

**MEASURING ACADEMIC PERFORMANCE CONTRAST BETWEEN GRADE 12 HUMSS
STUDENTS FROM BROKEN VS. COMPLETE FAMILIES AT FRANCISCO RAMOS
NATIONAL HIGH SCHOOL**

**RESEARCH PAPER SUBMITTED TO THE FACULTY OF THE DEPARTMENT OF
EDUCATION, FRANCISCO RAMOS NATIONAL HIGH SCHOOL, IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS OF THE SUBJECT**

INQUIRIES, INVESTIGATION, AND IMMERSION

JASPER CABIARA BUNGAY

May 13, 2024

Approval Sheet

In partial fulfillment of the requirements in Inquiries, Investigations, and Immersions this research paper entitled "MEASURING ACADEMIC PERFORMANCE CONTRAST BETWEEN GRADE 12 HUMSS STUDENTS FROM BROKEN VS. COMPLETE FAMILIES AT FRANCISCO RAMOS NATIONAL HIGH SCHOOL", prepared and submitted by Jasper C. Bungay is hereby recommended for Oral Examination.



CASSANDHRA PEARL A. EMPERADO
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In partial fulfillment of the requirements in Inquiries, Investigations, and Immersions, and on the recommendation of the Oral Examination Panelists, this research paper is presented by Jasper C. Bungay on May 03, 2024 hereby:

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MA. HELEN S. JARCIA
School Principal II

Dedication

This project is heartily dedicated to the researchers' beloved parent:

Mrs. Mercy Cabiara Bungay

Who had been his constant source of inspiration, for untiringly supporting his child and teaching him so that the task could be accomplished and completely done in time.

This research is also humbly dedicated to his 31's teacher Ms. Cassandra Pearl Emperado for giving her strength and discipline to tackle all the task and duties with patience and determination.

Acknowledgement

The grade 12 – Faith researcher, specializing in Humanities and Social Sciences, wish to convey his profound gratitude to those who have generously offered their support and assistance, enabling the completion of this research paper and study.

Firstly, the researcher extend his heartfelt thanks to our Almighty God for his unwavering love and continuous guidance, which has motivated the researcher to overcome intellectual challenges and complete this work.

Secondly, the researcher express his sincere appreciation to his 31's teacher, Ms. Cassandra Pearl Emperado. Her professional expertise and patience in teaching us the intricacies in research have been invaluable.

Finally, the researcher extend his thanks to his adviser, peers, and classmates, and to everyone who contributed their time and effort towards the completion of this paper. Your contributions have been invaluable, and the researcher are deeply grateful.

Abstract

This study investigate the disparity in academic performance among grade 12 HUMSS students at Francisco Ramos National High School based on family structure, broken vs. complete families. Utilizing statistical analysis, the researcher compares the average grades of students from both family types. Results indicate a slight variance in academic performance, with students from complete families exhibiting a higher average grades. The findings suggest that family structure may play a role in shaping academic outcomes for these students. Recommendations include implementing targeted support programs for students from broken families fostering a supportive school environment. Further research is encouraged to explore the nuanced mechanisms underlying the influence of family dynamics on academic success.

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Chapter 1

Introduction

Background of the Study

Understanding the academic performance of students in different family structures is crucial for developing effective interventions and support systems. In the context of Francisco Ramos National High School, assessing the academic performance contrast between Grade 12 HUMSS students from broken and complete families is essential for addressing potential disparities and fostering a more inclusive learning environment.

The academic achievements of students can be influenced by family dynamics, with broken families potentially posing unique challenges that may impact students' educational outcomes. However, it is unclear if there is a significant difference in the academic performance of Grade 12 HUMSS students from broken versus complete families at Francisco Ramos National High School.

This study aimed to systematically measure and analyze the academic performance contrast between Grade 12 HUMSS students from broken and complete families at Francisco Ramos National High School. Statistical analyses will be conducted to determine if there are significant differences in academic performance between the two groups.

The primary purpose of this study was to provide insights into the academic performance contrast between Grade 12 HUMSS students from broken and complete families at Francisco Ramos National High School. By examining this contrast, the study aimed to inform the development of targeted interventions and support systems to address the needs of

students from diverse family backgrounds, ultimately promoting equity and inclusivity in the educational experiences of all students.

Statement of the Problem

The researcher wanted to find out if there is a difference in how well Grade 12 students do in school. The researcher also compared students' academic performance from families where parents are together (complete families) to those where parents are separated or divorced (broken families) at Francisco Ramos National High School.

Specifically, this study aimed to answer the following questions:

1. What is the academic performance of grade 12 HUMSS students from complete families at Francisco Ramos National High School?
2. What is the academic performance of grade 12 HUMSS students from broken families at Francisco Ramos National High School?
3. Is there a significant difference in academic performance between students from complete families and students from broken families at Francisco Ramos National High School?

Hypothesis

Alternative Hypothesis (Ha): There is a significant difference in academic performance between Grade 12 students from complete families and Grade 12 students from broken families at Francisco Ramos National High School.

Null Hypothesis (Ho): There is no significant difference in academic performance between Grade 12 students from complete families and Grade 12 students from broken families at Francisco Ramos National High School.

Scope and Delimitation

This study aimed to know the precise measure of academic performance contrast between grade 12 HUMSS students from broken and complete families at Francisco Ramos National High School. This study employed statistical analysis to gather and analyze numerical data, providing quantitative insights into the differences in academic achievement.

Significance of the Study

This is significant because it investigated the academic performance contrast between grade 12 HUMSS students from broken and complete families. By providing insights into how family dynamics affect academic outcomes, it informs educational practices, guides family support programs, and influence policy decisions.

This study is significant in the school, because it identifies potential support mechanisms within the school for students from broken families.

Second is, it offers additional academic and emotional support to students from broken families.

And lastly, findings can contribute to efforts to promote equity in education by addressing any inequalities in any form of family situations.

Definition of Terms

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

Academic Performance: The measurable achievement or success of students in their educational endeavors, typically assessed through grades, test scores, or other evaluative measures.

Broken Family: A family structure where one or both parents are absent due to divorce, separation, or death.

Complete Family: A family structure where both parents are living together with their children.

Conceptual Framework

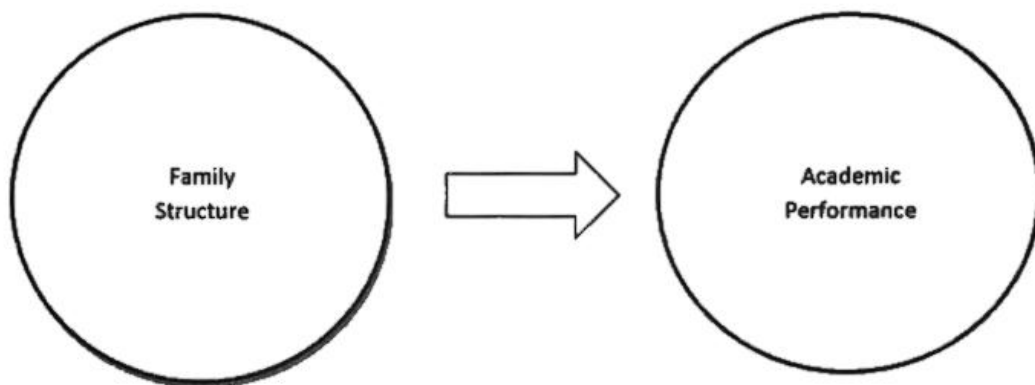


Figure 1. Conceptual Framework

This conceptual framework consist of two variables, the family structure as an independent variable and academic performance as the dependent variable. Family structure as independent variable, representing students from broken and complete families.

In the other hand, academic performance as the dependent variable, representing the performance of students whether they belong to broken or complete family.

This conceptual framework establishes a structured approach for examining the contrast of academic performance between students from broken and complete families.

Chapter 2

Review of Related Literature

The present study investigates the intricate relationship between family structure and relationship between family structure and student's academic performance, drawing upon a comprehensive review of existing literature from various regions including Nigeria, Ghana, and the Philippines.

Iheka (2022) examined the relationship between family structure and students' academic achievement in Owerri Education Zone I of Imo State, Nigeria. The study found a significant correlation between family structure and academic performance, indicating that students' basic needs provision influenced by family structure impacts their educational outcomes.

Similarly, Oba-Adenuga (2020) investigated the effects of family structure on academic performance in Somolu Local Government Area of Lagos State, Nigeria. The findings revealed significant differences in academic performance between students living with parents versus those not living with parents, as well as between students whose parents were employed versus unemployed.

Mante et al. (2021) explored the influence of family structure on academic achievement in the Kwabre East Municipal Area of Ghana. The study highlighted challenges in parental involvement due to financial hardships but also emphasized a significant positive correlation between parental roles in education and students' academic achievement.

Adegboye and Adegboye (2021) compared the academic performance of students from intact homes and broken homes in colleges of agriculture in Plateau State, Nigeria. While no significant difference was found in academic performance between the two groups,

various family-related factors like parental marital status and parents' survival status were found to significantly impact students' academic performance.

Additionally, Prochina and Torayno (2020) examined the family status of students with delinquency issues and implemented interventions to guide them towards academic success. The study showed effective supervision and intervention strategies in preventing students from engaging in inappropriate behavior at school, ultimately affecting their academic success positively.

Finally, Beley et al. (2018) discussed the relationship between family structures and academic performance among senior high school students. They highlighted the significance of family support, geographical location, and the structure of the family as factors influencing students' academic achievement, emphasizing both intact and broken family structures' impact on student performance.

These studies collectively underscore the critical role of family structure in shaping students' academic achievement, highlighting the need for interventions and support systems to address challenges arising from diverse family dynamics.

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, instruments, data gathering technique, and statistical treatment.

Research Design

The researcher used quasi-experimental research design, to measure the difference between academic performance of students coming from broken and complete family. Quasi – experimental research design aim to evaluate interventions that do not use randomization. Similar to randomized trials, quasi – experimental aim to demonstrate causality between an intervention and nonintervention selected control groups. (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1380192/>). However, quasi – experimental research design has advantages and disadvantages. One of its advantages is less expensive and time consuming than RCTs or cluster randomized trials. Another advantage of using quasi – experimental design is it designs can be strengthened with control groups, multiple measures over time and crossovers. And its disadvantages are retrospective data is often incomplete or difficult to obtain, and not randomize. (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5036994/#S2title>). Specifically, a likert scale questionnaire will be conducted, so that the researcher may have understanding in the perception of grade 12 HUMSS students towards their academic performance whether they belong to broken or complete family.

Research Locale

The research will be conducted at Francisco Ramos National High School, a public secondary school located in Concepcion, Kabasalan, Zamboanga Sibugay. Francisco Ramos National High School is selected for its diverse student population and accessibility for data collection.



Research Respondents

The research respondents for this study are Grade 12 students enrolled in the Humanities and Social Sciences (HUMSS) program at Francisco Ramos National High School. Specifically, the study focuses on two groups of students, those from broken families, characterized by parental separation or divorce, and those from complete families, where both biological parents reside together. These students represent a diverse range of backgrounds and experiences, allowing for a comprehensive examination of the potential impact of family structure on academic performance.

Sampling Techniques

In this sampling technique, the researcher used purposive sampling technique, because it divides students into two groups based on their family status: those from broken

families and those from complete families. And the researcher also used simple random sampling technique, because it involves randomly selecting a proportionate number of students from each group. This approach ensures that each subgroup is adequately represented in sample, allowing for meaningful comparisons between students from different family backgrounds.

Research Instrument

The researcher used a likert scale questionnaire as the primary research instrument for this study is appropriate because it efficiently collects data on multiple variables in a single survey. Its structured format ensured consistency and reduces biases, enhancing the reliability and validity of the data. Overall, the likert scale questionnaire is an effective tool for investigating the relationship between family background and academic performance among grade 12 HUMSS students at Francisco Ramos National High School.

Data Gathering Procedure

The data gathering starts with getting approval and permission from Francisco Ramos National High School. Grade 12 HUMSS students are then invited to participate and given consent forms. A questionnaire about family background and academic performance is used, tested first to make sure it's clear. Students fill out the questionnaire, and their responses are collected, checked, and put into a computer. The data is analyzed to find any connection between family background and school performance. Finally, a report is written and shared with the school. Throughout, it is important to follow rules and keep everyone's information private.

Statistical Treatment

The study gathers data on two main types: academic performance and family background. The t-test is crucial as it compares mean academic performances between these two groups. By analyzing GPA data, the t-test determines if there is a significant difference in academic performance based on family background. This statistical analysis is vital for understanding how family structure influences academic performance among grade 12 HUMSS students.

Chapter 4

Presentation, Analysis, and Interpretation of Data

This chapter presents, analyzes, and interprets the gathered data from the from grade 12 HUMSS students at Francisco Ramos National High School, comparing academic performance between those from complete and broken families.

Table 1. The academic performance of grade 12 HUMSS students from complete families at Francisco Ramos National High School.

Grades	Frequency	Midpoint	Frequency x Midpoint
80 – 85	3	82.5	247.5
86 – 90	8	88	704
91 – 95	4	93	372
96 – 100	0	98	0
Total:	15		1323.5
Mean: 88.2			

Table 1 presents that the majority of students fall within the 86 – 90 grade range, with a frequency of 8, this tells that the highest frequency of students falls in "very satisfactory" in the learner's progress report card. Making these students slightly more active in their academic performance than those students whose grade range falls into 80 - 85 (Satisfactory), but not more active than those students whose grade range falls into 86 - 90 (Outstanding). Students who are better able to understand and manage their emotions effectively, a skill

known as emotional intelligence, do better at school than their less skilled peers, as measured by grades and standardized test scores, according to research published by the American Psychological Association.

(<https://www.sciencedaily.com/releases/2019/12/191212095906.htm>)

Table 2. The academic performance of grade 12 HUMSS students from broken families at Francisco Ramos National High School?

Grades	Frequency	Midpoint	Frequency x Midpoint
80 – 85	6	82.5	495
86 – 90	7	88	616
91 – 95	2	93	186
96 – 100	0	98	0
	15		1,297
Mean: 86.87			

Table 2 presents that the majority of students fall within the 86 – 90 grade range, with a frequency of 7, this tells that the highest frequency of students falls in "very satisfactory" in the learner's progress report card. Making these students slightly more active in their academic performance than those students whose grade range falls into 80 - 85 (Satisfactory), but not more active than those students whose grade range falls into 86 - 90 (Outstanding). Students who are better able to understand and manage their emotions effectively, a skill

known as emotional intelligence, do better at school than their less skilled peers, as measured by grades and standardized test scores, according to research published by the American Psychological Association.

(<https://www.sciencedaily.com/releases/2019/12/191212095906.htm>)

Table 3. The difference in academic performance between students from families and students from broken families at Francisco Ramos National High School.

	<i>Variable 1</i>	<i>Variable 2</i>
Mean	88.2	86.87
Variance	10.6	14.98095
Observations	15	15
Pearson Correlation	0.489737	
Hypothesized Mean Difference	0	
df	14	
t Stat	1.419292	
P(T<=t) one-tail	0.088847	
t Critical one-tail	1.76131	
P(T<=t) two-tail	0.177695	
t Critical two-tail	2.144787	

Table 3 presents the mean of the academic grade of grade 12 HUMSS students from complete and broken families, the mean grade of the students from complete families is 88.2. On the other hand, the mean grade of students from broken families is 86.87. With a $P(T \leq t)$ two tail value of 0.177695, and 0.05 alpha level, it tells that there is no significant difference in their academic performance. You can reject a null hypothesis when a p-value is less than or equal to your significance level. The p-value represents the measure of the probability that a certain event would have occurred by random chance. You can calculate p-values based on your data by using the assumption that the null hypothesis is true. The smaller your p-value, the more evidence there is in favor of the alternative hypothesis, or that a significant

relationship exists between the variables. ([https://www.indeed.com/career-advice/career-development/reject-null-](https://www.indeed.com/career-advice/career-development/reject-null-hypothesis#:~:text=You%20can%20reject%20a%20null,the%20null%20hypothesis%20is%20true.)

[hypothesis#:~:text=You%20can%20reject%20a%20null,the%20null%20hypothesis%20is%20true.](https://www.indeed.com/career-advice/career-development/reject-null-hypothesis#:~:text=You%20can%20reject%20a%20null,the%20null%20hypothesis%20is%20true.))

Table 4. Table 4 presents how regularly grade 12 HUMSS students from complete family participate in class discussions (Q1), participate in answering questions during lessons (Q2), take part in group activities (Q3), interact with their classmates and teachers (Q4), and pay attention and participate in classroom activities (Q5).

Questions	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	Weighted Mean	Interpretation
	5	4	3	2	1		
1. I regularly join class discussions.	8	5	2	0	0	4.4	Strongly Agree
2. I participate in answering questions during lessons.	3	8	3	1	0	4.5	Strongly agree
3. I actively take part in group activities or group	5	5	5	0	0	4	Agree

works.							
4. I interact with my classmates and teachers during class.	5	4	4	2	0	3.8	Agree
5. I pay attention and participate in classroom activities and exercises.	9	4	1	1	0	4.4	Strongly Agree

Legend:

1.00 – 1.80 Strongly Disagree

1.81 – 2.60 Disagree

2.61 – 3.40 Neither

3.41 – 4.20 Agree

4.21 – 5.00 Strongly Agree

The table 4 presents that the 15 respondents has an average score of 4.4 in the question number 1 and it falls under the “Strongly Agree” in the legend above. This tells that

most grade 12 HUMSS students from complete family regularly joins class discussions. In the question number 2 it has an average score of 4.5 and it falls under the "Strongly Agree" in the legend above. This tells that most Grade 12 HUMSS students from complete family participate in answering questions during lessons. In question number 3 it has an average score of 4 and it also falls under the "Agree" in the legend above. This tells that not all Grade 12 HUMSS students from complete family actively take part in group activities or group works. In the question number 4 it has an average score of 3.8 and it falls under "Agree" in the legend above, this tells that not all Grade 12 HUMSS students from complete family interacts with their classmates and teachers during classes. And lastly, in the question number 5 it has an average score of 4.4 and it falls under "Strongly Agree" in the legend above. This tells that most Grade 12 HUMSS students from complete family pays attention and participate in classroom activities and exercises.

Table 5. Table 5 presents how regularly grade 12 HUMSS students from broken family participate in class discussions (Q1), participate in answering questions during lessons (Q2), take part in group activities (Q3), interact with their classmates and teachers (Q4), and pay attention and participate in classroom activities (Q5).

Questions	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	Weighted Mean	Interpretation
	5	4	3	2	1		
1.1 regularly join class discussions.	1	7	6	1	0	3.5	Agree

2. I participate in answering questions during lessons.	2	2	6	5	0	3.1	Neither
3. I actively take part in group activities or group works.	1	5	6	2	1	3.2	Neither
4. I interact with my classmates and teachers during class.	1	5	5	2	2	3.1	Neither
5. I pay attention and participate in classroom activities and exercises.	3	3	7	1	1	3.4	Neither

Legend:

1.00 – 1.80 Strongly Disagree

1.81 – 2.60 Disagree

2.61 – 3.40 Neither

3.41 – 4.20 Agree

4.21 – 5.00 Strongly Agree

The table 5 presents that the 15 respondents has an average score of 3.5 in the question number 1 and it falls under the "Agree" in the legend above. This tells that not all grade 12 HUMSS students from broken family regularly joins class discussions. In the question number 2 it has and average score of 3.1 and it falls under the "Neither" in the legend above. This tells that half of all Grade 12 HUMSS students from broken family participate in answering questions during lessons. In question number 3 it has an average score of 3.2 and it also falls under the "Neither" in the legend above. This tells that half of the Grade 12 HUMSS students from broken family actively take part in group activities or group works. In the question number 4 it has an average score of 3.1 and it falls under "Neither" in the legend above, this tells that half of Grade 12 HUMSS students from broken family interacts with their classmates and teachers during classes. And lastly, in the question number 5 it has an average score of 3.4 and it falls under "Neither" in the legend above. This tells that half of Grade 12 HUMSS students from broken family pays attention and participate in classroom activities and exercises.

Chapter 5

Conclusion and Recommendation

This chapter presents the conclusion and recommendation on the academic performance contrast between grade 12 HUMSS students from broken vs. complete families at Francisco Ramos National High School.

Summary of Findings

Research question 1. What is the academic performance of grade 12 HUMSS students from complete families at Francisco Ramos National High School?

The academic performance of grade 12 HUMSS students from complete families at Francisco Ramos National High School has an average mean of 88.2.

Research question 2. What is the academic performance of grade 12 HUMSS students from broken families at Francisco Ramos National High School?

The academic performance of grade 12 HUMSS students from broken families at Francisco Ramos National High School has an average mean of 86.87.

Research question 3. Is there a significant difference in academic performance between students from complete families and students from broken families at Francisco Ramos National High School?

Based on the result of the statistical test (t-test), which compares the average grades of students from complete families to those from broken families, it appears that students from complete families, with an average grade of 88.2, perform slightly better academically than students from broken families, who have an average grade of 86.87. This suggests that family

structure may affect the academic performance of grade 12 HUMSS students at Francisco Ramos National High School.

Conclusion

The researcher used alpha level of 0.05, and it is compared to the two tail of the t -test that the researcher conducted, and the two tail value 0.177695 is bigger than the alpha level 0.05. So therefore, the researcher accepted the null hypothesis that there is no significant difference in academic performance between grade 12 HUMSS students from complete families and grade 12 HUMSS students from broken families at Francisco Ramos National High School.

Recommendation

Based on these findings, it is recommended that Francisco Ramos National High School considers implementing support programs for students from broken families, and also for students from complete families. These programs could provide additional academic assistance and help students to study well without considering what family structure they have. Additionally, fostering a supportive and inclusive school environment where all students feel valued and supported regardless of their family background could also contribute to improve their overall academic outcomes.

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Appendix A

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 3I's (Inquiries, Investigation and Immersion) I am Jasper C. Bungay a grade 12 HUMSS-Faith student in Francisco Ramos National High School formerly Buayan National High School. I would like to ask formally for a permission to conduct a research study entitled "Measuring Academic Performance Contrast Between Grade 12 HUMSS Students from Broken vs. Complete Families at Francisco Ramos National High School.

The purpose of this study is to determine the performance contrasts between grade 12 HUMSS students from broken vs. complete families at Francisco Ramos National High School. The researcher addresses these issues with the research methodology semantic differential questionnaire and academic record that will be analyzed to understand the academic performance of students whether they belong to broken or complete family and will it affect the academic performance of grade 12 HUMSS students. Rest assured that the data that will be gathered will remain confident and to be used for academic purposes only.

We believe that you are with us to finish the requirements for us to comply 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

Approved by:

MA. HELEN S. JARCIA
School Principal

Appendix B

Research Instrument

This questionnaire is designed to understand your perception about the researchers study. You will see a series of statements about the difference in academic performance between Grade 12 HUMSS students from broken and complete families at Francisco Ramos National High School.

Directions: To answer this questions, simply choose the option that fits you best for each question and encircle it. For the second question, kindly put your general average for the third quarter.

1. Which type of family do you belong to?

A. Broken Family

B. Complete Family

2. What is your general average for the third quarter? _____

Directions: For each statement please indicate your level of agreement with the following statement by selecting the most appropriate option for each item. Remember, there are no right and wrong answers. We're interested in your honest opinion.

Questions	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
	5	4	3	2	1
1. I regularly join class discussions.					

2. I participate in answering questions during lessons.					
3. I actively take part in group activities or group works.					
4. I interact with my classmates and teachers during class.					
5. I pay attention and participate in classroom activities and exercises.					

Curriculum Vitae

Name: Jasper Cabiara Bungay

Date of Birth: July 5, 2005

Place of Birth: Poblacion Imelda, Zamboanga Sibugay

Present Address: Timuay Danda, Kabasalan, Zamboanga Sibugay

Parent: Mrs. Mercy Cabiara Bungay

Educational Background

Senior High School (School): Francisco Ramos National High School

(School Address): Concepcion, Kabasalan, Zamboanga Sibugay

(Strand/Track): Humanities and Social Sciences/Academic Track

Junior High School (School): Francisco Ramos National High School

(School Address): Concepcion, Kabasalan, Zamboanga Sibugay

(Month and Year Graduated): July, 2022

Elementary (School): Dipala Elementary School

(School Address): Dipala, Kabasalan, Zamboanga Sibugay

