

**THE IMPACT OF RESIDENTIAL LOCATION ON THE PUNCTUALITY OF GRADE
12 STUDENTS AT FRANCISCO RAMOS NATIONAL HIGH SCHOOL**

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**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

MAY 13, 2024

Approval Sheet

In partial fulfilment of the requirements in Inquiries, Investigations, and Immersions this research paper entitled "THE IMPACT OF RESIDENTIAL LOCATION ON THE PUNCTUALITY OF GRADE 12 STUDENTS AT FRANCISCO RAMOS NATIONAL HIGH SCHOOL", prepared and submitted by Clark Jake C. Cabatas is hereby recommended for Oral Examination.


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31's Teacher

In partial fulfilment of the requirements in Inquiries, Investigations, and Immersions, and on the recommendation of the Oral Examination Panelists, this research paper is presented by Clark Jake C. Cabatas on May 03, 2024, hereby:

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MA. HELEN S. JARCIA
School Principal II

Dedication

This project is heartily dedicated to his beloved parents:

Mr. and Mrs. Cabatas

I want to express my deepest gratitude and appreciation for the unwavering support and love you have shown to your child throughout his research journey. Your words of encouragement and belief in my abilities have always motivated me to strive for excellence and successfully complete this task.

This research study is also dedicated, with humility, to my research teacher, Ms. Cassandra Pearl Emperado. Her guidance and mentorship not only equipped me with the necessary skills to excel in research but also built my confidence to stand on my own.

Acknowledgement

The grade 12 faith researcher, specializing in humanities and social sciences, would like to express heartfelt gratitude to all those who supported and contributed to the completion of this research project.

First and foremost, I would like to thank the almighty God for His blessings and guidance throughout this research journey.

I extend my sincere appreciation to my research teacher, Ms. Cassandra Pearl Emperado. Your dedication to education profoundly influenced my research journey. I am grateful for the countless hours you spent guiding me through the research process, patiently answering my questions, and providing valuable insights.

I am also thankful to the selected respondents from grade 12 students at Francisco Ramos National High School. Your participation in providing data for my research is greatly appreciated.

To my parents, thank you for being my biggest supporters. Your unwavering encouragement has been my strength, enabling me to pursue my passion and successfully complete this task.

Finally, I would like to express my gratitude to my advisers, peers, classmates, and all those who contributed their time and effort to help me complete this paper. Your support and contributions have been invaluable.

Research Abstract

This study explores the influence of residential location on the punctuality of grade 12 students at Francisco Ramos National High School. Utilizing quantitative research techniques, the researcher investigated the potential impact of residential location on the punctuality of grade 12 students. The study aimed to answer specific questions regarding whether the long distance they need to travel has an impact on their punctuality. The research design was quasi-experimental, employing a survey questionnaire with multiple-choice questions to understand the experiences of the students. Findings revealed that students need to travel longer distances, with an average distance of 6-10 kilometers, to arrive at the school premises. However, students frequently arrive late during the time range of 7:00 to 7:30. Despite this, statistical analysis revealed that there is a significant impact of residential location on the punctuality of students. Therefore, we reject the null hypothesis and accept the alternative hypothesis. Recommendations include that students must manage their time effectively when going to school to avoid lateness and ensure punctuality. This study provides insights for students and workers on how distances from their home to school or workplace can affect their punctuality, highlighting the importance of effective time management.

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Chapter 1

Introduction

Background of the Study

In contemporary times, students found themselves grappling with the challenges posed by attending schools situated far from their homes, factors that could potentially exert a significant influence on their punctuality as students. The emergence of the geographical distance between school and students' home had created a situation in which conventional ideas about punctuality may run into an unexpected obstacle. Students' residential location played an effective role on their punctuality and academic performance and there was a relationship between students' residential location and punctuality. (Ukwibile, Okuta & Omede, 2022).

In mitigating the challenges arising from the impact of residential location on students punctuality, a holistic approach was envisioned. Employing a quantitative research technique, this study aimed to systematically investigate the impact of residential location on the punctuality of grade 12 students at Francisco Ramos National High School.

This study sought to offer valuable empirical evidence that added depth to our understanding of the dynamics between the residential location and the punctuality of grade 12 students at Francisco Ramos National High School.

Statement of the Problem

The researcher aimed to investigate the impact of residential location on the punctuality of grade 12 students at Francisco Ramos National High School.

Specifically, this study aimed to answer the following questions:

1. What is the average distance students need to travel from home to school?
2. What is the average punctuality rate of students arriving to school on time?
3. Is there a significant impact of residential location on the punctuality of grade 12 students at Francisco Ramos National High School?

Hypothesis:

Null Hypothesis (Ho): There is no significant impact of residential location on the punctuality of grade 12 students at Francisco Ramos National High School.

Alternative Hypothesis (Ha): There is a significant impact of residential location on the punctuality of grade 12 students at Francisco Ramos National High School.

Scope and Delimitation

This study aimed to investigate the impact of residential location on the punctuality of grade 12 students during the academic school year 2023-2024 at Francisco Ramos National High School, which is located in Concepcion, Kabasalan, Zamboanga Sibugay.

Employing a quantitative research design which involved data collection to understand and comprehend the impact of residential location on students' punctuality. It's essential to note that the study's focused was confined to grade 12 students at Francisco Ramos National High School, and the findings of this study cannot be generalized to other schools or location.

Conceptual Framework

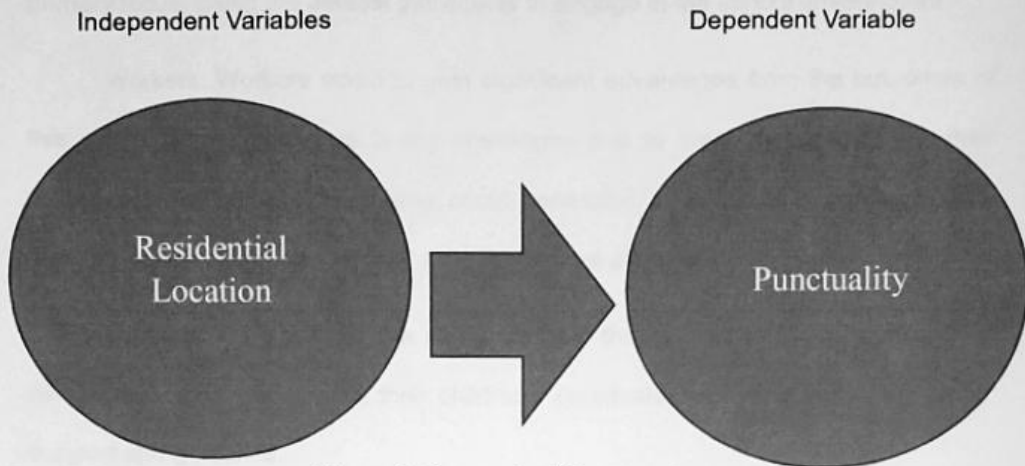


Figure 1. Conceptual Framework

This conceptual framework comprised of two variables: residential location and punctuality. The residential location was treated as an independent variable, representing the extent or duration of students' travel to reach the school. Illustrated in figure 1, this variable quantified the distance students needed to traverse to arrive at the school premises.

Conversely, punctuality served as another variable, acting as the dependent variable in this context. It signified the timing of students' arrival at school.

This conceptual framework established a structured approach for examining the interplay between the geographical aspects of residential location and its potential impact on students' punctuality.

Significance of The Study

The researcher believed that the result of this study will help and benefited the following:

Students: This study holds significant benefits for students as they are the primary focus, being the earliest individuals to engage in the school environment.

Workers: Workers stand to gain significant advantages from the outcomes of this study, particularly those facing challenges due to the distance between their workplace and home. The finding could contribute to developing strategies that support workers in managing their schedules more effectively.

Parents: The result of this study will help the parents understand how their residential location influences their children's punctuality so they can provide better support and guidance.

Future Researchers: It benefit the future researchers by using this study as reference in gathering data in conducting a similar study. This study may also help them uncover critical areas of the topic that the previous researchers were not able to explore.

Definition of Terms

To facilitate the understanding of this study, different terms are defined herein.

Grade 12 students- Commonly referred to as seniors, are those in their last year of secondary education at Francisco Ramos National High School, making them the main focus of this study.

Punctuality- As utilized in this study, it pertains to the timely arrival of students at school. It refers to the act of being on time.

Students' residential location- As used in this study, residential location refers to the physical/geographical distance that separates a student's home and school, frequently requiring long travel times to get to the educational institution.

Chapter 2

Review of Related Literature

This chapter reviews literature on the influence of residential location on student punctuality. As education evolves in a globalized world, understanding how distance affects punctuality is essential for optimizing student outcomes. Through synthesizing diverse studies, this review aims to provide insights for educators and policymakers navigating the challenges of modern education.

Numerous studies have explored the factors influencing the punctuality of students, including those that vary based on the distance students need to travel like the study of Adewuyi and Sanni (2022) examines the spatial distribution of secondary schools in Ibadan, Nigeria, and the effects of distance traveled from home to school. Results show a cluster distribution pattern, with distance traveled significantly affecting students' mental ability, academic performance, communication, and punctuality.

Anyamene and Anakwuba (2022) discovered that self-management techniques were effective in modifying lateness behavior and reducing its magnitude. The study recommends practicing counsellors adopt these techniques in counseling secondary school students to avert lateness behavior, highlighting the importance of quality education and fitness for purpose.

Also, Feremi, Mabuza, and Akinwarere (2023) found that long distances to school have impacted geography academic performance in Mankayane, Eswatini. The findings suggest that the government should provide transport facilities to help learners who travel long distances.

Another study that was conducted by Liu, Min, Shi and He (2024) explores spatial variations in students' active school travel (AST) in Guiyang, China, analyzing

socio-economic, topographic, and built environment characteristics. Results show sensitivity to variables across regions, with suburban students more likely to choose AST as distance increases. Policy recommendations include improved bus services and public transit accessibility.

Furthermore, Manoj, Verma, Rahul and Yadav (2020) Investigates the travel time expenditure of school-going children in Bangalore, India. It hypothesizes that children typically have a travel time bound associated with their school commute. The study uses stochastic frontier modelling to investigate the unobserved bound using revealed travel time and explanatory variables.

Okuta, Omede and Okwubile (2022) Investigates the impact of distance on Kogi State University students' punctuality and academic performance, focusing on the relationship between residential areas and global development.

Ufangkaya, Aliman and Maulana (2021) Examined the impact of punctuality and attendance on senior high school English teachers' teaching practices and students' academic performance in Maguindanao, Philippines. The findings showed that punctuality and attendance significantly influence teachers' teaching practices and contribute to students' English performance.

Xiu, Mei, Feng and Wei (2019) examines the spatial relationship between schools and residences to understand urban spatial structure and student travel-to-school behavior. Results show that student density decreases with travel-to-school distance, with a concentration within a 5.0 km distance. The dominant flow is from urban peripheral areas to urban core areas.

The studies strongly indicate that attending a school far from home can indeed influence student punctuality. However, it's important to note that various factors can affect student punctuality, leading to variations in outcomes. Furthermore, existing research suggests that effective time management emerges as a crucial factor for ensuring student punctuality, even in the face of long travel distances. Thus, prioritizing time management strategies could be key to enhancing punctuality among students, regardless of their commuting challenges.

Chapter 3

Research Methodology

This chapter discussed the methods and procedures used in the study. The research focused on determining the impact of residential location on the punctuality of grade 12 students at Francisco Ramos National High School. The following information provided details on the research design, research locale, research respondents, sampling technique, research instruments, data gathering procedure, and statistical treatment researchers will use in the study.

I. Research Design

This study employed a quantitative research technique to investigate the impact of residential location on punctuality among grade 12 students. By employing a quasi-experimental research design, this study aimed to contribute to our comprehension of educational outcomes without implementing interventions. Quasi-experimental design aimed to establish a cause-and-effect relationship between an independent and dependent variable. Since this study sought to establish a cause-and-effect relationship, examining whether residential location may impact the punctuality of grade 12 students at Francisco Ramos National High School, this design was appropriate for this research study. Using a quasi-experimental design provided real-world applicability and ethical advantages. However, it lacked control, potentially leading to bias and difficulty in establishing causality.

II. Research Locale

This study was conducted at Francisco Ramos National High School, situated in the municipality of Concepcion, Kabasalan, Zamboanga Sibugay. Francisco Ramos National High School was chosen due to its accessibility and relevance to the research topic.



III. Research Respondents

The target respondents of this research were all of the grade 12 students who were currently enrolled in Francisco Ramos National High School to assess how their residential location had affected their punctuality.

IV. Sampling technique

The majority of respondents share a common characteristic, which was living far from school. Because of time and accessibility limitations, surveying the entire population is impractical. In this study, stratified random sampling technique was employed to ensure the representative selection of respondents from the target population, which consisted of Grade 12 students across thirteen distinct sections. This probability sampling method involved dividing the total population of Grade 12 students into homogenous groups, or strata, based on the sections they are enrolled

in. By stratifying the population, the sampling process became more precise and ensured that each section was adequately represented in the final sample. This approach minimized potential biases and enhances the generalizability of the study findings to the entire Grade 12 student population. The sample size for each section was determined by multiplying the proportion of students in each section by the total desired sample size, ensuring proportional representation in the sample.

Table 1. Sample proportion, percentage and size for each section:

Section	No. of Students	Percentage (%)	Sample Size
Charity	21	6%	1
Passion	24	7%	2
Humility	14	4%	1
Loyalty	19	5%	1
Prosperity	11	3%	1
Faith	42	11%	5
Love	42	11%	5
Majesty	28	7%	2
Integrity	31	8%	2
Wisdom	39	10%	3
Unity	42	11%	4
Industry	31	8%	1
Prudence	32	9%	2
Total	394	100%	30

V. Research Instrument

The researchers administered a survey questionnaire to gather quantitative data from participants. It ensures the consistency in responses, and minimizing biases (Napoles et al., 2023). The researcher developed a new research instrument aligned with the study objectives. The purpose of this instrument was to investigate and address the specific questions outlined in the statement of the problem or study. The components of the research instrument included a directional guide and a set of questions with multiple-choice options that were intended to capture different viewpoints. The question section comprised 5 items and 4 different choices that will be possible answers.

This instrument ensured accuracy and measured what it was intended to measure. The structured format of the survey questionnaire ensured consistency in responses and minimized biases, thereby enhancing the reliability and validity of the data collected.

VI. Data Gathering Procedure

Before collecting the data, the researcher formulated the research questions to be answered by the respondents. Then, they obtained their consent to ensure the researcher had permission. During data collection, the researcher clearly explained the instructions for answering the research questions to the respondents, who were grade 12 students. The researcher collected the completed research questionnaires from the respondents. After data collection, the researcher summarized the gathered data in a tabulated format. Lastly, the researcher analyzed the responses provided to the research questions.

VII. Statistical Treatment

In the data analysis phase, researcher used a table to display frequencies and percentages. Employing regression statistics allows for impact assessment, particularly in determining whether there was a statistically significant impact of residential location on student punctuality. By utilizing regression analysis, researchers could gain a deeper understanding of the potential impact of the distance between students' homes and school on their punctuality.

Chapter 4

Presentation, Analysis, and Interpretation of Data

This chapter presents the collected data on the perceptions and experiences of respondents regarding on their residential location. It also includes analysis and interpretation to assess the impact of residential location on the punctuality of grade 12 students at Francisco Ramos National High School.

Table 2. Departure Times of Grade 12 Students from Home to School.

Response	Frequency	Percentage (%)
Below 6:00 AM	1	3.33%
Between 6:00 AM to 6:30 AM	6	20%
Between 6:30 AM to 7:00 AM	14	46.67%
Above 7:00 AM	9	30%
Total	30	100%

Table 2 presents the Departure Times of Grade 12 Students from Home to School. Participants were asked to choose based on their experiences. The frequency distribution reveals that 46.67 percent of respondents depart from their homes between 6:30 AM and 7:00 AM, while only 3.33 percent depart before 6:00 AM. This indicates that the majority of grade 12 students are time-conscious and anxious about being late, so they depart moderately, neither too late nor too early. Previous studies suggest that individuals select their departure time by balancing travel time against scheduling delay, which is a penalty for rescheduling that compares actual arrival time to preferred arrival time. (Haustein, Thorhauge & Cherchi, 2018).

Table 3. Arrival Times of Grade 12 Students at School.

Response	Frequency	Percentage (%)
Before 6:30 AM	1	3.33%
Between 6:30 AM to 7:00 AM	4	13.33%
Between 7:00 AM to 7:30 AM	20	66.67%
After 7:30 AM	5	16.67%
Total	30	100%

Table 3 presents the Arrival Times of Grade 12 Students at School. Participants were asked to choose from the provided options based on their experiences. The frequency distribution shows that 66.67 percent of the respondents arrive at school between 7:00 AM and 7:30 AM, while only 3.33 percent of respondents arrive before 6:30 AM. This indicates that most grade 12 students arrived late in school or subject, with only a small percentage arriving early. This suggests that students residential location gave them a hard time arriving on time, they were not aware of their schedules, and they arrived late. Ensuring on-time arrival is crucial in education.(Babaei & Bahaabadi, 2019).

Table 4. Travel Time in Minutes for Grade 12 Students from Home to School.

Response	Frequency	Percentage (%)
Less than 10 Minutes	2	6.67%
10 to 20 Minutes	16	53.33%
20 to 30 Minutes	7	23.33%
More than 30 Minutes	5	16.33%
Total	30	100%

Table 4 presents the Travel Time in Minutes for Grade 12 Students from Home to School. Participants were asked to choose from the provided options based on their experiences. The frequency distribution shows that 53.33 percent of grade 12 students travel from their homes to school within 10-20 minutes, while only 6.67 percent have a very short travel time of less than 10 minutes. This implies that the transportation methods or walking speeds of grade 12 students may be relatively slow, or their distances from home to school are considerable, necessitating travel times of 10-20 minutes to reach the school premises. Carrion and Levinson (2012). Travel time reliability is a crucial factor in the travel behavior of students.

Table 5. Distance Traveled by Grade 12 Students from Home to School.

Response	Frequency	Percentage (%)
Less than 1 Kilometer	1	3.33%
1 to 5 Kilometers	11	36.67%
6 to 10 Kilometers	13	43.33%
More than 10 Kilometers	5	16.33%
Total	30	100%

Table 5 presents the Distance Traveled by Grade 12 Students from Home to School. Students were asked to choose from the provided options based on their experiences and perceptions. The frequency distribution shows that 43.33 percent of grade 12 students traveled an average distance of 6-10 kilometers to reach school, while only 3.33 percent had the shortest distance of less than 1 kilometer from home to school. This implies that the majority of students have to travel a considerable distance, between 6-10 kilometers, to reach school, which may impact their punctuality. Students can transfer to schools outside their neighborhood, often

resulting in longer travel distances compared to those attending their local schools. (He & Giuliano, 2018).

Table 6. Challenges Faced by Grade 12 Students Regarding Punctuality Due to Distance from Home to School.

Response	Frequency	Percentage (%)
Yes, Frequently	7	23.33%
Yes, Occasionally	15	50%
No, Rarely	5	16.67%
No, Never	3	10%
Total	30	100%

Table 6 presents the Challenges Faced by Grade 12 Students Regarding Punctuality Due to Distance from Home to School. Students were asked to choose from the provided options based on their experiences and perceptions. The frequency distribution shows that 50 percent of grade 12 students occasionally or sometimes experience challenges with punctuality due to the long distance from their homes to school, while only 10 percent of students have never faced any challenges due to the long distance. This suggests that many students struggle with punctuality issues caused by the considerable distance between their homes and school. It has been established that students' residential location influences students' punctuality.(Ukwibile et al., 2022).

Table 7. The Connection Between Student Residence Distance and Punctuality

SUMMARY OUTPUT

Regression Statistics	
Multiple R	0.662389363
R Square	0.438893432
Adjusted R Square	0.418846789
Standard Error	8.117082246
Observations	30

ANOVA					
	df	SS	MS	F	Significance F
Regression	1	1441.83908	1441.839	21.88361371	6.68713E-05
Residual	28	1844.827586	65.8867		
Total	29	3286.666667			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	119.3103448	4.127912749	28.90831	2.1507E-22	110.8546889	127.765991	110.8546889	127.7659908
distance (km) arrival time(minutes)	2.75862069	0.589701821	4.677992	6.68713E-05	1.550671267	3.96657011	1.55067127	3.966570112

In this table, a regression analysis was conducted to examine the connection between residential location and the punctuality of grade 12 students at Francisco Ramos National High School. The intercept coefficient, representing the baseline punctuality when distance is zero, was found to be 2.75, with a p-value less than 0.05, indicating statistical significance. This suggests that students' residential locations significantly affect their punctuality. Contrary to our initial hypothesis, this suggests that there is a significant impact of residential location on the punctuality of grade 12 students at Francisco Ramos National High School. Therefore, traveling long distances does affect the punctuality of grade 12 students at Francisco Ramos National High School. A previous study by Ukwibile et al. (2022) suggested that living in campus dormitories offers several benefits, including easy access to classrooms, libraries, and most importantly, the ability to avoid being late.

Chapter 5

Summary of Findings, Conclusion, and Recommendation

This chapter presents the summary of findings, conclusion and recommendation of the impact of residential location on the punctuality of grade 12 students at Francisco Ramos National High School.

Summary of Findings

Research Question 1. What is the average distance students need to travel from home to school?

The average distance students need to travel from home to school is 6-10 Kilometers.

Research Question 2. What is the average punctuality rate of students arriving to school on time?

The average punctuality rate of students arriving to school on time, between 7:00 AM to 7:30 AM, is 66.67%.

Research Question 3. Is there a significant impact of residential location on the punctuality of grade 12 students at Francisco Ramos National High School?

Based on the results of the regression analysis, which compares the residence distance of grade 12 students to their punctuality or arrival times at school, it is evident that residential location has a significant impact on the punctuality of grade 12 students at Francisco Ramos National High School.

Conclusion

Overall, the study reveals that students living farther from school tend to travel distances ranging from 6 to 10 kilometers, with an average travel time of 10 to 20

minutes. Their typical arrival times at Francisco Ramos National High School are between 7:00 AM and 7:30 AM.

Therefore, we reject the null hypothesis, indicating that there is a significant impact of residential location on the punctuality of grade 12 students at Francisco Ramos National High School. This suggests that the residential location of the students has influenced their punctuality.

Recommendation

Based on the findings, it is recommended that students manage their time effectively, regardless of the distance from their homes to school. Prioritizing arriving at school early is crucial to avoid lateness. Additionally, parents should encourage their children to leave home early, allowing ample time for travel from home to school, as travel time directly impacts punctuality.

This study focused solely on investigating the impact of the distance between students' homes and school on their punctuality. For future research, it is recommended to explore other factors, such as time management and sleep duration, that may also influence students' punctuality. Understanding these additional factors can provide a more comprehensive understanding of the issue and help develop more effective strategies to improve student punctuality.

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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 I²s (inquiries, investigation and immersion), I am Clark Jake C. Cabatas a grade 12 student in section of Faith at Francisco Ramos National High School (Formerly Buayan National High School). I would like to ask formally a permission to conduct a research study entitled "The Impact of Long-Distance Schooling on the Punctuality of Grade 12 Students in Francisco Ramos National High School".

The purpose of this study is to determine the impact of long-distance schooling on the punctuality of grade 12 students. The researcher will address this issue with a research methodology survey questionnaire, which will be analyzed to understand the impact of long-distance schooling on the punctuality of grade 12 students. Rest assured that the data gathered will remain confidential and will be used solely for academic purposes.

I 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:

CASSANDRA PEARLA A. EMPERADO

Teacher

Approved by

MA. HELEN S. JARCIA

School Principal

APPENDIX B

THE IMPACT OF RESIDENTIAL LOCATION ON THE PUNCTUALITY OF GRADE 12 STUDENTS IN FRANCISCO RAMOS NATIONAL HIGH SCHOOL

QUESTIONNAIRE

Name (Optional):

Grade & Section:

Address:

Directions: Please read each item carefully and put a "✓" check in the box that is most appropriate based on your perception or experiences. Make sure to consider each option before making your selection.

1. What time do you depart from home to school?

Below 6:00 AM

Between 6:00 AM to 6:30 AM

Between 6:30 AM to 7:00 AM

Above 7:00 AM

2. How often do you arrive at school?

Before 6:30 AM

Between 6:30 AM and 7:00 AM

Between 7:00 AM and 7:30 AM

After 7:30 AM

3. How long does it take you to travel from home to school?

Less than 10 minutes

10 to 20 minutes

20 to 30 minutes.

More than 30 minutes

4. What is the distance you need to travel from home to school?

Less than 1 kilometer

1 to 5 kilometers

6 to 10 kilometers

More than 10 kilometers

5. Have you experienced any challenges with punctuality due to your distance from school?

Yes, frequently

Yes, occasionally

No, rarely

No, never

Curriculum Vitae

Name : Clark Jake C. Cabatas

Date of Birth : April 26, 2006

Place of Birth : F.L Peña, Kabasalan Zamboanga Sibugay

Present Address : Timuay Danda, Kabasalan, Zamboanga
Sibugay

Parents

Father : Roy B. Cabatas

Mother : Victoria C. Cabatas



Educational Background

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

(School Address) : Concepcion, Kabasalan Zamboanga
Sibugay

(Strand/Track) : Humanities and Social Sciences

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

(School Address) : Concepcion, Kabasalan, Zamboanga
Sibugay

(Month & year graduated) : July 2022

Elementary (School) : Kabasalan Central Elementary School

(School Address) : Poblacion, Kabasalan, Zamboanga
Sibugay

(Month & year graduated) : April 2018