



COLEGIO DE SANTA RITA DE SAN CARLOS, INC.  
AUGUSTINIAN RECOLLECT SISTERS

# Challenges Faced by Junior High School Students in the Study of Araling Panlipunan and its Impact to their Academic Performance: A Foundation for Intervention Initiatives

A thesis presented to  
The faculty of the Graduate School of Education of  
Colegio de Santa Rita de San Carlos, Inc.

In Partial Fulfillment  
Of the Requirements for the Degree  
Master of Arts in Education (MAED) major in Educational Management

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## APPROVAL SHEET

This master's thesis entitled "**CHALLENGES FACED BY JUNIOR HIGH SCHOOL STUDENTS IN THE STUDY OF ARALING PANLIPUNAN AND ITS IMPACT TO THEIR ACADEMIC PERFORMANCE: A FOUNDATION FOR INTERVENTION INITIATIVES**", prepared and submitted by GREGORIO JOSELITO C. BAGUIORO, in partial fulfillment of the requirements for the degree of Master of Arts in Education Major in Educational Management, has been examined and is recommended for acceptance and approval for the oral examination.

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## ABSTRACT

Education is the foundation upon which people can build better lives, achieve their dreams and aspirations in life and contribute to society. The Philippine government has recognized the importance of education by enshrining the right to education. Thus, the Department of Education has implemented many integrated schools in far-flung areas so that students can have access to education and offer junior high school classes for Grades 7,8,9, and 10.

The study explored the challenges faced by the junior high school students along with their study of Araling Panlipunan subject and how it can help impact their academic performance, a foundation for intervention initiatives.

This study used the descriptive methodology to obtain systematic information from a phenomenon, situation, and population. One hundred (100) participants answered the survey questionnaire. Using the statistical treatment, the result revealed that the computed  $r$  was 0.69 having a moderate correlation between two variables, namely; the challenges faced by junior high school students in Araling Panlipunan and their academic performance. It was further tested using the  $z$ -test. It resulted to a computed value of 6.87 which is greater than the tabular value of 2.284 thereby rejecting the hypothesis. It was proven that there is a significant relationship between the two variables.

With the study's findings, an intervention plan was proposed to help the Junior High School Students overcome the challenges they faced in the study of Araling Panlipunan and attain their full potential. This will be the basis for the administrators and teachers in formulating intervention initiatives.

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## CHAPTER ONE INTRODUCTION

### A. *Background of the Study*

Education in the Philippines is compulsory. It is the foundation upon which people can build better lives, achieve their aspirations, and contribute to society. The Philippine government has recognized the importance of education by enshrining the right to education. K to 12(also known as K-12) is an educational system implemented by the Department of Education that covers Kindergarten and 12 years of Basic Education (six years of Elementary Education, six years of Secondary Education ) to provide sufficient time for mastery of concepts and skills, develop life-long learners and prepare graduates for tertiary education.(DepEd 2023).

Secondary education in the Philippines known as 'high school' is divided into two: junior high school and the senior high school. The junior high school consists of students from grades 7 to 10 while the senior high school consists of students from grades 11 and 12. The core subjects for junior high school consist of the following: Science, Mathematics, English, Filipino, and Araling Panlipunan. Other subjects included are MAPEH and TLE. In junior high school, a student is expected to have developed an outcome-based result on his critical and analytical thinking and also his communication skills at this level which is comparable to international standards. In the Philippines, the landscape in curricular programs has changed to develop competencies among students set by globalization, internationalization, regional integration, and the Fourth Industrial Revolution,(Alugar & Itaas, 2021).

Based on global observations and findings, these challenges have already existed long before. Many students in Araling Panlipunan (Social Studies) lack access to well-equipped schools and lack of qualified teachers to teach the subject and lack of educational resources.

The national, regional and local levels have common observations regarding the challenges faced by students in the study of Araling Panlipunan (Social Studies). Among them were language barriers where in most case the subject was taught in Filipino or Tagalog. It was found to be difficult for non-Filipino or Tagalog-speaking regions. Another challenge was the insufficient textbooks, reference materials, the presence of technology and the shortage of qualified teachers to teach the subject. All these challenges could lead to difficulties in understanding and low academic performance (Jabbarov, I., 2023)

Since the implementation of the Junior High School at Handalago Integrated School, the teachers have observed that many junior high school students have challenges met especially in the study of Araling Panlipunan subject. Consequently,they found out that if these challenges is not properly addressed, then they may bring undesirable impacts to the learner's academic performance.

This study titled "Challenges Faced by the Junior High School Students in the Study of Araling Panlipunan Subject and Its Impact to Their Academic Performance: A Foundation for Intervention Initiatives", explores and examine the different challenges faced by junior high school students in interest on the subject, insufficient instructional materials and facilities, and on pedagogical content and knowledge of Araling Panlipunan (Social Studies) subject that give impact to their learning outcome.

But still there exists a gap in literature regarding this topic, the lack of comprehensive studies focusing specifically in the impact of insufficient instructional materials and facilities on the learning outcomes of the students in Araling Panlipunan. Existing literature might cover broader aspects of educational challenges but did not delve deeply into the specific effects on inadequate resources on student performance in this subject. Conducting research in this area could provide valuable insights for educators and policymakers to address these challenges effectively (Hinton, R., Bronwin, R., & Savage, L.,2019)

This study could provide comprehensive training and professional development opportunities for teachers, identify factors and challenges contributing to students' disinterest, to policymakers to address issues on resource allocation and teacher training programs. This is also a new study conducted to junior high school students specifically in Araling Panlipunan subject. Thus the above content has motivated the researcher to delve into this study.

### B. *Related Literature Review*

Araling Panlipunan is a subject that aims to teach students about Philippine history, culture, and society. However, students' learning interest in this subject has been consistently low. Studies have shown that many students find Araling Panlipunan to be a difficult and uninteresting subject. The National Achievement Test (NAT) results from 2016 to 2018 showed that Araling Panlipunan had the lowest mean percentage score among all the subjects tested (DepEd, 2018).



Lorbis (2019) reported that the intrinsic value of the subject alone may not be enough to capture students' interest. Their study showed that while the students had high regard for the importance of Araling Panlipunan, they still found them less interesting compared to other subjects. The low learning interest in Araling Panlipunan is a significant challenge that needs to be addressed by educators and policymakers (Lorbis, 2019). The current situation with students' learning interests call for innovative approaches to teaching and learning that can make the subject matter more engaging and relevant to students.

Derraco and Derraco (2022) found that students perceived Araling Panlipunan as a boring subject due to the use of traditional teaching methods, such as lectures and textbooks. Students had difficulty understanding the subject matter, which contributed to their low learning interest. Kelley (2021) also claimed that students found the subject to be uninteresting and irrelevant to their daily lives. Their study revealed that Araling Panlipunan was the third least-liked subject of elementary pupils, with only 17.6% expressing a liking for the subject.

Ofiaya (2022) found that teaching methods play a crucial role in shaping students' learning interest in Araling Panlipunan. His study revealed that students view effective teaching methods help in making students more motivated. Interactive teaching methods have been found to increase students' interest and engagement in the subject. These methods promote active learning and provide students with opportunities to engage with the subject matter in different ways, enhancing their understanding and appreciation of the subject (Adipat et al., 2021).

The level of engagement generated by the teacher can also affect students' learning interest in Araling Panlipunan. Boredom arises when the subject matter is presented in a monotonous and repetitive manner or when the teacher fails to make the lessons engaging and interesting (Ozerk, 2020). Teachers can address this by incorporating creative and interactive teaching methods, such as storytelling, multimedia presentations, and other innovative approaches, to enhance students' engagement and interest in the subject (Abdulrahman et al., 2020). Moreover, the classroom environment is another factor that affects students' interest in Araling Panlipunan. Students who feel comfortable and safe in their classroom environment tend to have more positive attitudes toward learning and higher levels of interest (Usma & Madulili, 2019). Therefore, it is important to create a positive and inclusive classroom environment that promotes learning and encourages students' participation. Furthermore, various factors can affect students' interest in Araling Panlipunan. These factors include the teacher's teaching method, students' prior knowledge, and experiences, relevance of the subject to students' lives and future, and classroom environment. Teachers and educators should consider these factors when designing and implementing effective instructional strategies and learning materials that promote students' interest and motivation to learn Araling Panlipunan.

Malalay (2021) cited that Filipinos are used to waiting to be told what to do, reliant on others (leaders and government), and lacking a sense of urgency. If others have already participated in society's developmental activities, they will no longer engage. To support the statement, Hernández (2021) cited that people will only participate in what interests them. If not, they will not do anything. Additionally, Winthrop (2020) noted that there is a link between excellent civic education and higher levels of student involvement in the 2011 Guardian of Democracy: The Civic Mission of Schools report. Thus, there is a high possibility that the lack of citizens' civic participation is attributed to inadequate promotion of civic competence, resulting in a lack of civic knowledge development among them.

In a study by Reyes (2017), the author mentioned that in Junior High School, only Grade 10 Social Studies directly discussed civics and civic competency. With that, the rest depends on how the social studies teachers in the lower grades would integrate civic competency in each topic of grades 7, 8, and 9 Social Studies as it is not directed in terms of its disciplinal nature. Since promoting civic competence is the aim of Social Studies, this is a problem for teachers of Grades 7, 8, and 9 Araling Panlipunan because it is written implicitly in the curriculum guide, making them difficult to promote it.

Hamilton et al. (2020) cited that social studies teachers in high school are crucial in helping kids develop the civic knowledge, abilities, and attitudes they will need to succeed once they graduate.

Thus, this problem motivated the researchers to provide an avenue for the grades 7-9 Araling Panlipunan teachers to discuss their experiences and challenges in promoting civic competence. Moreover, this study could contribute new knowledge that could assist fellow Social Studies teachers in understanding further the experiences and challenges of grade 7, 8, and 9 Araling Panlipunan teachers in promoting civic competence among students.

### *C. Theoretical Framework*

This study was anchored in Student Engagement Theory (SET) which provides a holistic model of the learning process and a multilinker model of adult development. Student Engagement Theory (Tristan de Frondeville, 2009) was a vital proponent of this study as it delved into the motivating factors that drive students to actively participate in their education. Understanding the elements that foster student engagement was pivotal especially, in the context of educational goals and planned target. This theory provides us the tools to explore how students' levels of engagement may fluctuate in response to the changing circumstances, offering valuable insights into optimizing educational experiences.

This theory was highly relevant to this study as it suggests that when students are actively involved, interested, and invested in their learning, they are more likely to perform better academically. In the context of Araling Panlipunan, engaging students through interactive lessons, relevant content, and varied teaching strategies can help address challenges such as students' interest, learning materials and facilities, and pedagogical content and knowledge, ultimately leading to better academic performance.

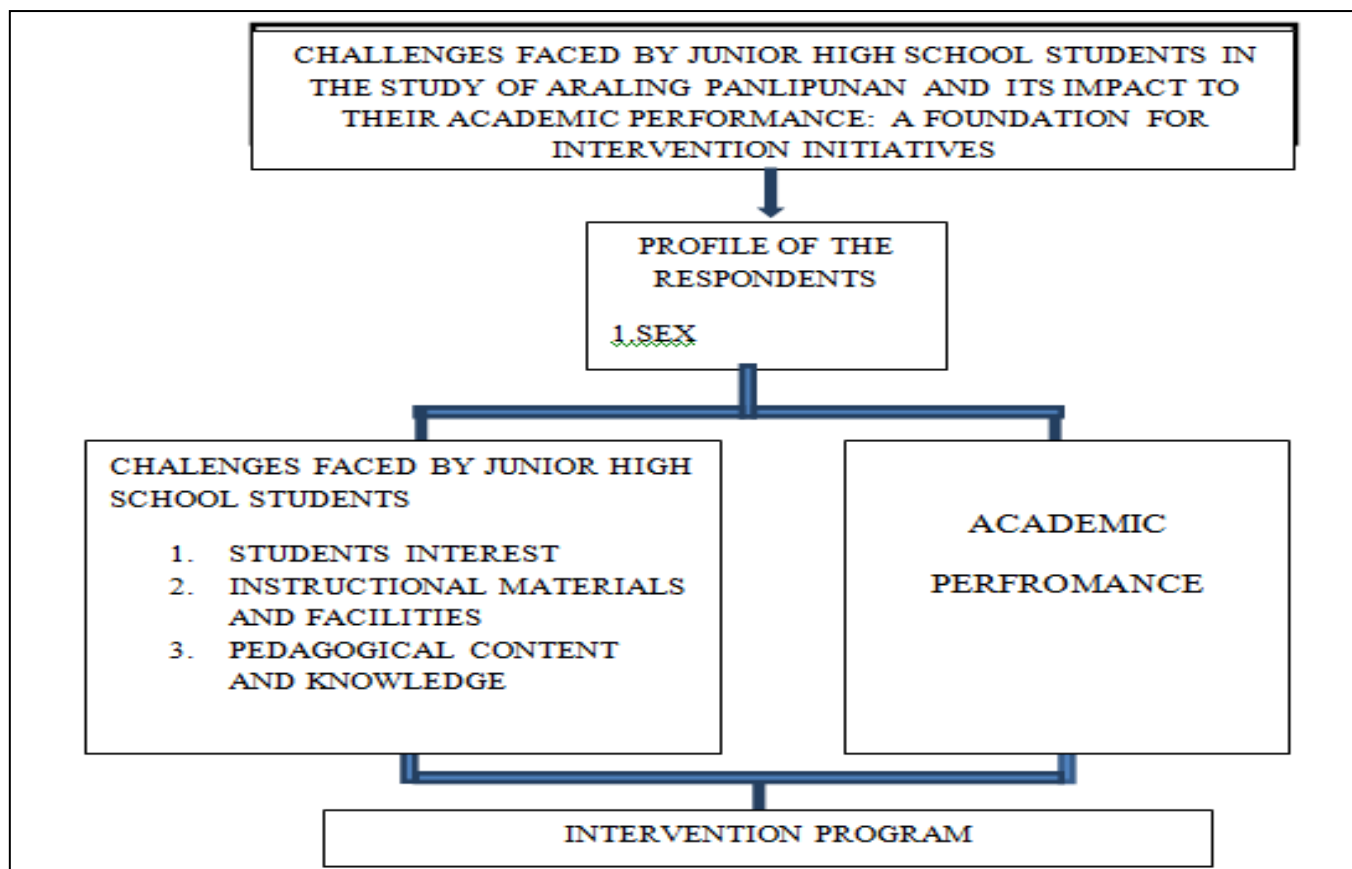


Fig 1: Conceptual Framework

Figure 1 presents the process of dealing with the data obtained from the survey questionnaire. As reflected, the study was pursued by two variables, the independent variable, which is the challenges faced by the junior high school students and the dependent variable, which is their academic performance. The relationship between the two variables was moderated by sex, ultimately leading to outputs such as academic performance and intervention activities.

**D. Statement of the Problem**

This study aimed to find out the extent of the challenges faced by junior high school students in the study of Araling Panlipunan in Handalago Integrated School, Division of San Carlos City, and its impact to their academic performance for the second grading period of school year 2023-2024.

➤ Specifically, it Sought to Answer the Following Questions:

- What is the demographic profile of the junior high school students in terms of sex?
- What is the extent of the challenges faced by junior high school students in the study of Araling Panlipunan subject in Handalago Integrated School, Division of San Carlos City, Negros Occidental during the school year 2023-2024 on the following:
  - ✓ Students interest,
  - ✓ Instructional materials and facilities and
  - ✓ Pedagogical Content Knowledge (PCK) of the subject ?
- What is the level of academic performance of the junior high school students in Araling Panlipunan subject for the second grading period of school year 2023-2024?
- Is there a significant relationship that exists between the extent of challenges faced by the junior high school students in the study of Araling Panlipunan and their level of academic performance for the second grading period of school year 2023-2024?
- Based on the findings of the study, what intervention initiatives maybe proposed?

*E. Statement of Null Hypothesis*

There is no significant relationship that exists between the challenges faced by the junior high school students in the study of Araling Panlipunan and their level of academic performance in Araling Panlipunan for the second grading period of school year 2023-2024.

*F. Significance of the Study*

The results of the undertaking will provide some insights and benefits that may be useful to the following:

- **Junior High School Education Supervisors.** The results of study may give insights on the education supervisors on the courses of action they will take to address the identified concerns by providing appropriate technical assistance in the implementation of the junior high school education in the specific grade level.
- **Administrators.** The findings of the study may provide information regarding the problem encountered by the Junior High School Students of Handalago Integrated School in the study of Araling Panlipunan. Such necessary intervention activities may be formulated to address said problems and to ensure that teachers could effectively teach the subject.
- **Araling Panlipunan Teachers.** The results may help them re-evaluate in terms of intervention activities and teaching approaches and contents they used on students.
- **Students.** The results of the study may help them realize and appreciate Araling Panlipunan subject and develop their critical thinking skills.
- **Parents.** This study may serve as a reference for parents who want to help their children study at home. Being significant stakeholders, they may also be aware of and actively participate in the educational concerns of their outcomes.
- **Future Researchers.** The findings of the study may be beneficial to the researcher as it may give them deeper understanding of the problems encountered by the students in the study of Araling Panlipunan.

*G. Scope of the Study*

This study focused on determining the challenges faced by Junior High School students in the study of Araling Panlipunan in Handalago Integrated School, Division of San Carlos City in the school year 2023-2024 and their academic performance as basis for intervention activities. It surveyed the profile of 100 students present in the day when the survey was conducted. It also looked into the challenges encountered in learning Araling Panlipunan in terms of interest of the subject, instructional materials and facilities, and pedagogical content and knowledge of the subject. Furthermore, the findings of the challenges encountered in learning the subject is also assessed as a guide in the formulation of recommendations of activities for intervention purposes.

*H. Definition of Terms*

For a clear understanding of the study, the following terms have been defined conceptually and/or operationally.

- **Academic Performance.** It compasses various factors including grades, test scores, and class participation, reflecting the effectiveness of the teaching and learning process (Liu, Wang, & Hung, 2017). In this study, it is the impact of the challenges faced by the students.
- **Challenges.** This term has reference to an obstacle, difficulty or, any situation that invites resolution which is recognized as a contribution toward a known purpose or goal (Merriam Webster Dictionary, 2002 Edition). As used in the study, it pertains to the challenges faced by the junior high school students in terms of student's interest, instructional materials and facilities, and pedagogical content knowledge of the Araling Panlipunan subject.
- **Instructional Materials and Facilities.** It is the resources, tools, and aids utilized by educators to facilitate teaching and enhance student learning experiences within the classroom. These materials can include textbooks, workbooks, worksheets, audiovisual aids, multimedia presentations, manipulatives, and digital resources among others (Billings & Halstead, 2019). In this study, it refers to the resources needed to aid teaching and learning.
- **Pedagogical Content and Knowledge.** It refers to the understanding and expertise that teachers possess about the principles and practices of teaching and learning. It encompasses a range of instructional strategies, classroom management techniques, assessment methods, and approaches to supporting student learning (Mishra & Koehler, 2006). In this study, it refers to the strategies, teaching methodologies design to meet the needs of the students.
- **Relation.** A logical or natural association between two or more things (The American Concise Dictionary, 2000 edition). In this study, it means the possible connection between the problems encountered by the junior high school students in the study of Araling Panlipunan subject and their academic performance.
- **Student's Interest.** Refers to the inclination, curiosity, or enthusiasm that students demonstrate towards particular topics, subjects, or activities within an educational context. It reflects their intrinsic motivation and engagement with learning experiences, influencing their level of involvement, attention, and persistence in academic pursuits (Ainley, Hidi & Bernoff, 2002). In this study, it refers to attention given by the students in the study of Araling Panlipunan.

## CHAPTER TWO METHODOLOGY

This chapter introduces the methodology of the study encompassing the research design, respondents of the study, research instruments, data collection procedures, data analysis techniques, statistical treatment and ethical consideration.

### A. Research Design

The descriptive research design was used in this study. It aims to describe characteristics, behaviors, or phenomena as they naturally occur (Creswell, J.W., & Creswell, J.D. (2020).

By using this design, narrative inquiry was done first and tackled the key practices in the implementation of educational concerns. It was particularly well-suited for exploring the educational concerns in Handalago Integrated School. Second, the quantitative data obtained from the survey questionnaire were tabulated and analyzed. The documentary analysis on the participants was obtained. The collected data can help on their perceptions, experiences, and attitudes regarding the problems encountered by the junior high school students in the study of Araling Panlipunan subject in relation to their academic performance.

The ultimate step in the process entails the integration of the findings derived from the quantitative data of the study. This integration serves as the cornerstone for the development of a comprehensive learning on the challenges faced by the junior high school students in Araling Panlipunan in relation to their academic performance to give way for intervention activities by throughinsights on the data-driven perspectives. This Intervention can be tailored to address help specific needs, challenges, and opportunities identified.

### B. Respondents of the Study

The respondents of the study are the hundred (100) junior high school students of Handalago Integrated School for the school year 2023-2024. Total Enumeration is used in this research (Garnham et.al 2023).

Table 1: Distribution of Respondents

Grade Level	F	%
Grade 7	29	29
Grade 8	28	28
Grade 9	20	20
Grade 10	23	23
TOTAL	100	100

Table 1 provided a breakdown of the respondents count for each grade level with twenty-nine(29) junior high school students representing Grade 7, twenty-seven(28) from Grade 8, twenty(20) from Grade 9, and twenty-three(23) from Grade 10. The total number of respondents is one hundred(100), thus the total enumeration.

### C. Research Instrument

This study used a self-made questionnaire to gather data on the challenges faced by junior high school students in the study of Araling Panlipunan subject. This questionnaire was in a checklist form having 30 items grouped into 10 items for each of the three (3) challenges which were students' interest, instructional materials and facilities, and pedagogical content and knowledge of the subject.

The questionnaire consisted of both closed-ended and Likert-scale with the descriptions and indicators, 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly Disagree designed to gather quantitative data on student's interest, instructional materials and facilities, and pedagogical content and knowledge.

Documentary analysis on academic records for the second grading period in Araling Panlipunan subject provides objective about the student's educational performance and achievement. These were copied from their report card (DepEd Form 138-E) provided by their respective advisers.

### D. Validation of the Research Instrument

To measure and produce data that are true and accurate (Laerd, 2022), the instrument passed through validation with three experts on the subject. These experts carefully examined each item on the survey questionnaire.

➤ *Content Validity Ratio:*

$$\begin{aligned} \text{CVR} &= \frac{N_e - (N/2)}{N/2} \\ &= \frac{3 - (3/2)}{3/2} \\ &= \frac{3 - 1.5}{1.5} \\ &= \frac{1.5}{1.5} \\ \text{CVR} &= 1.0 \end{aligned}$$

*E. Reliability of the Instrument*

To determine the reliability of the questionnaires, the researcher conducted a dry run. The result was determined through the use of Cronbach's Alpha formula:

$$a = \frac{k}{k - 1} \left( \frac{S^2_y - \sum S_i^2}{S_y^2} \right)$$

The computation result was 0.86 which was interpreted as good, so the items were clear and reliable hence no revision was done.

*F. Data Collection Procedure*

Upon the approval of the thesis proposal, the researcher reproduced several copies of the survey questionnaire, circulated and filled in by the subject-respondents with prior consent from the School Head and the Schools Division Superintendent of the Division of San Carlos City.

Before the administration, the questionnaire underwent rigorous validation procedures, including expert review and pilot testing to ensure its validity and reliability. The researcher also asked permission from the respondents and their parents to conduct data gathering.

To ensure the reliability of the instrument, the researcher personally administered the questionnaire to the subject-respondents and thoroughly explained how this research would be of value to the concerned students and to the organization in general.

*G. Statistical Treatment of Data*

The data to be gathered from the research were processed using the following statistical tools:

For research question number 1, on the profiling as to sex of the junior high school students, the statistical treatment to be used was the percentage.

➤ *Percentage:*

$$\% = \frac{f}{n} \times 100$$

Where:

% = percentage

f = frequency

n = number of cases

For research questions 2 and 3, “What is the extent of the challenges faced by the junior high school students in the study of Araling Panlipunan subject in Handalago Integrated School?” and “What is the level of academic performance of these students for the second grading period of school year 2023-2024?”

➤ *Weighted Mean*

The results was analyzed following the formula.

Weighted Mean

$$\bar{W}X = \frac{S_1(W_5) + S_2(W_4) + S_3(W_3) + S_4(W_2) + S_5(W_1)}{N}$$

Where:

S = responses

N = number of cases

W = weight assigned to the scale

$\bar{W}X$  = weighted mean

To interpret the weighted mean value, the following arbitrary tables was used as references.

Table 2: Challenges Faced of the Junior High School Students

Scale	Hypothetical Mean Range	Interpretation
5	4.20 – 5.00	Strongly Agree
4	3.40 – 4.19	Agree
3	2.60 – 3.39	Undecided
2	1.80 – 2.59	Disagree
1	1.00 – 1.79	Strongly disagree

Table 3: Academic Performance of the Junior High School Students

Scale	Mean Score Percentage	Academic Numerical Rating	Description
5	4.20 – 5.00	90 – 100	Outstanding
4	3.40 – 4.19	85 – 89	Very Satisfactory
3	2.60 – 3.39	80 – 84	Satisfactory
2	1.80 – 2.59	75 – 79	Fairly Satisfactory
1	1.00 – 1.79	Below 75	Did not meet expectation

For research question number 4 on the significant relationship between problems encountered by the junior high school students in relation to their academic performance, the Pearson Product Moment Correlation Coefficient ( Pearson r ) and Z-test were used with the formula:

Pearson r:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

r = Pearson r

n= total number of population

Σx = Summation of x or variable x

Σy = Summation of y or variable y

Σxy = Summation of x and y or variable x and y

Σx<sup>2</sup>=Summation of squared variable x

Σy<sup>2</sup> = Summation of squared variable y

To test the significance of r which will become the basis for accepting or rejecting the hypothesis, the Z- test was used with this formula.

$$z = \frac{r\sqrt{nxn-1}}{1}$$

Where:

z= z – test

rxyn = Pearson Product Moment

n= number of pair in computing rxy

1 = constant

*H. Ethical Consideration*

This paper will be submitted to Colegio de Santa Rita de San Carlos, Inc. Graduate School to be assessed as required by the institution.

To establish transparency and trustworthiness in the conduct of the study, ethical practices will be observed and considered.

Prior to the implementation of the data gathering, the researcher will secure permission from the immediate superiors and the Assistant Schools Division Superintendent and Principal of the school of the Division of San Carlos City, Negros Occidental, informing them of the data gathered which are needed in the study.

The participants will be informed of the purpose, procedure, potential risks, and benefits of the study. In addition, they will be informed that their participation is voluntary and can withdraw anytime without adverse consequences. Furthermore, their identities will be confidential.

The data gathered will also be held confidential. They must be securely archived or must be deleted using the “delete” command or drag items to the “trash” folder.

### CHAPTER THREE RESULTS AND DISCUSSION

This chapter presents the results, analysis and discussion of the study's findings.

**A. Statement of the Problem**

➤ **Problem 1: Profile of Junior High School Students as to Sex**

Table 4: Profile of Students by Sex

PROFILE OF STUDENTS BY SEX						
N=100						
SEX						
GRADE LEVEL	MALE		FEMALE		TOTAL	
	f	%	f	%	f	%
GRADE 7	24	83	5	17	29	100
GRADE 8	23	82	5	18	28	100
GRADE 9	15	75	5	25	20	100
GRADE 10	15	65	8	35	23	100
<b>TOTAL</b>	<b>77</b>	<b>76.25</b>	<b>23</b>	<b>23.75</b>	<b>100</b>	<b>100</b>

Table 4 presents survey responses related to the demographic profile on sex of the respondents. Out of 100 participants, 77 or 76.25 were males, while 23 or 23.75 were females. This showed that majority of the junior high school students of Handalago Integrated School, Division of San Carlos City were males. This indicates a significant gender disparity, with much higher representation of males compared to females. Such a distribution might suggest potential gender-related trends or disparities within the student population being surveyed. Cultural influences and access to education maybe considered as factors of this ratio.

Table 5: Students' Interest  
 N=100

ITEMS	CHALLENGES	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE		TOTAL		Wx	I
		(SA)		(A)		(U)		(D)		(SD)		f	%		
		4.20 - 5.00		3.40 - 4.19		2.60 - 3.39		1.80 - 2.59		1.00 - 1.79					
f	%	f	%	f	%	f	%	f	%	f	%				
1	I feel passive in class recitation	44	44	20	20	28	28	4	4	4	4	100	100	3.96	A
2	I dislike participating in class discussion	28	28	44	44	4	4	12	12	12	12	100	100	3.68	A
3	I am poorly aware of the goals, purposes and objectives of the junior high school	28	28	32	32	20	20	12	12	8	8	100	100	3.60	A
4	I have insufficient knowledge of the rationale why junior high school is implemented	20	20	32	32	40	40	4	4	4	4	100	100	3.60	A
5	I am unable to relate my personal experience for long retention in learning	16	16	36	36	44	44	0	0	4	4	100	100	3.16	U
6	I feel uncomfortable working my assignment alone	4	4	36	36	48	48	12	12	0	0	100	100	3.32	U
7	I am unable to use learning material effectively	4	4	20	20	36	36	24	24	16	16	100	100	2.72	U
8	I dislike making projects on time	28	28	16	16	32	32	12	12	12	12	100	100	3.36	U
9	I cannot easily adjust to the new ways of lesson presentation	0	0	16	16	60	60	16	16	8	8	100	100	2.84	U
10	I am unable to meet the standard of the performance assessment	8	8	28	28	36	36	12	12	16	16	100	100	3.00	U
<b>TOTAL</b>		<b>180</b>	<b>18</b>	<b>280</b>	<b>28</b>	<b>348</b>	<b>34.8</b>	<b>108</b>	<b>10.8</b>	<b>84</b>	<b>8.4</b>	<b>1000</b>	<b>100</b>	<b>3.36</b>	<b>U</b>



Findings presented that students' had shown strong agreement in indicators 1,2,3,& 4 in the interest with the subject while in indicators 6,7,8,9, and 10, students were undecided. The overall weighted mean score of 3.36, described as undecided implies that there is a need for teachers to integrate interactive teaching methods, and personalized approaches to enhance engagement and motivation of students. An intrinsic value of the subject alone may not be enough to capture students' interest (Lorbis 2019).

Table 6: Instructional Materials and Facilities  
 N= 100

ITEMS	CHALLENGES	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		TRONGLY DISAGRE		TOTAL		Wx	I
		(SA)		(A)		(U)		(D)		(S)		f	%		
		f	%	f	%	f	%	f	%	f	%				
1	Unavailability of computers in school	40	40	16	16	24	24	12	12	8	8	100	100	3.68	A
2	No projector and other related CT materials that will aid student learning	20	20	28	28	32	32	16	16	4	4	100	100	3.44	A
3	Lack of textbooks and other reference materials in Araling Panlipunan	16	16	20	20	44	44	16	16	4	4	100	100	3.28	U
4	Inadequate resources from the community to help student learning	8	8	56	56	8	8	16	16	12	12	100	100	3.32	U
5	No library for students to access on reading materials	24	24	12	12	20	20	20	20	24	24	100	100	2.92	U
6	No available materials to used for students projects	4	4	28	28	32	32	28	28	8	8	100	100	2.92	U
7	No resource reading materials available to be used for research works	12	12	12	12	44	44	20	20	12	12	100	100	2.92	U
8	Modules are not given on time	4	4	4	4	52	52	28	28	12	12	100	100	2.60	U
9	No resource to taqk on specific topic	12	12	24	24	28	28	16	16	20	20	100	100	2.92	U
10	No water and CR facilities in the school	8	8	12	12	28	28	16	16	36	36	100	100	2.40	D
<b>TOTAL</b>		148	15.22	212	21.81	284	29.22	188	19.34	140	14.4	1000	100	3.04	U

Table 6 presented survey findings that students showed strong agreement in indicators 1 & 2 while in indicator's 3 to 9, students were undecided. They disagree on indicator 10. The overall weighted mean was 3.04, shows that the students were undecided on the challenges they faced as to instructional materials and facilities. This implied that the students needed to access quality instructional materials and facilities. Basic amenities like clean water, electricity, comfort rooms. Teachers can address this by incorporating creative and interactive methods such as story-telling, multimedia presentations, and other innovative approaches to enhance students' engagement and interest in the subject (Abdulrahman et al., 2020).

Table 7: Pedagogical Content and Knowledge of the Subject  
N=100

ITEMS	CHALLENGES	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		TRONGLY DISAGRE		TOTAL	Wx	I	
		(SA)	(A)	(U)	(D)	(SD))									
		4.20 - 5.00		3.40 - 4.19		2.60 - 3.39		1.80 - 2.59		1.00 - 1.79					
		f	%	f	%	f	%	f	%	f	%				
1	I cannot apply my practical experience in the lesson	28	28	16	16	36	36	8	8	12	12	100	100	3.40	A
2	I have no appropriate technology- assisted instructions before	0	0	28	28	36	36	20	20	16	16	100	100	2.76	U
3	Assignments are mostly done individually	28	28	28	28	20	20	4	4	20	20	100	100	3.40	A
4	I cannot learn due to inappropriate strategies and techniques	20	20	24	24	20	20	16	16	20	20	100	100	2.84	U
5	I never experience doing/ working projects with my classmates in groups	16	16	36	36	36	36	12	12	0	0	100	100	3.56	A
6	Assessment tools to rate students' performance are not widely used	16	16	20	20	48	48	8	8	8	8	100	100	3.32	U
7	Unavailability of community resources to be used	8	8	24	24	4	4	16	16	12	12	100	100	3.00	U
8	No team teaching is practiced to bring about effective teaching	20	20	20	20	28	28	16	16	16	16	100	100	3.12	U
9	No qualified resource person to be tapped as resource speaker	8	8	16	16	44	44	20	20	12	12	100	100	2.88	U
10	matter subject	8	8	24	24	48	48	20	20	0	0	100	100	3.20	U
	<b>TOTAL</b>	152	15.77	236	24.48	320	33.2	124	14.52	116	12.03	1000	100	3.17	U

Table 7 presents the participants' information on the pedagogical content and knowledge of Araling Panlipunan subject. In question 2.3, the weighted mean scores of aspects 1, 3, and 5 were 3.40 and 3.56, which indicated agreement on knowledge to apply their practical experiences in the lesson, doing the assignments individually, and never experienced doing/ working on projects in groups. Majority of the respondents were undecided on the level of knowledge of the challenges met and experience. The weighted mean score fall in between 2.60 – 3.39. The overall weighted mean score of 3.17, suggested undecided. Teaching methods play a crucial role in shaping students' learning interest in Araling Panlipunan (Ofiaza, 2022).

Table 8: Level of Academic Performance of the Junior High School Students in Araling Panlipunan  
N= 100

SCALE	ACADEMIC NUMERICAL RATING	f	%	Wx̄	I
5	90-100	10	10	3.28	Satisfactory
4	85-89	35	35		
3	80-84	28	28		
2	76-79	27	27		
1	Below 75	0	0		

The findings of Table 8, revealed that the academic performance of the junior high school students got a weighted mean of 3.28 with a verbal description of satisfactory. The result indicated average intellectual capabilities among the respondents in the Araling Panlipunan. This showed that there is still a need to improve the students' performance through nurturing or improving their learning environment which may include teaching skills and practices in using instructional materials.

Table 9: Result of the Test on Relationship Between the Challenges Faced by the Junior High School Students in Araling Panlipunan and their Level of Academic Performance

HO	r <sub>xy</sub>	I	Z-test		Decision	Remarks
			Computed Vakuue	Tabular Value		
Extent of the Challenges Faced by Jumior High Students in the of Araling Panlipunan and their Level O Academic Performance for the second grading period os school year 2023-2024	0.69	Moderately Correlated	6.87	2.284	Reject HO	Significant

As presented on Table 9, the relationship between the extent of challenges faced by junior high school students in Araling Panlipunan and their level of academic performance pointed out that the computed r gave a result of 0.69 which means that there was a moderate correlation between the two variables.

The data showed there was a significant relationship that exists between the challenges faced by junior high school students and their academic performance. This was proven in the z-test result in which the computed value is 6.87 which was greater than the tabular value of 2.284, hence the rejection of the hypothesis. This further indicated that there was a significant relationship between the two variables.

## CHAPTER FOUR

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

After all the data were analyzed under the light of the problems and the hypothesis, the findings of the study were herein summarized, and conclusions and pertinent recommendations were given.

#### A. *Summary of Findings*

The study “Challenges Faced by the Junior High School Students in the Study of Araling Panlipunan and Its Impact on Their Academic Performance: A Foundation for Intervention Initiatives” uses the descriptive methodology. It aims to describe characteristics, behaviors, or phenomena as they naturally occur (Creswell, J.W., & Creswell, J.D. (2020).

The respondents of the study were the (100) one hundred junior high school students of Handalago Integrated School during the school year 2023-2024. The research included four questions uncovering relationships between the challenges faced by the junior high school students in Araling Panlipunan and their academic performance examining the different perception of the students and developing an intervention initiatives to increase academic performance and improve practice of students.

#### ➤ *Demographic profile of the junior high school students in terms of sex*

Based on the research findings, the majority of the one hundred (100) participants were male having 77 or 76.25 percent while the rest of the participants were female at 23 or 23.75 percent.

#### ➤ *Students' of Interest*

Based on survey results, students agreed to statements 1 to 4 with a weighted mean between 3.40- 4.19 but were undecided to statements 5 to 10 with a weighted mean of 2.60- 3.39. The weighted mean of 3.36 implies that many of the of the students were still undecided in terms of the challenges faced on the students' interest in the Araling Panlipunan subject.

#### ➤ *Instructional Materials and Facilities*

On the first two statements, the participants showed agreement with weighted mean score of 3.68 and 3.44. This means that the participants felt the need for these facilities. Most of the participants answered they are undecided on statements 3 to 9. They lightly need these materials but somehow they were still considered as their challenges in the study of the subject. The participants disagreed in 10<sup>th</sup> statement as to the unavailability of water and CR facilities in school, somehow it does not affect them. The overall weighted mean score was 3.04 indicated that students were still undecided in the challenges they faced on instructional materials and facilities.

#### ➤ *Pedagogical Content and Knowledge of the Subject*

Based on the survey findings presented, the participants showed agreement on statements 1, 3, and 5 with a weighted mean score of 3.40, 3.40, and 3.56. This proved that the participants had a great need in these aspects in pedagogical content and knowledge of the subject. There was a need for them to apply their practical experience, work in groups especially making projects and answering assignments. Majority of the participants answered that they were undecided on many challenges posed to them. Their weighted mean scores fall between 2.60-3.39. The overall weighted mean score in all aspects was 3.17 which was interpreted that many of the respondents were still undecided as to the challenges they faced on the pedagogical content and knowledge of the subject.

#### ➤ *Level of Academic Performance*

On the level of academic performance of the junior high school students in Araling Panlipunan subject for the second grading period of school year 2023-2024. Table 8 reveals that the academic performance of the students got a weighted mean of 3.28 with a verbal description of satisfactory. The result indicated average intellectual capabilities among the respondents in the Araling Panlipunan, thus there is still a need to improve it.

#### ➤ *Significance between the challenges faced by Junior High School Students in the study of Araling Panlipunan and their Level of Academic Performance*

As to the significant relation between the challenges faced by the junior high school students in the study of Araling Panlipunan and their Level of academic performance for the second grading of the school year 2023-2024, as shown in Table 9, there was a significant relationship that exists between the two variables as indicated in the z-test result computed value of 6.87 which was greater than the tabular value of 2.284 prescribed to be significant hence the hypothesis was rejected.

Proposed intervention initiatives were conceptualized and formulated based on the findings of the study. These activities are important to facilitate and enhance teaching-learning conditions and help improve the academic progress of the students. The activities are focused on the socio-emotional development of the students, teacher training, curriculum enhancement, student support, stake-holders communication, and the sustainability of the activities.

### *B. Conclusion*

The junior high school students of Handalago Integrated School encountered multifaceted challenges in the study of Araling Panlipunan, spanning from waning interest and limited instructional materials to inadequate facilities and potential gaps pedagogical knowledge and content delivery. These hurdles collectively contribute a discernible impact on their academic performance emphasizing the need for comprehensive solutions and targeted interventions to foster a more conducive learning environment in this crucial subject.

### *C. Recommendation*

Based on the conclusions drawn from the findings of the study, *Challenges Faced by Junior High School Students in the Study of Araling Panlipunan and its Impact to their Academic Performance: A Foundation for Intervention Initiatives*. The following recommendations may be offered and considered:

- **Administrators.** Administrators may implement programs that may help enhance student engagement such as extracurricular activities, interactive learning approaches, (through cellphones), and mentorship programs to foster a sense of belonging and interest in learning. He may find ways to fund the resources, like the adopt a school program, to provide necessary materials and facilities for the school. Regularly assess in the effectiveness of the interventions.
- **Araling Panlipunan Teachers.** Continuous professional development should be encouraged among teachers to keep them abreast on educational initiatives especially
- on teaching strategies and techniques in order to enhance student's learning. They must build a positive relation with students to deliver the instructions effectively.
- **Junior High School Education Supervisors.** They can regularly review, and update the curriculum to ensure it is relevant, engaging and aligned with the student's interest.
- **Parents.** Maintain open and regular communication with the teachers, Hand in hand, parents their children's academic challenges and assist their children. Establish a supportive home environment where children can express their feelings, specifically concerning their academic struggles.

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## APPENDICES APPENDIX A

Letter of Permission to the Schools Division Superintendent



**COLEGIO DE STA. RITA DE SAN CARLOS, INC.  
AUGUSTINIAN RECOLLECT SISTERS**

January 29, 2024

Dr. Dennis G. Develos PhD, CESO VI  
Assistant Schools Division Superintendent  
Officer-in- Charge  
Division of San Carlos City  
San Carlos City, Negros Occidental

Sir:

The undersigned is a graduate student of Colegio de Santa Rita de San Carlos Inc. taking up Masters of Arts in Education major in Educational Management and is currently working on a research entitled " CHALLENGES FACED BY THE JUNIOR HIGH SCHOOL STUDETS IN THE STUDY OF ARALING PANLIPUNAN AND ITS IMPACT TO THEIR ACADEMIC PERFORMANCE A FOUNDATION FOR INTERVENTION INITIATIVES"

In line with this, the undersigned is asking permission from your good office to allow him to conduct his research to all Junior High School students in Handalago Integrated School, Division of San Carlos City.

Thank you very much and God Bless!

Very truly yours,

  
GREGORIO JOSE TITO C. BAGUIORO  
Researcher

  
GENEROSA M. NILLAMA EdD  
Adviser

Noted:

  
SR. CLEOFE MARIA J. AGUILAR  
Dean of Graduate School  
Recommending Approval

APPROVED:

  
DENNIS G. DEVELOES PhD, CESO VI  
Assistant Schools Division Superintendent  
Officer-in- Charge

➤ Letter of Permission to School Head



COLEGIO DE STA. RITA DE SAN CARLOS, INC.  
AUGUSTINIAN RECOLLECT SISTERS

February 1, 2024

Nestor C. Nemenzo  
Teacher -in- Charge  
Handalago Integrated School  
Division of San Carlos City  
San Carlos City, Negros Occidental

Sir:

The undersigned is a graduate student of Colegio de Santa Rita de San Carlos Inc. taking up Masters of Arts in Education major in Educational Management and is currently working on a research entitled " CHALLENGES FACED BY THE JUNIOR HIGH SCHOOL STUDETS IN THE STUDY OF ARLING PANLIPUNAN AND ITS IMPACT TO THEIR ACADEMIC PERFORMANCE A FOUNDATION FOR INTERVENTION INITIATIVES"

In line with this, the undersigned is asking permission from your good office to allow him to conduct his research to all Junior High School students in Handalago Integrated School, Division of San Carlos City.


Thank you very much and God Bless!

Very truly yours,

  
GREGORIO JOSELITO C. BAGUIORO  
Researcher

  
GENEROSA M. NILLAMA EdD  
Adviser

Noted:

  
SR. CLEOFFE MARIA J. AGUA, AR  
Dean of Graduate School  
Recommending Approval

APPROVED:

  
NESTOR C. NEMENZO  
Teacher -in- Charge



## ASSENT FORM

### Appendix Assent Form

*Research Title: CHALLENGES FACED BY JUNIOR HIGH SCHOOL STUDENTS IN THE STUDY OF ARLING PANLIOPUNAN AND ITS IMPACT TO THEIR ACADEMIC PERFORMANCE: A BASIS FOR INTERVENTION ACTIVITIES*

*Researcher: GREGORIO JOSELITO C. BAGUIORO*  
*Name of the Researcher*

This form contains the pertinent details that will encourage you to take part in this research study.

**What am I being asked to do?**

If you decide to be in the study, I will ask you to answer some questions pertaining to the challenges you may have faced in the study of Araling Panlipunan. This will only last for about 10-20 minutes and this will be recorded.

**What are the benefits could I get from participating in the study?**

If you take part in this study, you will be benefitted as a learner by understanding the challenges a student may have experienced in the study of Araling Panlipunan.

**Can anything bad happen if I am in this study?**

Nothing bad will happen to you, but if feel uncomfortable you can quit anytime”

**Who will know that I am in the study?**

If you decide to be in the study, I will not tell anyone else how you respond or act as part of the study.

**Do I have to be in the study?**

Not necessarily, the choice is yours. No one will get angry or upset if you don't want to participate. And you can change your mind anytime in the event you will decide to discontinue your participation in the study.

**What if I have questions?**

If you have questions about the study, you can ask me now or anytime during the study.

**PARTICIPANT'S ASSENT:**

I have read and understood the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Name and Signature of the Participant: \_\_\_\_\_

Date \_\_\_\_\_

## APPENDIX B QUESTIONNAIRE

### Challenges Faced by Junior High School Students in the Study of Araling Panlipunan and its Impact to their Academic Performance: A Basis For Intervention Initiatives

*A. Part I. Personal Information*

- Please provide the needed information accurately.
- Name: (Optional)
- School:
- Year Level:

*B. Part II. Challenges Aced by Junior High School Students*

Directions: Here are some challenges which you might have experienced or experiencing high school student. Please check (/) the column that corresponds to your best perception on the challenge/ situation. Please be guided by the following scaling description:

- 5 – Strongly Agree (SA)
- 4 – Agree(A)
- 3 – Undecided(U)
- 2 – Disagree(D)
- 1 – Strongly disagree(SD)

*C. Students’ Interest*

Items	Challenges	SA 5	A 4	U 3	D 2	SD 1
1	I feel passive in class recitation					
2	I dislike participating in class discussion					
3	I am poorly aware of the goals, purposes and objectives of the junior high school					
4	I have insufficient knowledge of the rationale why junior high school is implemented					
5	I am enable to relate my personal experiences for long retention in learning					
6	I feel uncomfortable working my assignments Alone					
7	I am unable to use learning material effectively					
8	I dislike making projects on time					
9	I cannot easily adjust to the new ways of lesson Presentation					
10	I am unable to meet the standard of the performance assessment					

*D. Instructional Materials and Facilities*

Items	Challenges	SA 5	A 4	U 3	D 2	SD 1
1	Unavailability of computers in school					
2	No projector and other related ICT materials that will aid students learning					
3	Lack of textbook and other reference materials in Araling Panlipunan					
4	Inadequate resources from the community to help student learning					
5	No school library for students to access on reading materials					
6	No available materials to use for students’ projects					
7	No resource reading materials available to be used for research works					
8	Modules are not given on time					
9	No resource person to talk on specific topic					
10	No water and CR facilities in the school					

*E. Pedagogical Content and Knowledge of the Subject*

Items	Challenges	SA 5	A 4	U 3	D 2	SD 1
	As a student...					
1	... I cannot apply my practical experiences to the lesson					
2	... I have no appropriate technology – assisted instruction before					
3	... Assignments are mostly done individually					
4	... I cannot learn more due to inappropriate strategies and techniques					
5	... I never experience doing/ working on projects with my classmates in groups					
6	Assessment tools to rate students' performance are not widely used					
7	Unavailability of community resources to be used					
8	No team teaching is practiced to bring about effective teaching					
9	No qualified resource person to be tapped as resource speaker					
10	No available person to share his expertise on the subject matter					

### APPENDIX C VALIDATION SHEET FOR SURVEY QUESTIONNAIRE

#### VALIDATION SHEET FOR SURVEY QUESTIONNAIRE (QUANTITATIVE RESEARCH)

Name of Researcher: GREGORIO JOSELITO C. BAGUIORO

Course: Master of Arts in Education major in Educational Management

Title of Research CHALLENGES FACED BY JUNIOR HIGH SCHOOL STUDENTS IN THE STUDY OF ARALING PANLIPUNAN AND ITS IMPACT TO THEIR ACADEMIC PERFORMANCE: A BASIS FOR INTERVENTION INITIATIVES

To the Evaluator:

Please validate the survey questionnaire bases on the items stipulated under each component. The rating will be based on the number of YES marks the instrument gets.

RATING:

10 Very Good

6-7 Fair ( may be upgraded if revised)

8-9 Good

0-5 for revalidation

Items	Yes	No
1. The instruction /direction is clearly stated.	✓	
2. The words used in each item are clear and understandable.	✓	
3. The text of each item is clear and readable.	✓	
4. Each item conveys a single idea or concept.	✓	
5. The items provide the needed information relevant to the researcher problem/question(s).	✓	
6. The items are congruent to the conceptual/theoretical framework of the study	✓	
7. The items adequately measure the variable(s) of the study.	✓	
8. The items are independent from each other.	✓	
9. The items are worded objectively.	✓	
10. The response options adequately cover all significant alternatives.	✓	

Comments/ Suggestions/Recommendations:

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Verified by: ESTERLINE N. ESMAN PhD  
Signature over printed name

Position of Evaluator: \_\_\_\_\_

Remarks: check (✓) Recommended

Not Recommended

VALIDATION SHEET FOR SURVEY QUESTIONNAIRE  
 (QUANTITATIVE RESEARCH)

Name of Researcher GREGORIO JOSELITO C. BAGUIRO

Course Master of Arts in Education major in Educational Management

Title of Research CHALLENGES FACED BY JUNIOR HIGH SCHOOL STUDENTS IN THE STUDY OF ARALING PANLIWANAN AND ITS IMPACT TO THE BEHAVIORAL PERFORMANCE: A BASIS FOR INTERVENTION INITIATIVES

To the Evaluator

Please validate the survey questionnaire bases on the items stipulated under each component. The rating will be based on the number of YES marks the instrument gets.

RATING

( ) 10 Very Good

( ) 6-7 Fair ( may be upgraded if revised)

( ) 8-9 Good

( ) 0-5 for revalidation

Items	Yes	No
1. The instruction /direction is clearly stated	✓	
2. The words used in each item are clear and understandable	✓	
3. The text of each item is clear and readable	✓	
4. Each item conveys a single idea or concept	✓	
5. The items provide the needed information relevant to the researcher problem/question(s)	✓	
6. The items are congruent to the conceptual/theoretical framework of the study	✓	
7. The items adequately measure the variable(s) of the study	✓	
8. The items are independent from each other	✓	
9. The items are worded objectively	✓	
10. The response options adequately cover all significant alternatives	✓	

Comments/ Suggestions/Recommendations

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Verified by ETHELITA M. GABILON, LET MAED  
 Signature over printed name

Position of Evaluator TEACHER -II

Remarks: check (✓) Recommended  
 ( ) Not Recommended

**VALIDATION SHEET FOR SURVEY QUESTIONNAIRE  
 (QUANTITATIVE RESEARCH)**

Name of Researcher: GREGORIO JOSELITO C. BAGUIORO

Course: Master of Arts in Education major in Educational Management

Title of Research CHALLENGES FACED BY JUNIOR HIGH SCHOOL STUDENTS IN THE STUDY OF ARALING PANLIPUNAN AND ITS IMPACT TO THEIR ACADEMIC PERFORMANCE: A FOUNDATION FOR INTERVENTION INITIATIVES

To the Evaluator:

Please validate the survey questionnaire bases on the items stipulated under each component. The rating will be based on the number of YES marks the instrument gets.

RATING:

10 Very Good

6-7 Fair ( may be upgraded if revised)

8-9 Good

0-5 for revalidation

Items	Yes	No
1. The instruction /direction is clearly stated.	/	
2. The words used in each item are clear and understandable.	/	
3. The text of each item is clear and readable.	/	
4. Each item conveys a single idea or concept.	/	
5. The items provide the needed information relevant to the researcher problem/question(s).	/	
6. The items are congruent with the conceptual/theoretical framework of the study	/	
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8. The items are independent to each other.	/	
9. The items are worded objectively.	/	
10. The response options adequately cover all significant alternatives.	/	

Comments/ Suggestions/Recommendations:

Verified by: Elmer C. Sabzar, LPT, MEd  
 Signature over printed name

Position of Evaluator: TEACHER J

Remarks: check  Recommended

Not Recommended

### APPENDIX D STATISTICAL COMPUTATIONS

➤ *Sample Computation in Finding the Percentage*

$$\begin{aligned} \% &= f / N \times 100 \\ &= 10 / 100 \times 100 \\ &= 0.10 \times 100 \\ \% &= 10 \end{aligned}$$

Sample Computation on finding the weighted mean

SCALE	ACADEMIC NUMERICAL RATING	f	%	$W\bar{x}$	I
5	90-100	10	10		
4	85-89	35	35	3.28	Satisfactory
3	80-84	28	28		
2	76-79	27	27		
1	Below 75	0	0		

$$W\bar{x} = \frac{S1(W1) + S2(W2) + S3(W3) + S4(W4) + S5(W)}{N}$$

$$= \frac{10(5) + 35(4) + 28(3) + 27(2) + 0(1)}{100}$$

$$= \frac{50 + 140 + 84 + 54 + 0}{100}$$

$$= \frac{328}{100}$$

$$W\bar{x}$$

$$= 3.28$$

Sample computation on the significant relationship between the extent of the challenges faced by the Junior High School Students and their level of Academic Performance						
SCALE	Extent of Challenges	Academic Performance	$x^2$	$y^2$	$xy$	
5	480	10	230,000	100	4,800	
4	728	35	529,984	1,225	25,480	
3	952	28	906,304	784	26,656	
2	436	27	190,096	729	11,772	
1	340	0	115,600	0	0	
	$\Sigma x = 2,936$	$\Sigma y = 100$	$\Sigma x^2 = 1,971,984$	$\Sigma y^2 = 2,838$	$\Sigma xy = 60,708$	
	$r_{xy} = \frac{n\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[n(\Sigma x^2) - (\Sigma x)^2][n(\Sigma y^2) - (\Sigma y)^2]}}$					
	$= \frac{5(60,708) - (2,936)(100)}{\sqrt{[5(1,971,984) - (2,936)^2][5(2,838) - (100)^2]}}$					
	$= \frac{303,540 - 293,600}{\sqrt{(9,859,920) - (14,190 - 10,000)}}$					
	$= \frac{49,940}{\sqrt{(1,239,824)(4,190)}}$					
	$= \frac{49,940}{\sqrt{5,194,862,560}}$					
	$= \frac{49,940}{72,075.39}$					
	$r_{xy} = 0.69$					

## APPENDIX E


### English Editing Certification

This is to certify that I have edited the final draft of this thesis entitled:  
**CHALLENGES FACED BY JUNIOR HIGH SCHOOL STUDENTS IN THE STUDY  
OF ARALING PANLIPUNAN AND ITS IMPACT TO THEIR ACADEMIC  
PERFORMANCE: A FOUNDATION FOR INTERVENTION INITIATIVES,"**

Prepared by:

**GREGORIO JOSELITO C. BAGUIORO**

Master of Arts in Education major in Education Management  
and have found it complete and satisfactory with respect to grammar, organization  
and APA format and style as prescribed by the Graduate School of Colegio de  
Santa Rita de San Carlos, Inc.


  
**JENALYN L. BAYAWA, MA English, LPT**  
Grammarian

Colegio de Santa Rita de San Carlos, Inc.  
Institution

April 2024



## APPENDIX F SIMILARITY REPORT (TURNITIN)

Similarity Report ID: oid:3618:55959793

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<b>RESEARCH PAPER(Baguioro).docx</b>	<b>Greg Baguioro</b>

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