attention to this matter. Your approval to conduct this study will be greatly and highly appreciated.

Recommending Approval:


CASSANDHRA PEARL A. EMPERADO

Teacher

Hoping for your Approval:


MA. HELEN S. JARCIA

School Principal

Appendix B
(Instrument A)

1. When you encounter a financial problem and you have a payment due for a school project but don't have the money, will your academic achievement be affected by that? and why?
2. What has been your experience with difficulty accessing resources for your studies due to financial constraints?
3. What is the impact of your economic status on your ability to engage in academic activities?
4. When considering the impact of poverty on academic achievements in grade 12 humanities at Francisco Ramos national high school, do you believe that poverty has a significant negative influence on students' academic achievements and why?
5. When you feel that the school has provided sufficient support for students from low-income families, would it be helpful and why?

Curriculum Vitae

Name : Jecel Mae L.Magno

Date of Birth : August 22,2004

Place of Birth : Pagadian City



Present Address : Brgy, Goodyear kabasalan Zamboanga Sibugay

Parents Gerardo Rojas

Father :

Aida rojas

Mother :

Educational Background	Senior High School
Senior High School (School)	: Francisco Ramos National High School
(School Address)	: Buayan, Kabasalan Zamboanga Sibugay
(Strand/Track)	: HUMSS/ACADEMIC
Junior High School (School)	: Francisco Ramos National High School
(School Address)	: Buayan Kabasalan Zamboanga Sibugay
(Month & year graduated)	:
Elementary (School)	: Timuay, Danda Elementary School
(School Address)	: Timuay, Danda Kabasalan Z.S
(Month & year graduated)	: 2017-2018

Curriculum Vitae

Name : Je-an Rm Umpad
 Date of Birth : March 17,2006
 Place of Birth : Dipala, Kabasalan Zamboanga Sibugay



Present Address : Dipala, Kabasalan, Zamboanga Sibugay

Parents: Father: Arnel I. Umpad

Mother: Jonafe R. Umpad

Educational Background	Senior High School
Senior High School (School)	: Francisco Ramos National High School
(School Address)	: Buayan, Kabasalan Zamboanga Sibugay
(Strand/Track)	: HUMSS/ACADEMIC
Junior High School (School)	: Francisco Ramos National High School
(School Address)	: Buayan Kabasalan Zamboanga Sibugay
(Month & year graduated)	: Dipala Elementary School(2017-2018)
Elementary (School)	:
(School Address)	: Dipala, Kabasalan , Zamboanga Sibugay
(Month & year graduated)	: 2017-2018

Curriculum Vitae

Name : Joan M.Malanghing
Date of Birth : June 24,2005
Place of Birth : Siocon Zamboanga del Norte



Present Address : Brgy, Palinta Kabasalan Zamboanga sibugay

Parents Danilo Malanghing

Father :

Juanita Malanghing

Mother :

Educational Background	Senior High School
Senior High School (School)	: Francisco Ramos National High School
(School Address)	: Buayan, Kabasalan Zamboanga Sibugay
(Strand/Track)	: HUMSS/ACADEMIC
Junior High School (School)	: Francisco Ramos National High School
(School Address)	: Buayan Kabasalan Zamboanga Sibugay
(Month & year graduated)	:
Elementary (School)	: Palinta Elementary School
(School Address)	: Palinta, Kabasalan Z.S
(Month & year graduated)	: 2017-2018