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**A DESCRIPTIVE CROSS-SECTIONAL ANALYSIS OF SOCIAL MEDIA
INFORMATION LITERACY ON FACEBOOK AMONG SENIOR HIGH SCHOOL
STUDENTS IN MEYCAUAYAN NATIONAL HIGH SCHOOL**

This

Research Presented to

Senior High School Department

Meycauayan National High School Bulacan

In Partial Fulfillment

of the Requirement for the Subject

Practical Research 2

Information and Communication Technology (BABBAGE)

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December 2024



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ACKNOWLEDGEMENT

We would like to thank the individuals who helped to make this research possibly done.

First and foremost we would like to thank our research adviser, Sir Jerome Pura, LPT. His support for us throughout our research and advice enabled us to make this research possible. His encouragement, suggestions, and ideas brought strengths to us.

We also like to thank our other teachers, Ma'am Mitzi Fuentes for her emotional support. Also, Ma'am Jonacelle Quinto for her advice and suggestions.

We would like to extend our gratitude to our panelists, who also gave us honest feedback to our research paper that gave us lessons.

We also want to thank the Grade 11 & 12 that participated to answer our interview that enabled us to make this research done. Without their response this research is impossible.

We would also like to thank our classmates for their support financially and emotionally. Also our friends from other sections who also gave their insight regarding our research. Also our families for their support financially, emotionally, and mentally.

Thank you to everyone who supported us. Group 5, signing off.



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ABSTRACT

This research examines the social media information literacy of Senior High School students at Meycauayan National High School, emphasizing their capability to evaluate the genuineness of Facebook posts. Social media, especially Facebook, is crucial for communication, yet it also serves as a center for misinformation. Research emphasizes the significance of news literacy, with younger people allegedly showing greater abilities to recognize fake news compared to their older counterparts (Fajardo, 2023).

The study, employing a descriptive cross-sectional approach, evaluates students' skills in verifying authorship and assessing the authenticity of images. It includes activities like differentiating between confirmed and unconfirmed accounts and assessing the trustworthiness of sensational posts on Facebook. Data were collected from 263 students via voluntary sampling, concentrating on grades 11 and 12. Statistical analysis was utilized to assess literacy rates in author and image verification.

Findings show differing degrees of proficiency in recognizing trustworthy information. Numerous students find it challenging to distinguish between reliable and deceptive information, highlighting the necessity for intervention. The importance of the study reaches educators, parents, students, and stakeholders in fostering critical thinking and ethical social media practices.

Results will guide the creation of a strategy to improve social media literacy for students. This effort seeks to empower students with the ability to assess online information critically, promoting informed choices and reducing the dispersion of misinformation. The research highlights the critical necessity to tackle deficiencies in information literacy to equip students for the challenges present in today's digital environment.



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INTRODUCTION

Social media serves as a significant tool in the field of information and communication technology. It has become a primary method for people to communicate with one another online. These days, social media use is becoming commonplace for many people, and it no longer feels strange. For millions of individuals, in fact, it has become an ordinary part of their everyday lives (Nurjannah & Afrianti, et al., 2021). Based on Datareportal.com (2023) Facebook is used by around 3 billion people, making it one of the most popular social media networks.

The significance of social media in today's world is highlighted by this capacity to obtain information in real time from a wide audience. However, due to the huge capacity of social media to process information, the authenticity and truthfulness of the information on it is not easy to assess (Vishwakarma, 2020). Vraga and Tully (2019) study found that people with higher news literacy tend to be less confident in the authenticity of information on social media. However, the study found no correlation between increased skepticism and viewing or sharing political or news items on social media. This highlights the importance of news literacy in evaluating and forming judgments about online data, especially in the era of overwhelming information.

Moreover, Collins & Hoang, et al. (2021) claimed the proliferation of fake news has raised significant concerns on social media platforms. This has resulted in a situation where individuals often hesitate to share information they believe to be true, fearing that it might be false. It is crucial in today's digital age to be well-informed about the information circulating on social media.

In the Philippines, Statista.com (2024) shows that Facebook is a major social media site - where 86 million people use it regularly for communication and social engagement. Filipinos are renowned for being open and willing to post on this social media platform to express their ideas

and opinions on a variety of topics. But this propensity can also cause news that isn't necessarily reliable to spread quickly. Many people may share content on Facebook without checking its correctness, and not all Facebook users are trustworthy sources of information.



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In relation to this, Fajardo (2023) of the Ateneo De Naga City found out that younger people showed more intelligence, comprehension and skill in identifying the authenticity of Facebook posts than their more older counterparts. This implies that younger people might be more skilled at particular jobs or ideas, perhaps as a result of exposure to technology, schooling, or alternative teaching methods, among other things.

Numerous studies have been conducted to examine the effect of Social Media to the lives of individuals. While this research is extensive and covers a wide range of topics, there is still a noticeable gap when it comes to understanding whether users possess the skills needed to evaluate the accuracy and reliability of the information they encounter on these platforms. The Meycauayan National High School will be the site of this investigation. Assessing the information literacy of Meycauayan National High School students—more especially, the senior high school students—on Facebook is the aim of this study. This study aims to;

1. Identify the level of social media information literacy skills of Senior High School students, specifically on Facebook
2. Develop an action plan based on the findings of the study.

This research will assess the literacy skills of senior high school students at Meycauayan National High School on Facebook. By staying informed and critically evaluating the content students encounter on social media platforms, they can make better decisions and shield themselves from misinformation.

STATEMENT OF THE PROBLEM

This study aims to answer the following:

1. How literate senior high school students when it comes to the information that is seen on social media, specifically on Facebook?
2. What action plan can be developed based on the findings of the study?

By answering these questions, this study will give insights to the literacy skills on Facebook among Senior High School students.

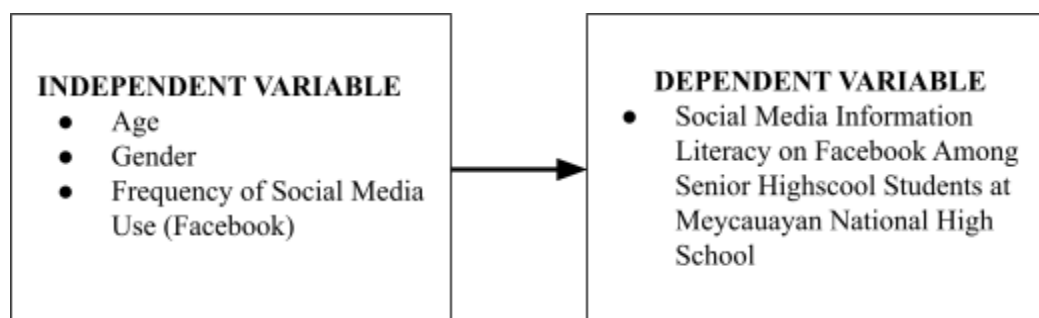


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CONCEPTUAL FRAMEWORK

Figure 1.

Conceptual Framework



The focus of the study revolves around measuring social media information literacy of grade 11 and 12 students in Meycauayan National High School. The age, gender and frequency of social media use were the independent variables, however, although it has an effect on the social media literacy of students, this study does not focus on measuring that aspect.

SIGNIFICANCE OF THE STUDY

The findings of this study are expected to be beneficial in the following:

Students. Helping the students to think critically and to help them avoid misinformation on Facebook.

Teachers. It can help the teachers to avoid scams and misinformation when they're using social media. Especially when they're using Facebook.

Future Researchers. Helping the Future researchers to evaluate sources and gather data for their research. And helping them to identify what is the fake and what is the real data.

Parents. Equip the parents guiding their children when using social media responsibly and understanding in online misinformation. And it can enhance their communication.



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Journalism students. Preparing them for their careers by helping and teaching responsible sharing information and sourcing it. Fact Checking their sources to look more reliable.

Technology Developers. Guiding the creation of better tools for misinformation and promoting the literacy skills among the students and other users.

School staff. Helping them to avoid misinformation inside the campus while using the social media, especially Facebook. And helping them to evaluate sources including news outlet and etc.

Public Health officials. Assessing community health information shared in social media. And helping them to define the wrong information about the health community.

SCOPE AND DELIMITATION

This study will assess Social Media Information Literacy Skills on Facebook of Meycauayan National High School Senior High School Students for the Academic Year 2024-2025. This study will be held at Meycauayan National High-School El Camino Rd. Brgy. Camalig, City of Meycauayan, Bulacan. This Study limits the research only to the students of Meycauayan National High school. The teachers, and other school employees are not included. The gathered data will be used to establish the legitimacy of this study for the Academic Year 2024-2025.

METHODOLOGY

This section of the paper contains the detailed discussion of the step-by-step processes undertaken by the researchers in conceptualizing, planning, collecting, and analyzing the data.

RESEARCH DESIGN

The researchers have chosen to utilize a descriptive cross-sectional research design for this study, which aims to assess the information literacy skills on Facebook among Senior High School students at Meycauayan National High School. This specific research design allows the researchers to collect and analyze data at a specific moment in time, providing a snapshot of the students' abilities and engagement with literacy on social media. In cross-sectional studies,



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information is gathered from participants simultaneously, meaning that all the data is collected in a single period rather than over a long duration. Consequently, cross-sectional studies do not have a time dimension, as the focus is on the present conditions or behaviors of the subjects being studied. This approach is supported by Kesmodel (2018), who emphasizes the importance of collecting relevant information at one point for clarity and accuracy. By employing this method, the researchers can effectively gauge the current literacy skills of the students on Facebook without the complications of tracking changes over time. This research design is ideal for providing insights that can inform future educational strategies and support for students in their use of social media platforms.

POPULATION AND SAMPLE

The researchers decided to focus on Senior High School students from Meycauayan National High School as the key participants for their study. To ensure a fair and unbiased selection process, they will implement a method known as voluntary response sampling. This technique allows the researchers to take a subgroup from a larger population, ensuring that each potential participant has an equal chance of being chosen.

To carry out this sampling method, the researchers plan to select between 5 to 10 students from each section of both Grade 11 and Grade 12 at Meycauayan National High School. By doing so, they aim to gather a diverse range of opinions and experiences from various classes. The overall target is to include a total of 300 participants in this research study. This was calculated through the Raosoft Sample Size Calculator in reference to the total population of MNHS-SHS of 1395 students. However, due to time constraints only 263 out of 300 were surveyed. This approach will help the researchers gain valuable insights that are representative of the larger student body in the school.

RESEARCH INSTRUMENT

The researchers developed a specialized tool to gather insights based on Fajardo's (2023) findings. In their study, participants were shown two distinct Facebook posts: one from a verified account and one from an unverified account. The primary objective was to assess which post the participants would trust and believe. To add a visual element, the researchers included an image



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sourced from one of the posts, which participants were asked to evaluate. The study design involved a team of five researchers, with three taking on specific roles: one researcher would approach the participants, another would ask the questions, and the third would make the judgment based on the answers of the participants. Participants were asked to evaluate the image's authenticity, determining whether they believed it was real or whether they had doubts about its validity. This multi-faceted approach aimed to explore how individuals make trust-based judgments about information, considering both the credibility of the source and the perceived authenticity of visual content.

The following tasks were done by the researchers:

Task 1 (Author Checking). The task at hand required students to demonstrate their ability to verify the authenticity of two Facebook accounts belonging to Doctor Willie Ong. One of these accounts had a verified status, indicating that it was officially recognized by Facebook as genuine and authentic. The other account did not have this verification, which raised questions about its credibility. Students needed to carefully examine both accounts and the posts made on these profiles to make an informed decision about which one they believed to be real and trustworthy.

This exercise was designed to help researchers evaluate how well Senior High School students could navigate and assess information on social media, particularly in relation to author verification. Understanding the difference between verified and unverified accounts was crucial for developing strong information literacy skills, especially in an age where misinformation could spread rapidly online. By analyzing these two accounts, students practiced critical thinking and judgment, skills that were essential for discerning credible information in their daily lives.

Task 2 (Image Checking). This task examines students' ability to evaluate the credibility of information shared through social media, specifically a Facebook post. The post makes a claim about Jackie Gonzaga, who is known as a host on the popular television noon time show "It's Showtime." The statement implies that Jackie is pregnant and suggests that her boyfriend is Ion Perez, who is also associated with Vice Ganda, another prominent host on the same show. In the accompanying image, viewers see a photo featuring three individuals: Vice Ganda, Ion Perez, and Jackie Gonzaga. The implication is that the relationship dynamics among them may be complicated, as the post hints at a romantic connection between Jackie and Ion, despite his prior association with Vice Ganda. In this scenario, students are tasked with determining whether the



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information presented in the Facebook post is factual or fabricated. They must analyze various aspects of the post, including the context of the image, the credibility of the sources, and the motivations behind sharing such a sensational claim. Understanding how to differentiate between real news and misinformation is crucial in today's digital landscape, where viral posts can easily influence public perception and opinion.

The Criteria below was used by the Researcher's

Table 1.
Criteria Used to Evaluate the Respondents

Competency Levels	Task 1: Author - Checking	Task 2: Image - Checking
BEGINNING (1 point)	Student selects the second post as more trustworthy or provides an irrelevant explanation for selecting the first post	Student argues that the post provides strong evidence or uses incorrect or incoherent reasoning.
EMERGING (2 points)	Student identifies the blue check mark but does not explain its significance; or identifies the first post as the actual Facebook account but does not provide an explanation.	Student argues that the post does not provide strong evidence, but the explanation does not consider the source of the post or the source of the photograph, or the explanation is incomplete.
MASTERY (3 points)	Student identifies the blue check mark and explains that the first post is a more trustworthy source because it is from the verified Facebook page.	Student argues the post does not provide strong evidence and questions the source of the post and/or the source of the photograph.

DATA COLLECTION

In this research, the researchers followed these steps:

Conceptualization Phase. During this phase, the researchers examined different issues related to ICT at Meycauayan National High School, focusing on students' ability to distinguish fake news from facts and evaluating their literacy in using social media platforms. The findings revealed that Facebook is still the most commonly used social media app among senior high school students.



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Design Phase. The researchers determine the specific learning objectives based on the problem. The researchers started printing out the sample and got checked by the Practical Research adviser. When the researchers paper was approved, the researchers started printing out 300 consent forms and 5 letter size bond paper for the interview. The researchers started finding respondents in each room. The researchers started contributing the survey paper to the grade 12 students in the afternoon and grade 11 students in the morning. The researchers find the respondents room to room and ask the president's or teachers approval before contributing the consent form to the students.

Empirical Phase. In the empirical phase, the researchers administered an assent letter for the approval of the respondents to be interviewed. The researchers used voluntary method where anyone can participate.

Analytical Phase. The researchers found out that some senior high school students got fake news information on Facebook for the respondents shows that they're not so Mastery when it comes to reliable and valid information they easily believe what they see. The findings substantiate how Facebook affords students more opportunities to gain some news.

Dissemination Phase. The researchers will publish this study to contribute to the future researchers.

DATA ANALYSIS

This study utilizes various statistical measures to analyze the information literacy skills of senior high school students as they relate to their use of Facebook. The focus of the analysis is to calculate the percentage of students who demonstrate effective information literacy skills while engaged on this social media platform, specifically Facebook. According to Britannica (2024) Percentage refers to a relative value indicating hundredth parts of any quantity. In this study, the researchers calculated the percentage of students who are in the beginning, emerging, and mastery level in author and image checking aspect of social media literacy.

Table 2.

Alignment of Research Objectives, Questions, Instrument and Statistical Tool

Research Objective	Research Question	Instrument	Data Analysis
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RO1. Identify the level of social media information literacy skills of Senior High School students, specifically on Facebook	RQ1. How literate senior high school students when it comes to the information that is seen on social media, specifically on Facebook?	Observation	Percentage
RO2. Develop an action plan based on the findings of the study.	RQ2. What action plan can be developed based on the findings of the study?	Observation	Percentage

RESULTS AND DISCUSSION

This part highlighted the presentation and the discussion of the results through graphs and tables. The findings are presented in line with the arrangement of the research objectives.

RO1. Level of Social Media Information Literacy Skills of Senior High School Students Specifically On Facebook

Table 2.

Task 1: Author Checking

The researchers aimed to identify if the respondents can identify the blue checkmark and what does that mean or not.

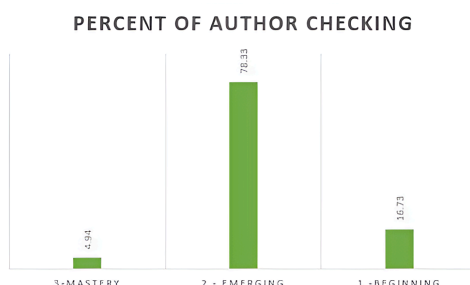
Criteria	Total Number	Percentage
3 - Mastery	13	4.94%
2 - Emerging	206	78.33%
1 - Beginning	44	16.73%



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Figure 2.

Percentage of Students in Beginning, Emerging, and Mastery Level of Author Checking



The table and figure presented above provides valuable insights into the understanding of social media features among senior high school students. On task 1 the respondents were assigned to identify 2 pictures of facebook that were shown by the researchers which is the legitimate post, one has the verification mark and the other one does not have. It reveals that there are a total of 78.33% students who can recognize the blue check mark of an author on Facebook. However, despite their ability to identify this symbol, they are unable to explain its significance or what it represents. This indicates a gap in their understanding of social media literacy.

In addition to those students, there are 4.94% students who not only recognize the blue check mark but can also articulate its meaning. This shows that a small group of students possesses a clearer understanding of social media verification and its importance in identifying credible sources.

- Furthermore, the data highlights that 16.73% students cannot identify the blue check mark at all. It is important for these students to be equipped with social media literacy as Deshpande and Ogale (2024) claimed that social media usage patterns are crucial to the propagation of false information. Unknowingly, users get caught up in the loop of creating, sharing, and interacting with material. This lack of recognition could suggest that these students may not be well-versed in social media platforms or may have challenges with digital literacy. Their inability to identify the blue check mark points to a potential issue in understanding how information is verified online, specifically on Facebook. Overall, these findings underscore the need for increased education on social media



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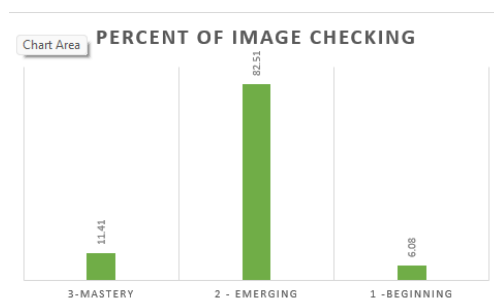
literacy, as many students may be misinformed or unaware of essential features that distinguish credible accounts from less reliable ones.

On the other hand, this study also evaluated students' capability of verifying the authenticity of the images posted in Facebook.

Table 3.

Task 2: Image Checking

Criteria	Total Number	Percentage
3 - Mastery	30	11.41%
2 - Emerging	217	82.51%
1 - Beginning	16	6.08%



In Task 2, the participants focused on determining the authenticity of images shared in Facebook posts. Their goal was not only to assess whether these posts were real or fake, but also to understand the reasons behind their beliefs. The results of their evaluation revealed some interesting insights. Specifically, only 11.41% of the respondents were able to articulate specific reasons for their skepticism about the authenticity of certain posts. This group offered explanations that highlighted their critical thinking regarding the content they encounter online.

Conversely, a significant majority, accounting for 82.51%, expressed doubt about the credibility of the posts but could not provide reasons for their lack of belief. This lack of explanation



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suggests that many users may feel uneasy about the information they see on social media without fully understanding why. Pennycook, Epstein et al. (2019) First, at a general level, the dissociation we observed between accuracy judgments and sharing intentions suggests that just because someone shares a piece of news on social media does not necessarily mean that they believe it. Additionally, a smaller portion of the respondents, 6.08%, indicated that they were inclined to trust the posts they encountered. This diverse range of responses underscores the complexity of how individuals engage with visual content on social media platforms, particularly Facebook. The findings emphasize the importance of being critical consumers of online information.

RO2: Action Plan Developed based on the Findings of the Study.

In relation to the findings of the study, the following actions are planned to be acted by the researchers:

Table

Action Plan

Basis	Action/Task	Time Frame	Persons Involved	Target Results/Success Indicator
(Emerging) The respondents were able to identify the blue checkmark (Task 1), but they could not explain its significance. In Task 2, they expressed doubt about the authenticity of the image shown, but were unable to articulate the reasons for their skepticism.	The researchers aim to hold a seminar at the school to provide further clarification on how to critically assess information and distinguish between credible sources and misleading content, particularly on platforms like Facebook.	Once a Year	<ul style="list-style-type: none">• Researcher's (to facilitate the event)• Guest Speaker (Social Media Experts)• Teachers• Students	To Achieve the Mastery Level of Students the information that is seen on facebook so they were able to identify what information is real and not.

CONCLUSION

In light of the findings of the study, this study concludes that:



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1. Level of Social Media Information Literacy Skills of Senior High School Students

Specifically On Facebook. Most students are at an emerging level, recognizing Facebook's blue check mark but not fully understanding its purpose, which highlights a need for improved digital literacy. A few students are at a beginning level, unable to identify it at all. When it comes to verifying image authenticity, only a few students are at a mastery level, able to explain their skepticism clearly. However, many students are at an emerging level, experiencing doubts but lacking specific reasons, indicating a need for stronger critical analysis skills.

2. Action Plan Developed based on the Findings of the Study. To address these gaps, a school seminar is planned to help students critically assess information and identify credible sources on social media, aiming to improve their digital literacy.

RECOMMENDATIONS

Based on the results of the study here are some of the recommendation of the researchers:

- **Emphasizing Media Information Literacy (MIL) through Fact-Checking on Social Media.** Educating students on the risks and benefits of using social media.
- **Expanding Media & Information Literacy: Implementing MIL Across All Grade Levels, Including Junior High School.** By implementing subjects that emphasize the importance of social media literacy, students at all levels will be better equipped to distinguish between fact and misinformation. Additionally, this knowledge will empower them to use social media responsibly and to its full potential.
- **Hold a seminar at the school.** To provide further clarification on how to critically assess information and distinguish between credible sources and misleading content, particularly on platforms like Facebook.
- Since the required number of respondents were not met, the study's results cannot be generalized, however, the study is still significant especially as it could be used as a baseline data or to provide an overview of the media literacy of students in MNHS SHS.



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APPENDICES

A. CONSENT FORM

A blessed day!

You are invited to participate in a study titled **“Evaluating Social Media Information Literacy on Facebook among Meycauayn National Highschool Senior HighSchool Students: A best line for developing MIL Symposium”**. The purpose of this study is to assess the literacy skills of students at Meycauayan National Highschool when it come to the information that can be seen on facebook. Your participation is voluntary, and you may withdraw at any time without penalty.

Data Privacy Notice:

In compliance with the **Data Privacy Act of 2012**, all information collected will be treated confidentially. Your data will only be used for this research, anonymized, and stored securely. You have the right to access, correct, or request deletion of your personal data.

By selecting "I agree" below, you consent to participate in this study and acknowledge that your personal data will be handled in accordance with the Data Privacy Act.

- I agree to participate
- I do not agree to participate

Signature over Printed Name



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B. QUESTIONNAIRE

Name: (Optional) _____

Grade Level: ☐ Grade 11 ☐ Grade 12

Age: ☐ 16-18 ☐ 19 above

How often do you use Social Media, specifically Facebook?

☐ 1-2 hours ☐ 3-4 hours ☐ 5-6 hours ☐ 7-8 hours ☐ 8 hours above

AUTHOR CHECKING

1 BEGINNING	2 EMERGING	3 MASTERY

IMAGE CHECKING

1 BEGINNING	2 EMERGING	3 MASTERY



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C. Curriculum Vitae



Cortez Joyce Ann

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EDUCATIONAL BACKGROUND

Primarily School: Eastern Quezon College (2014-2019)

Secondary - Junior High School: GumacaNational High School (2019- 2022)

- Honor Student Grade 7-Grade 10

Secondary - Senior High School: Meycauyan National High School (2024-present)

REFERENCES

Jonacelle Quinto

Teacher I - MNHS

09587877534



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NAME: Princess Lorraine Joy Hernandez Sagum

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EDUCATIONAL BACKGROUND

Primary School: Bagbaguin Elementary School (2012-2018)

Secondary - Junior High School: Meycauayan National High School (2019- 2022)

Secondary - Senior High School: Meycauayan National High School (2023 - 2025)

Information and Communications Technology

REFERENCES

Teacher: Sir Jerome Pura

Contact No.



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Name: Renzo James Alaba

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EDUCATIONAL BACKGROUND

Primarily School: Mabini Elementary School and Bagbaguin Elementary School (2013-2018)

Secondary - Junior High School: Meycauayan National High School (2019- 2022)

Secondary - Senior High School: Meycauayan National High School (2024-present)

REFERENCES

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EDUCATIONAL BACKGROUND

Primarily School: Perez Elementary School (2012-2018)

Secondary - Junior High School: St. Mary's Academy of Sto. Niño Meycauyan Bulacan (2017-2019)

Secondary - Senior High School: Meycauyan National Highschool (2019-2025) (present)

REFERENCES

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EDUCATIONAL BACKGROUND

Primarily School: Pantoc Elementary school (2012-2018)

Secondary - Junior High School: Meycauyan National High School (2019- 2022)

Secondary - Senior High School: Meycauyan National High School (2024-present)

REFERENCES

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Signature of the Researcher above Printed Name
