

# Knowledge of Senior High School Students on Over-The-Counter Medication and Its Relationship with Their Self-Medication Practices

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## ABSTRACT

As adolescents transition into young adulthood, they become more independent in managing their health and are more likely to use over-the-counter (OTC) drugs for quick relief from minor illnesses, as these medications are convenient and easy to obtain without a prescription. Hence, this study investigates the level of knowledge of Senior High School students at Saint Mary's University regarding OTC medications and examines its relationship with their self-medication practices. Using a descriptive-comparative-correlational research design, the researchers collected quantitative data through validated questionnaires and qualitative data via open-ended questions from 203 Grade 12 students across different academic strands. Findings revealed that most students possess a moderate level of knowledge about OTC medications, with females scoring significantly higher in knowledge compared to males. Common self-medication practices include checking medication instructions and proper storage, while consulting pharmacists and avoiding sharing medicines were less consistently observed. No significant differences in knowledge or self-medication practices were found based on academic strand, nor was there a significant correlation between knowledge and self-medication practices. Thematic analysis identified financial reasons, convenience, and quick relief as the primary motivators for self-medicating with OTC drugs. The findings underscore the importance of enhancing health education programs that not only improve knowledge but also address attitudes and socio-economic factors influencing responsible self-medication among senior high school students.

**Keywords:** Over-the-counter medications, self-medication practices, Senior High School students, knowledge on OTC medications, relationship between knowledge and self-medication practices

## INTRODUCTION

Adolescence, the phase of life between childhood and adulthood, is a unique and critical stage of human development marked by rapid physical, cognitive, and psychosocial changes. These transformations influence how young people feel, think, make decisions, and interact with the world around them. Although adolescence is often regarded as a generally healthy stage of life, it is also a period when preventable illness, injury, and even mortality can occur. During this developmental phase, individuals begin to establish lasting patterns of behavior such as diet, physical activity, substance use, and sexual activity that can either promote health and well-being or increase risks both immediately and in the future. To ensure healthy growth and development, adolescents need access to accurate information, life-skill development, appropriate and equitable health services, and safe and supportive environments. In addition, meaningful participation in the creation and implementation of health interventions is essential to address their specific needs and uphold their rights (World Health Organization [WHO], 2019).

One growing health concern is the practice of self-medication. Self-medication involves the use of over-the-counter (OTC) drugs by individuals to address self-diagnosed symptoms or conditions without seeking professional advice. Although these medications are generally safe when used correctly, adolescents still face notable risks and knowledge gaps in areas such as dosage, side effects, and appropriate use (Ma & Zhang, 2025). OTC drugs, which are readily available without prescription, are often used to treat common conditions like

headaches, coughs, colds, and body pain. Their affordability, accessibility, and convenience make them a popular choice, especially among young adults and students who often look for quick remedies (Abdullah et al., 2022). These risks are especially concerning for adolescents and young adults who may lack sufficient medical knowledge or rely on peer and family advice when making health decisions (Abraham & Chmielinski, 2018).

Given these realities, understanding how much young people know about OTC drugs and how this knowledge influences their self-medication practices is crucial. Academic literature has pointed out that knowledge can significantly shape health behaviors, but there are also individual differences that may be influenced by sex, education level, socioeconomic status, accessibility, and even cultural norms (Malli et al., 2023). Given these possible hazards, it is crucial to promote safe and responsible pharmaceutical usage by comprehending the degree of information regarding over-the-counter medications and how it affects self-medication behaviors.

## **Over-the-Counter Medications**

Over-the-counter (OTC) medications, also known as non-prescription drugs, are pharmaceutical products that can be legally purchased without requiring a prescription from a registered medical practitioner (Orayj et al., 2021). These medications are primarily used to treat minor health conditions that do not require direct medical supervision. Common examples include pain relievers, fever reducers, cough syrups, antihistamines, and antacids (Food and Drug Administration [FDA], 2018).

OTC medications are widely available in pharmacies, supermarkets, and convenience stores, making them easily accessible to the general public. Their affordability and convenience contribute to their widespread use, allowing individuals to manage common ailments effectively (World Health Organization [WHO], 2018). Additionally, OTC medications provide numerous benefits, such as reducing the need for doctor visits and lowering healthcare costs compared to prescription drugs (Orayj et al., 2021). These advantages make OTC medications a practical option for individuals seeking immediate relief from mild health issues.

However, while OTC medications offer several benefits, their misuse can pose health risks. Inappropriate use, such as exceeding the recommended dosage, mixing with other drugs without medical advice, or prolonged use without professional consultation, can lead to adverse effects, drug interactions, dependency, and even antibiotic resistance in the case of some medications (Lawan et al., 2022). Therefore, public knowledge, awareness and proper education on the responsible use of OTC medications are essential to maximize their benefits while minimizing potential harm.

## **Knowledge on OTC Medication**

Knowledge on OTC medication encompasses understanding proper usage guidelines, potential side effects, adverse reactions, drug interactions, contraindications, safe storage practices, and recognizing when seeking professional medical advice is necessary. Crucially, it also involves distinguishing between reliable and unreliable sources of information regarding OTC medications, a skill essential in the age of readily accessible online information. A student's level of knowledge, therefore, directly impacts their self-medication practices and their decisions related to OTC medication use. While OTC medications are regulated to ensure their safety and effectiveness when used correctly (FDA, 2021), studies have shown that misuse due to self-diagnosis errors can lead to worsened health conditions or prolonged illness (Ma & Zhang, 2025). Commonly misused OTC drugs include analgesics, antipyretics, and antihistamines, which can have adverse effects if taken excessively or inappropriately (Roussin et al., 2020). This risk is amplified among younger populations, such as students, who often rely on the internet or peer recommendations rather than professional medical advice when choosing medications, further increasing the potential for harm associated with self-medication (Abdi et al., 2023)).

The level of knowledge about OTC medications plays a crucial role in determining self-medication behaviors. Research suggests that individuals with greater awareness of proper drug use are more likely to adhere to dosage guidelines and recognize potential side effects, while those with limited knowledge are at higher risk of medication misuse (Haque et al., 2021). According to Conn et al. (2018), middle and high school students exhibited limited foundational knowledge regarding OTC medications; however, they demonstrated a comparatively higher ability to interpret and understand drug labels.. Moreover, among pharmacy and medical

students, studies showed that they had good knowledge about the safety and effectiveness of OTC medications (Alharthi et al., 2024). They understood that OTC medications are usually used for treating minor illnesses and injuries. They also knew that such medications should not be used after their expiry date and must be discontinued immediately if side effects are observed (Abay et al., 2020). On the other hand, a recent study found that while 97.5% of students used OTC medications in the past year, a significant portion lacked knowledge about proper usage and potential side effects (Ma et al., 2025).

### **Self-medication practice using Over-The-Counter medication**

Self-medication refers to the practice of individuals treating their own health conditions without professional medical advice (World Health Organization [WHO], 2021). It also pertains to the process by which a person chooses and employs medications to treat signs, symptoms, or minor health issues that one has independently identified (Chautrakarn et al., 2021). It is often seen as a convenient and cost-effective way for individuals to manage minor ailments. Self-medication, especially with OTC drugs, offers benefits to both individuals and the healthcare sector. For example, it can reduce absenteeism from work due to minor illnesses, save time and money spent on doctor visits, and alleviate the financial burden on governments for treating minor health conditions (Zheng et al., 2023). The convenience of purchasing OTC medicines at a pharmacy and avoiding hospital visits is a primary motivator for many individuals to self-medicate (Burma et al., 2025). However, this practice also poses significant risks. Improper self-medication can lead to serious health issues, including drug-related problems such as resistance, misuse of antibiotics, and adverse drug reactions (Gashaw et al., 2025). The global rise in inappropriate self-medication, particularly the misuse of antibiotics, has become a growing public health concern (Gashaw et al., 2025).

With both pros and cons, research on self-medication with OTC drugs has revealed important insights into the factors influencing this practice. A study by Alshahrani et al. (2020) in Saudi Arabia found that over 70% of adults used OTC medicines without consulting healthcare professionals, raising concerns about the potential health implications of this behavior. Chauhan et al. (2017) examined the prevalence of self-medication with OTC drugs among university students in India. The study highlighted a significant gap in the awareness of proper medication use and the associated health risks. Similarly, Ram et al. (2020) discussed the regulatory challenges surrounding OTC drugs and stressed the need for better education and professional guidance to ensure safe self-medication practices.

Furthermore, Sultana et al. (2020) identified convenience, cost, and the perception of minor ailments as key factors motivating individuals to self-medicate. However, they also warned of the risks of misdiagnosis and inappropriate drug use, particularly the overuse of antibiotics, which contributes to antimicrobial resistance. Additionally, Alzahrani et al. (2024) emphasized the importance of raising public awareness regarding the misuse of OTC pain relievers and underscored the crucial role of pharmacists in ensuring safe usage of OTC medications.

Various studies suggest that self-medication behaviors are influenced by several factors, including accessibility, past experiences, peer recommendations, and the lack of time to consult healthcare professionals (Alghamdi, 2020). Among students, particularly senior high school students, self-medication may also be driven by academic stress and limited medical awareness. While self-medication can be beneficial when practiced responsibly, a lack of knowledge about proper usage, dosage, and potential side effects increases the likelihood of misuse (Kim et al., 2022). It is therefore necessary to assess students' knowledge of OTC medications and determine whether it affects their self-medication behaviors, including the frequency of use, adherence to recommended dosages, and awareness of possible health risks (Kim et al., 2022).

### **Knowledge on Over-the-Counter Medications and Self-medication Practices**

Over-the-counter (OTC) medications are drugs available without a prescription, allowing individuals to manage minor health issues independently. While this accessibility promotes self-care, it also necessitates a solid understanding of proper usage to prevent potential risks. Studies have shown that knowledge levels about OTC medications significantly influence self-medication practices, underscoring the importance of health education in fostering safe and effective medication use

A study by Ali et al. (2020) found a significant correlation between knowledge of OTC medications and responsible self-medication practices, highlighting the need for proper health education. A significant challenge in self-medication practices is the level of knowledge individuals have about the proper use, dosage, and potential risks of OTC medications. Many individuals may not be fully aware of the dangers associated with self-medication, such as incorrect dosing, misuse of drugs, or the development of drug dependence.

Additionally, a positive correlation between knowledge, attitude, and practice, suggesting that higher knowledge levels are associated with improved attitudes and more appropriate practices, and vice versa was found by Abbag (2023) strengthened by the finding that a significant positive weak correlation was observed between knowledge with practice about self medication. This showed that the participants with a good level of knowledge about SM will follow proper practices and vice versa.

Moreover, Sweileh et al. (2021) found that university students in Jordan commonly self-medicated, but their knowledge of appropriate OTC use was limited, highlighting the need for educational interventions. Bekele et al. (2020) found similar trends of lacking knowledge with potential side effects and drug interactions among medical students. Although focused on antibiotics, a systematic review by Aslam et al. (2020) underscores the broader dangers of self-medication when individuals lack the necessary knowledge and understanding. Furthermore, academic stress and time constraints were found to have influenced the use of OTC medicines (Suleman et al., 2023). Research by Kumar et al. (2021) found that while many individuals acknowledge the benefits of self-medication, only a few are aware of the risks involved. For example, 68% of university students in India reported engaging in self-medication, primarily for minor conditions like headaches and colds, yet many of them lacked the necessary knowledge to use medications safely.

Moreover, several factors drive students to self-medicate with over-the-counter (OTC) drugs, including prior experience with similar illnesses, a perceived sufficient knowledge of their condition, financial constraints, limited time to consult a physician, and the easy accessibility of medications (Zeru et al., 2020; Albusalih et al., 2021; Alghanim et al., 2021).. These factors often outweigh a student's actual knowledge of OTC medications. It is important to note that some students may self-medicate to treat pain, headache, cold and flu, fever, psychological diseases, skin problems, and viral and bacterial infections (Alkhalwaldeh and Khraisat, 2020).

Furthermore, misconceptions about OTC medications, often fueled by reliance on the internet or peer recommendations rather than professional medical advice, can lead to worsened health conditions or prolonged illness (Alsaleh et al., 2024; Awad et al., 2023). Hamoudi et al. (2022) pointed out that commonly misused OTC drugs include analgesics, antipyretics, and antihistamines, which can have adverse effects if taken excessively or inappropriately. The reliance on non-professional sources of information, especially among younger populations like students, increases the risks associated with self-medication (Alfahmi et al., 2023; Wondimu et al., 2021)..

Adolescents' growing independence makes them increasingly responsible for managing their own health, often leading them to use over-the-counter (OTC) medications for quick relief from common illnesses. Health literacy, access to reliable information, and demographic factors such as sex and academic background play crucial roles in shaping their self-medication behaviors (Patel et al., 2020). Students with sufficient knowledge of OTC drugs are more likely to use them appropriately, while those with limited awareness risk unsafe practices, including incorrect dosages or drug misuse (Haque et al., 2021; Ali et al., 2020).

Despite the widespread availability and use of OTC medications, many adolescents lack adequate understanding of their proper use and potential risks. Previous studies, such as those by Abay et al. (2020) and Abbag et al. (2023), have investigated knowledge, attitudes, and practices regarding OTC drug use among medical students and residents. However, few have examined whether knowledge about OTC medications directly influences actual self-medication practices, particularly among Senior High School students. This age group is at a critical stage of developing autonomy in health-related decisions yet remains vulnerable to misinformation and peer influence.

Moreover, while existing studies often analyzed demographic factors such as sex, they overlooked other relevant variables like academic strand, which could affect access to health information and awareness. Another

limitation of past research is their exclusive reliance on quantitative approaches, which limits understanding of the underlying reasons, motivations, and attitudes behind self-medication behaviors.

Hence, this study seeks to address these gaps by using both quantitative and qualitative approaches to assess the level of knowledge and self-medication practices among Senior High School students at Saint Mary's University. It also aims to determine whether significant differences exist in knowledge and self-medication practices when grouped according to sex and academic strand, and to explore students' perceptions regarding the advantages and risks of OTC drug use. By identifying how knowledge shapes actual self-medication behavior, this study contributes to the development of targeted health education programs that promote responsible medication use and enhance health literacy among adolescents transitioning into adulthood.

### **Conceptual and Analytical Framework**

Self-medication is a common practice among students, particularly when managing minor illnesses such as headaches, colds, and allergies. However, the level of knowledge about OTC medications varies among students and significantly influences their self-medication behaviors (Abay et al., 2020). Understanding how factors such as sex and strand affected students' knowledge and self-medication practices was crucial in promoting responsible and safe medication use.

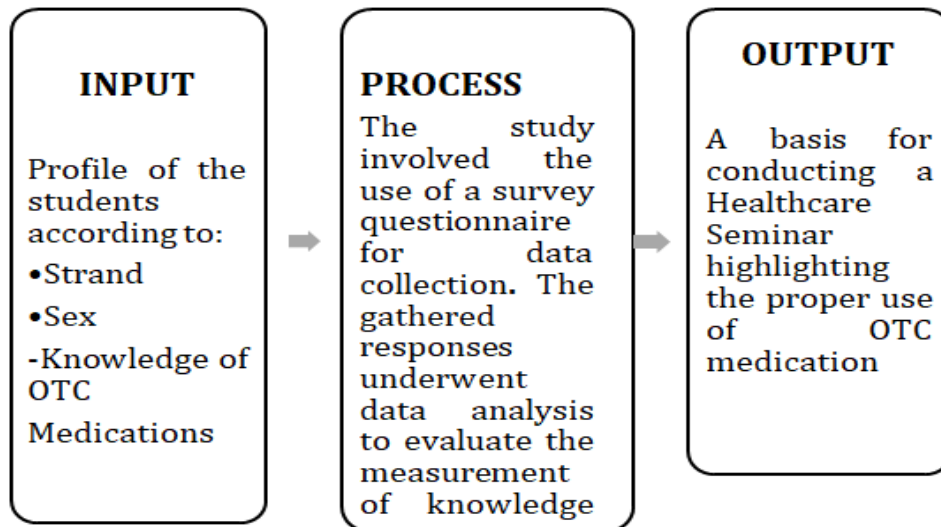
Sex has been shown to influence self-medication behaviors among students. Female students are twice as likely as males to believe that "self-medication is safe" and that "treatment can be stopped once symptoms disappear" (Orayj et al., 2021). This may be due to their frequent use of OTC medications for menstrual pain relief, birth control, and general health maintenance. Nevertheless, females tend to be more cautious and informed about proper medication use, while males are more likely to self-medicate without consultation, increasing the risk of misuse (Orayj et al., 2021).

Strand also plays a role in shaping students' self-medication practices. Pharmacy students, because of their coursework and exposure to pharmacology, demonstrate a higher level of knowledge about OTC medications compared to students from other strands. For example, Nearly 80% of pharmacy students at Taif University correctly identified the definition, side effects, and limitations of OTC medications, reflecting a strong foundation in medication safety. Their academic training and practical experiences, such as internships in pharmacy settings, further strengthen their awareness of proper dosages, risks, and responsible medication use (Alharthi et al., 2024). In contrast, students from non-health-related strands often rely on social media and peer recommendations for medication guidance, which heightens the risk of misinformation and improper self-medication (Alharthi et al., 2024). Similarly, research suggests that health-related strand students tend to self-medicate more frequently and responsibly than those in other academic fields (Abdullah et al., 2020).

Students' knowledge of OTC medications plays a crucial role in shaping their self-medication behaviors. Rahman et al. (2024) reported that while many university students demonstrate a general understanding of proper drug usage and dosage, misconceptions about indications and side effects remain prevalent. This partial knowledge often results in inappropriate self-medication and increases the risk of misuse. Similarly, Lu et al. (2025) found that students in China exhibit moderate awareness of OTC medications, yet unsafe practices persist due to limited understanding of drug interactions and contraindications. These findings highlight that awareness alone does not ensure responsible self-medication, particularly without sufficient pharmaceutical education.

Moreover, accessibility and regulatory factors also influence students' tendency to self-medicate. López-Sánchez et al. (2024) emphasized that the widespread availability of OTC drugs and lenient pharmacy regulations in Spain encourage unsupervised medication use among university students. Pharmacies often dispense medications without prescriptions, allowing students to access drugs easily without professional guidance. The study highlighted the need for stricter regulation and improved public awareness campaigns to minimize health risks associated with self-medication.

Figure 1 Research Paradigm



The schematic representation provided above was a visual representation of the Input, Process, and Output (IPO) variables used in the study. It helped in understanding the research process better.

The input variables included the demographic profile of the respondents, such as their sex and strand. It also assessed their knowledge of over-the-counter (OTC) medications, including their awareness of proper usage, risks, and dosage guidelines. The study examined their self-medication practices, analyzed how frequently they used OTC medications and their reasons for doing so. It also encompassed recommendations for improving students’ awareness of responsible self-medication, which might have involved changes in educational approaches, school-based health programs, or awareness campaigns. Considering these recommendations could have helped enhance students’ knowledge and ensured safer self-medication habits.

The middle box represented the Process variables, which detailed how the data was collected and synthesized from survey questionnaires. The questionnaires were based on a study by Abay et al. (2020) entitled, “Knowledge, Attitude, and Practice on Over-the-Counter Drugs Among Pharmacy and Medical Students: A Facility-Based Cross-Sectional Study” and Abbag et al. (2023) entitled “Self-Medication Related Knowledge, Attitudes, and Practices among Residents of Riyadh, Saudi Arabia.” It guided the creation of the questionnaires to be disseminated to senior high school students, ensuring that the gathered data aligned with the study’s objectives. The gathered data underwent statistical analysis to assess the respondents’ level of knowledge and identified trends in their self-medication habits. Measurement of knowledge and self-medication practices was performed to evaluate students’ understanding and behaviors regarding OTC medications. Lastly, a comparison in terms of profile variables was conducted to identify significant differences based on demographic profile.

The output of this study served as a basis for conducting a Healthcare Seminar that highlighted the proper use of OTC medications. The findings supported the development of an educational initiative aimed at raising awareness, correcting misconceptions, and promoting responsible self-medication among students. By addressing knowledge gaps and promoting informed decision-making, the seminar contributed to improving health literacy and ensured safer medication practices among senior high school students.

The relationship between Input, Process, and Output ensured that the study not only identified issues but also provided concrete solutions to promote responsible medication use among students

### Aim of the Study

This study aims to determine the level of knowledge of Senior High School students on over-the-counter (OTC) medications and examine its relationship with their self-medication practices. Specifically, it seeks to identify differences in students’ knowledge and practices when grouped according to sex and academic strand, and to explore the factors influencing their use of OTC medications.

## METHODOLOGY

### Research Design

This study utilized both quantitative and qualitative approaches to determine the relationship between Senior High School Grade 12 students' knowledge of over-the-counter (OTC) medications and their self-medication practices at Saint Mary's University. The quantitative approach covered a descriptive-comparative-correlational research design. The descriptive design investigated the students' level of knowledge about OTC medications and their self-medication practices. The comparative design examined whether significant differences existed based on the respondents' sex and strand. Lastly, the correlational design investigated the relationship between knowledge of OTC medications and self-medication practices.

The qualitative approach involved the use of open-ended questions to explore the various reasons students engaged in self-medication with OTC drugs. These approaches provided a comprehensive understanding of the factors influencing students' self-medication behaviors.

### Research Locale

The study was conducted at Saint Mary's University Senior High School, located in Barangay Don Mariano Marcos, Bayombong, Nueva Vizcaya. This setting was considered appropriate because it provided access to a sufficient number of potential respondents who engaged in the use of over-the-counter (OTC) medications and self-medication practices. The presence of students likely to engage in such practices made the area a suitable site for data collection. Consequently, the researchers found it convenient to gather the necessary information to ensure the success of the study.

Figure 2 Saint Mary's University Senior High School Campus



### Research Participants

The target respondents of the study were the Grade 12 Senior High School students of Saint Mary's University for the school year 2025–2026. These included both male and female students from the different strands and sections. Using Raosoft, an online sample size calculator, the sample size was determined to be 203 students out of a population of 427, with a 5% margin of error and a 95% confidence interval. The simple random sampling technique was employed to identify the students who would answer the questionnaire. This method ensured that each student in the population had an equal chance of being selected, reducing selection bias and increasing the representativeness of the sample.

Table 1 Demographic Profile

Demographic		Frequency(N)	Percentage(%)
Sex	Male	104	51.2

	Female	99	48.8
<b>Total</b>		<b>203</b>	<b>100</b>
<b>Strand</b>	STEM	140	69.0
	HUMSS	30	14.8
	ABM	18	8.9
	AD	3	1.5
	TVL-HE	6	3.0
	TVL-ICT	6	3.0
<b>Total</b>		<b>203</b>	<b>100</b>

Table 1 shows the demographic profile of the respondents. As presented in the table, the majority of the respondents were male with 104 students representing 51.2% of the total population, while 99 students or 48.8% were female. This shows that the distribution of respondents according to sex is almost equal, with males only slightly higher in number.

In terms of strand, most of the respondents came from the STEM strand with 140 students, which accounts for 69% of the total. This is followed by HUMSS with 30 students or 14.8%, ABM with 18 students or 8.9%, TVL-HE with 6 students or 3%, and TVL-ICT also with 6 students or 3%. The strand with the least number of respondents was AD with 3 students, representing only 1.5% of the population.

This implies that the majority of the participants in the study were STEM students, indicating a stronger representation from the academic track. Meanwhile, the relatively smaller proportion from HUMSS, ABM, AD, and TVL strands suggests that the results of the study may primarily reflect the perspectives and practices of STEM strand students.

### Research Instruments

This study utilized a survey questionnaire, which was adapted from the studies of Abay et al. (2020), entitled *Knowledge, Attitude, and Practice on Over-the-Counter Drugs Among Pharmacy and Medical Students: A Facility-Based Cross-Sectional Study*, and Abbag et al. (2023), titled *Self-Medication Related Knowledge, Attitudes, and Practices among Residents of Riyadh, Saudi Arabia: A Community-Based Cross-Sectional Study*. The questionnaire was adapted to focus specifically on STEM students at Saint Mary’s University, and certain items were revised or added to better assess their knowledge and self-medication practices regarding over-the-counter (OTC) medications. Serving as the primary data-gathering tool, the questionnaire was designed to collect both quantitative and qualitative data, allowing for a comprehensive analysis of students’ understanding and behaviors related to self-medication.

The questionnaire consists of four sections:

The Demographic Profile section collects essential information regarding the respondents' sex and academic strand. This data helps determine whether these factors influence students' understanding and habits related to self-medication. By analyzing these demographics, the study can identify potential patterns or differences in behavior among various student groups.

The Knowledge on OTC Medications section assesses students' recognition and comprehension of over-the-counter (OTC) drugs. Participants will complete a true-or-false quiz to gauge their level of understanding

regarding the appropriate use, benefits, and risks of these medications. This evaluation will help determine the extent of students' grasp of OTC drugs and their proper application.

The Self-Medication Practices section explores the frequency and extent to which students engage in self-medication. A four-point Likert scale, ranging from Strongly Agree to Strongly Disagree, will be used to measure their responses. This section aims to capture students' behaviors, preferences, and tendencies when using OTC drugs without professional medical guidance.

Finally, the Reasons for OTC Drug Usage for Self-Medication section allows respondents to express their personal insights regarding their reliance on OTC drugs. This open-ended portion enables students to share their motivations, experiences, and considerations when choosing to self-medicate. By gathering these qualitative responses, the study can gain a deeper perspective on the factors influencing self-medication decisions among students.

An item analysis was conducted to evaluate the reliability of the knowledge on over-the-counter (OTC) medication section. The analysis involved computing the difficulty index (P) and discrimination index (D) for each item. Results revealed that most items fell within the acceptable difficulty range (0.30–0.70) and several items demonstrated excellent discrimination ( $D \geq 0.40$ ), such as KOM2, KOM4, KOM8, KOM10, KOM12, and KOM13, which were retained. Items with marginal discrimination, specifically KOM11 and KOM15, were revised to improve their quality, while items with poor discrimination, namely KOM1 and KOM9, were discarded. Overall, the instrument demonstrates acceptable reliability since the majority of items were of good to excellent quality.

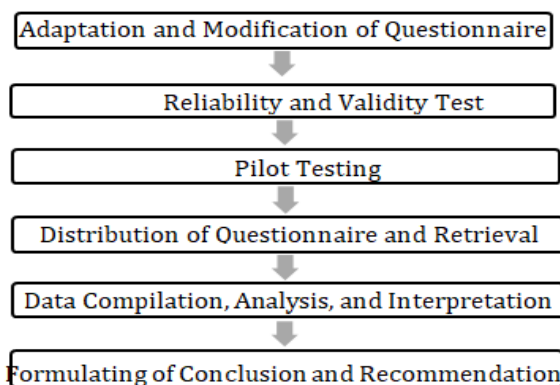
Cronbach's alpha was used to assess the reliability of the self-medication practices using PSPP software. The results for the reliability test were .78 with 6 items, Cronbach's Alpha is equal to .78; therefore, the questionnaire for the level of Practices is reliable ( $\alpha > .70$ ).

Table 2. Reliability Test Result

Section	Reliability Statistics	
	Cronbach's Alpha	N of Items
Self-medication Practices	.78	6

### Data Gathering Procedure

Figure 3 Data Gathering Procedure



The questionnaire was carefully adapted to align with the study's objectives. Research advisers and teachers reviewed the questionnaire and provided feedback for improvements. To ensure its accuracy and consistency, the instrument underwent validity and reliability testing prior to the pilot study. After confirming the results, a pilot test was conducted with a small group of Grade 12 Senior High School students to identify any unclear or

confusing questions, allowing for further refinement. Before distributing the finalized questionnaire, the researchers sought approval from the school principal, research teacher, and coordinator. After securing all approvals, the questionnaires were distributed to the respondents, and detailed data retrieval and encoding processes were implemented to ensure accuracy and completeness, thereby enhancing the integrity and credibility of the research findings.

### Treatment of Data

The following tools and techniques were utilized to process the collected data:

- a) Frequency count and percentage were employed to analyze the demographic profiles of the respondents, which included sex and strand.
- b) Mean score and standard deviation were utilized to assess the average level of participants' knowledge regarding OTC medications and their self-medication practices.

Table 3 Bloom's Cutoff Interpretation on the Students' Knowledge on OTC medications.

Mean Score	Percentage	Interpretation
11-13	80%-100%	Good
8-10	60%-79%	Moderate
<7	<60%	Poor

Table 4 Mean Range and Qualitative Interpretation on the Students' Self- medication Practices

Mean Score	Description	Interpretation
3.26-4.00	Strongly Agree	Most common
2.51-3.25	Agree	Common
1.76-2.50	Disagree	Slightly Common
1.00-1.75	Strongly Disagree	Not common

- c) Inferential Statistics were utilized to determine if there were significant differences and relationships in knowledge levels based on demographic variables. Specifically:

1. T-tests were conducted to compare knowledge levels between two independent groups, such as sex.
2. One-Way ANOVA was applied to determine significant differences in knowledge and self-medication practices among different strands.
3. Pearson correlation coefficient ( $r$ ) was applied to determine if there was a significant relationship between knowledge and practice on OTC medications.

- d) Thematic Analysis was used to analyze qualitative data gathered from open-ended questions. The researchers transcribed the answers and identified recurring themes and patterns regarding reasons for OTC drug usage for self-medication. This qualitative data was coded and grouped into themes to provide a comprehensive understanding of participants' perspectives and to complement the quantitative findings.

## RESULTS AND DISCUSSIONS

This chapter presents the findings of the statistical data relative to the problems presented. Furthermore, this section of the study encompasses the comprehensive analysis and interpretation of the collected data.

### Section 1. Level of Knowledge and Self-Medication Practices

Table 5 Bloom’s Cutoff Interpretation on the Students’ Knowledge on OTC medications

Knowledge Level	Range Scores	Frequency	Percentage
Good	11-13 (80%-100%)	71	35.0%
Moderate	8-10 (60%-79%)	114	56.2%
Poor	<7	18	8.9%
<b>Total:</b>		<b>203</b>	<b>100%</b>

*Legend: 11–13 (80%–100% – Good Knowledge), 8–10 (60%–79% – Moderate Knowledge), 0–7 (<60% – Poor Knowledge)*

Table 5 presents the distribution of students’ knowledge levels on OTC medications based on Bloom’s cutoff point. The results show that the majority of students, or 56.2% (114 out of 203), fall under the moderate level of knowledge. Meanwhile, 35.0% (71 students) achieved good knowledge, and only 8.9% (18 students) demonstrated poor knowledge.

The findings indicate that most students have only a moderate level of knowledge regarding OTC medications. This suggests that although students have some awareness, their understanding is not yet at an optimal level to ensure safe and responsible medication use. The presence of a majority in the moderate category highlights the need to improve students’ knowledge and promote better decision-making when using OTC drugs.

Furthermore, while only a small percentage of students demonstrated poor knowledge, the main concern lies in improving the knowledge of those in the moderate category toward a higher level of understanding. This emphasizes the need for schools and educators to strengthen health education programs and awareness campaigns related to the proper and safe use of OTC medications.

These findings are consistent with previous studies. Albaroodi et al. (2025) reported that university students demonstrated moderate knowledge of OTC medications but continued to self-medicate frequently, indicating that awareness alone does not ensure safe practices. Similarly, Koabar and Hassan (2025) found that medical students exhibited high rates of self-medication despite their health-related education, with existing knowledge gaps particularly in recognizing side effects. Tohan et al. (2024) also noted that students possessed intermediate knowledge of medications, yet this did not prevent continued self-medication behavior.

These studies collectively suggest that moderate knowledge of OTC medications is common among students but is not sufficient to guarantee responsible use. This highlights the importance of educational interventions that address not only knowledge but also attitudes, social influences, and accessibility factors.

Table 6 Self-Medication Practices of the Respondents

Components	Mean	Std. Deviation	Interpretation
1. I always check the instructions on the package before taking self-medication.	3.56	.64	Most Common
2. I don’t share my medications with others.	3.19	.82	Common

3. I always store the medications as per the instructions mentioned on the drug package.	3.67	.64	Most Common
4. I always check the expiry date of medications before using them.	3.49	.54	Common
5. In case of doubt, I always seek the advice of a pharmacist on drug information before using it.	3.27	.68	Common
6. I never borrow any drug from others for self-treatment.	3.44	.86	Common
<b>Overall</b>	3.43	.40	Common

Legend: \*M – Mean; Not Common: 1.00–1.49, Slightly Common: 1.50–2.49, Common: 2.50–3.49, Most Common: 3.50–4.00

Table 6 shows the self-medication practices of the respondents. The highest mean was observed in storing medications according to the instructions on the drug package (M = 3.67), followed by checking the instructions before taking medication (M = 3.56), both interpreted as most common practices.

Meanwhile, checking the expiry date (M = 3.49, SD = .54), consulting a pharmacist (M = 3.27, SD = .68), and not borrowing medications (M = 3.44, SD = .86) were interpreted as common practices. The lowest mean was observed in not sharing medications with others (M = 3.19, SD = .82).

The findings indicate that students commonly follow practices that are guided by external cues, such as medication labels and packaging instructions. This explains why proper storage and checking instructions were the most frequently observed behaviors. These practices are easier to follow because they are directly reinforced by visible guidelines provided on medication packaging.

However, practices such as consulting a pharmacist, avoiding borrowing medicines, and especially not sharing medications were less consistently observed. These behaviors require personal initiative and self-discipline, which may not always be practiced by students. This suggests that while students are aware of proper medication use, they may struggle to consistently apply responsible behaviors that depend on personal decision-making.

These findings are supported by Tan et al. (2025), who found that students tend to rely on packaging instructions but are inconsistent in practices that require self-discipline, such as avoiding medication sharing or seeking professional advice. Similarly, Al-Kubaisi et al. (2023) noted that although drug information leaflets provide guidance, individuals do not always translate this knowledge into consistent safe practices. This highlights the gap between awareness and actual responsible behavior in medication use.

## Section 2. Differences in the Level of Knowledge According to Sex

Table 7 Significant Differences in the Level of Knowledge According to Sex

	Male		Female		t	p
Level of Knowledge	M	SD	M	SD	-2.27*	.024
	9.50	1.53	10.06	1.95		

\*Significant ( $p < 0.05$ )

Table 7 presents a statistically significant difference in the level of knowledge between male and female respondents. The computed t-value of -2.27 with a corresponding p-value of .024, which is less than the significance level of 0.05, indicates a significant difference.

Female respondents obtained a higher mean score ( $M = 10.06$ ,  $SD = 1.95$ ) compared to male respondents ( $M = 9.50$ ,  $SD = 1.53$ ).

The findings indicate that sex influences the level of knowledge about OTC medications among students. Female students demonstrated higher knowledge scores, which may be attributed to their greater attention to personal health and their tendency to read medication instructions and verify details before use. Their more frequent exposure to OTC drugs, particularly for minor health concerns, may also contribute to their familiarity with medication information.

In contrast, male students may have lower engagement in health-related topics, which could explain their relatively lower knowledge levels. These differences suggest that individual experiences and behavioral tendencies related to health awareness vary across sexes, influencing their understanding of OTC medications.

These findings are consistent with previous studies. Hermansen et al. (2020) reported gender-based variations in the use of OTC analgesics, with females tending to use these medications more frequently than males, which may contribute to their higher awareness. Similarly, Orayj and Alshahrani (2022) found that sex was a significant predictor of OTC drug use among students, indicating that gender plays a role in shaping medication-related behaviors. Malli et al. (2023) also reported that female students were more likely than males to perceive self-medication as safe, suggesting greater familiarity with OTC drugs.

Overall, these studies support the present findings that females demonstrated higher knowledge scores than males, highlighting the influence of social, cultural, and behavioral factors on OTC medication knowledge.

### Section 3. Comparisons in the Level of Knowledge on Over-the-Counter Medication According to Strand

Table 8 Significant Difference in the Level of Knowledge on Over-the -Counter Medication According to Strand

	Groups	f	Mean	SD	F-value	p-value
Level of Knowledge	STEM	140	9.72	1.88	.99*	.424
	HUMSS	30	9.73	1.31		
	ABM	18	10.11	1.68		
	AD	3	11.00	1.73		
	TVL-HE	6	10.50	1.38		
	TVL-ICT	6	8.83	1.47		

\* *Not Significant ( $p > 0.05$ )*

Table 8 presents the difference in the level of knowledge on over-the-counter medication according to strand. Among the groups, the AD strand has the highest mean score ( $M = 11.00$ ,  $SD = 1.73$ ), followed by TVL-HE ( $M = 10.50$ ,  $SD = 1.38$ ) and ABM ( $M = 10.11$ ,  $SD = 1.68$ ). STEM and HUMSS strands have nearly the same mean scores ( $M = 9.72$  and  $M = 9.73$ , respectively), while TVL-ICT has the lowest mean ( $M = 8.83$ ,  $SD = 1.47$ ).

The computed F-value is 0.99 with a p-value of 0.424, indicating that there is no significant difference ( $p > 0.05$ ).

The findings indicate that there is no significant difference in the level of knowledge on OTC medications among students from different academic strands. This suggests that strand specialization may have a limited influence on students' understanding and use of over-the-counter drugs.

The similarities across strands may be attributed to shared sources of information such as family practices, social media, and general education, which provide equal exposure to health-related knowledge. Although slight

differences in mean scores were observed, such as higher scores in the AD strand and lower scores in TVL-ICT, these variations appear minimal and are not statistically significant.

This implies that students’ knowledge of OTC medications may be shaped more by common experiences and everyday access to information rather than by strand-specific learning.

These findings are consistent with the idea that students across different strands may share similar levels of knowledge due to uniform access to health information. However, previous studies have shown contrasting results. Alshammari et al. (2024) found that students from health-related programs demonstrated significantly higher knowledge due to specialized training. Similarly, Bekele et al. (2020) reported that medical students possessed greater knowledge of OTC drug safety compared to other groups.

While the present study found no significant difference, these contrasting findings highlight the need for targeted health education initiatives, especially for students in non-health-related strands, to improve their knowledge and promote responsible medication practices.

#### Section 4. Differences in the Self-Medication Practices According to Sex

Table 9 Significant Differences in the Self-Medication Practices According to Sex

	Male		Female		t	p
	M	SD	M	SD		
Self-Medication Practices	3.48	.40	3.39	.40	1.63*	.105

\*Not Significant ( $p > 0.05$ )

Table 9 presents the differences in self-medication practices according to sex. The mean score for males is 3.48 (SD = 0.40), while the mean score for females is 3.39 (SD = 0.40).

The results indicate that males reported a slightly higher level of self-medication practices compared to females. However, the difference is not statistically significant, as the p-value is greater than 0.05.

The findings indicate that there is no significant difference in self-medication practices between male and female students. This suggests that sex has limited influence on how students engage in self-medication. Both males and females exhibit similar tendencies in using over-the-counter or self-prescribed medications.

This similarity may be attributed to shared access to pharmacies, equal exposure to health information through social media, and comparable experiences in managing minor illnesses. These factors suggest that accessibility, knowledge, and personal health attitudes may play a more significant role in shaping self-medication behavior than sex alone.

These findings are consistent with previous studies. El Ghazaly et al. (2023) found no significant gender differences in the prevalence of self-medication among adolescents in urban settings. Similarly, Alshammari et al. (2021) reported comparable self-medication rates among male and female university students, emphasizing that factors such as access to OTC medicines, health beliefs, and cultural environment have stronger influences on behavior.

However, Alsaad et al. (2022) noted slight gender-based variations in specific medication categories, although they also acknowledged the overall similarity in practice frequency. These findings further support the present study’s conclusion that sex is not a strong determinant of self-medication practices among students.

## Section 5. Differences in the Self-Medication Practices According to Strand

Table 10 Significant Differences in the Self-Medication Practices According to Strand

	Groups	f	Mean	SD	F-value	p-value
Level of Knowledge	STEM	140	3.42	.42	.65*	.661
	HUMSS	30	3.44	.38		
	ABM	18	3.57	.38		
	AD	3	3.61	.54		
	TVL-HE	6	3.50	.18		
	TVL-ICT	6	3.36	.27		

\* Not Significant ( $p > 0.05$ )

Table 10 presents the comparison of students' self-medication practices across academic strands. The ANOVA test produced a p-value of 0.661, which is higher than the significance level of 0.05.

This indicates that there is no statistically significant difference in self-medication practices among the strands.

The findings indicate that students across different academic strands share similar patterns of self-medication practices. This suggests that strand does not significantly influence how students approach or engage in self-medication.

This similarity may be attributed to shared exposure to health-related information through social media, family influence, and peer interactions rather than strand-specific education. Additionally, self-medication behavior may be shaped more by personal experience, accessibility of medicines, and convenience rather than academic specialization. Since over-the-counter drugs are widely available, students from all strands may rely on them as quick solutions for minor health concerns.

These findings are supported by previous studies. Chumula et al. (2024) found that both medical and non-medical students demonstrated high rates of self-medication with no significant differences between groups. Similarly, Gomes et al. (2025) reported that self-medication among university students showed no strong association with academic field. Martins et al. (2024) also highlighted that self-medication is a widespread behavior among students regardless of specialization.

These studies reinforce the present findings that self-medication practices are influenced more by accessibility, cultural norms, and social factors rather than academic training. This highlights the need for comprehensive health education programs that address all students equally, regardless of their strand.

## Section 6. Relationship of the Respondents' Knowledge on OTC medication and their Self-Medication Practices

Table 11 Significant Relationship Between the Respondents' Knowledge on OTC Medication and their Self-Medication Practices

	Pearson's r	p-value	QD
Knowledge ↔ Practices	.126*	.074	Very Low Correlation

Legend: Pearson r Qualitative Description +0.40 – +0.59 High Correlation +0.80 – +0.99 Very High Correlation +0.20 – +0.39 Moderately Low Correlation +0.60 – +0.79 Moderately High Correlation +0.01 – +0.19 Very Low Correlation \*p>0.05

Table 11 presents the relationship between the respondents’ knowledge on over-the-counter (OTC) medication and their self-medication practices. The computed Pearson correlation coefficient is 0.126 with a p-value of 0.074 at the 0.05 level of significance. Since the p-value is greater than 0.05, the result indicates that there is no significant relationship between knowledge and self-medication practices.

The findings indicate that knowledge on OTC medications does not significantly influence students’ self-medication practices. This suggests that even if students are aware of proper drug use and potential risks, such knowledge does not necessarily translate into safer or more responsible behavior.

One possible explanation is that students may still choose to self-medicate due to convenience, ease of access to medicines, and the desire to save time or money. Additionally, external influences such as peer behavior, family practices, and cultural beliefs—such as the idea that minor illnesses do not require professional consultation—may further encourage self-medication despite adequate knowledge.

These findings are supported by previous studies. Shitindi et al. (2024) reported that although students possessed some level of knowledge, they still engaged in risky self-medication practices. Similarly, a study published in *Frontiers in Medicine* (2024) found that education level had no significant effect on the actual use of OTC medications among college students. Roussin et al. (2020) also found that even medical students with higher knowledge levels did not show reduced self-medication behavior compared to non-medical students.

These studies collectively suggest that while knowledge is important, it is not sufficient to influence behavior. This highlights the need for multidimensional health education strategies that address not only knowledge but also attitudes, social norms, and accessibility in order to promote safer self-medication practices.

## Section 7. Qualitative Analysis

Table 12 Thematic Analysis of Respondents’ Reasons Using Over-the-Counter Drugs for Self-Medication

Theme	Sample Statements	Frequency n (%)
Financial Reasons	<p>“Cannot afford to go to the doctor.”</p> <p>“Because it is much more cheaper than prescribed medicine.”</p> <p>“Consulting a physician can be expensive so individuals may choose cheaper OTC medicines.”</p>	83 (41.09%)
Convenience & Accessibility	<p>“It’s quicker and easier than visiting a doctor.”</p> <p>“Easier to get since they don’t require a doctor’s prescription to buy.”</p> <p>“Convenient, cheap, and accessible.”</p>	54 (26.73%)
Quick Relief for Minor Illnesses	<p>“For urgent medical treatment according to condition.”</p> <p>“For faster relief.”</p>	19 (9.41%)

		<i>"It can cure minor symptoms without the help of doctors."</i>	
Experience & Knowledge		<i>"Confident in own experience or influence of others."</i> <i>"If it worked for me in the past, individuals assume OTC drugs are just as effective."</i> <i>"They have knowledge about the drugs they are taking."</i>	16 (7.92%)
Perceived Effectiveness & Safety		<i>"Because of the ease of use and it is proven to cure illnesses effectively."</i> <i>"Some individuals take OTC drugs because they feel it can also be as reliable as prescribed medicine."</i> <i>"Trust in widely used brands."</i>	6 (2.97%)
Influence of Others		<i>"My parents told me."</i>	2 (0.99%)
Privacy & Control		<i>"privacy in treating personal conditions."</i>	1 (0.50%)
Limited Healthcare Access		<i>"There's not a nearby hospital."</i>	2 (0.99%)

Table 12 presents the reasons reported by respondents for using OTC drugs to self-medicate. The most frequently cited reason was financial considerations (41.09%), followed by convenience and accessibility (26.73%).

Other reasons include seeking quick relief for minor illnesses (9.41%) and prior experience and knowledge (7.92%). Less frequently reported reasons were perceived effectiveness and safety (2.97%), influence of others (0.99%), limited healthcare access (0.99%), and privacy and control (0.50%).

The findings indicate that students primarily choose to self-medicate due to financial reasons and convenience. This suggests that many students prefer using OTC medications as a cost-saving and time-efficient alternative to consulting healthcare professionals.

The results also show that self-medication has become a common approach for managing minor illnesses, particularly when students have prior experience with certain medications. This reliance on familiarity may encourage repeated use without fully considering potential risks.

Furthermore, the lower frequency of reasons such as social influence and personal beliefs suggests that practical and economic factors play a more dominant role in shaping self-medication behavior. Overall, these findings highlight that students' health decisions are largely influenced by the accessibility and affordability of healthcare and medications.

These results are consistent with previous studies. Zheng et al. (2023) identified cost and accessibility as primary factors driving self-medication among university students. Similarly, Juneja et al. (2024) reported that ease of access and financial concerns significantly influence students' decision to self-medicate. Malli et al. (2023) also found that prior experience and trust in commonly used medicines shape self-medication practices, although these behaviors may overlook potential health risks.

These studies emphasize the need for comprehensive strategies that include public education, improved healthcare access, and stronger regulation to promote responsible self-medication and reduce potential risks.

## CONCLUSION AND RECOMMENDATION

### Conclusion

By assessing the knowledge of Senior High School students at Saint Mary's University on over-the-counter (OTC) medications and their self-medication practices, this study found that most students have a moderate level of knowledge about OTC drugs. Females demonstrated significantly higher knowledge than males, but no significant differences were observed across strands. In terms of practices, students commonly checked instructions, stored medicines properly, and verified expiration dates, while less consistent behaviors were noted in avoiding medicine sharing and consulting pharmacists. The study further revealed no significant correlation between knowledge and actual self-medication practices. While these results provide useful information, the study has certain limitations. Being conducted in only one institution and relying on self-reported responses may have affected the accuracy of the findings. Despite this, it provides valuable insights by showing that factors beyond knowledge, such as financial constraints, convenience, and quick relief, strongly shape self-medication practices. Overall, the study contributes to health education research by identifying knowledge gaps, highlighting the disconnect between knowledge and practice, and emphasizing the importance of integrating comprehensive health programs. These should not only focus on improving students' knowledge but also address attitudes, decision-making, and socio-economic conditions to promote safer and more responsible use of OTC medications.

### Recommendations

The study revealed many interesting results and conclusion which lead to the following recommendations:

For the **students**, they are encouraged to enhance their health literacy by practicing responsible self-medication. They must consistently read and follow drug labels, verify expiration dates, and adhere strictly to the prescribed dosages of OTC medications. Furthermore, students are advised to avoid the unsafe practices of sharing or borrowing medicines. When uncertain about the proper use of an OTC drug, consulting a pharmacist or other healthcare professional should be prioritized to ensure safety.

For the **school**, it is recommended to strengthen health education programs by integrating modules and seminars on the safe and responsible use of OTC medications. Partnerships with pharmacists, physicians, and other healthcare practitioners are recommended to provide lectures, workshops, and awareness campaigns that highlight the risks of self-medication and the importance of professional guidance. The provision of a well-equipped school clinic and accessible health services within the campus is also encouraged to minimize students' reliance on unsupervised self-medication.

For **policymakers and health authorities**, public health campaigns can be intensified to raise awareness on the responsible use of OTC medications. These may include distributing educational materials, launching community health seminars, or collaborating with pharmacies to provide accessible information. Regulatory bodies may also enforce stricter monitoring of OTC drug sales and labeling, ensuring that instructions and warnings are clear, accurate, and understandable for young people.

For **future researchers**, they may conduct further studies with larger sample sizes and wider coverage to strengthen the generalizability of the findings. Future studies may also consider comparing grade levels, such as Grade 11 and Grade 12 students, or even Junior High School and Senior High School students, to determine how age and educational exposure influence knowledge of OTC medications and self-medication practices. Additionally, researchers may explore other influencing factors, such as peer influence, family health habits, and the role of media, to gain deeper insights into the reasons behind self-medication behaviors.

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## CURRICULUM VITAE



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## PERSONAL INFORMATION

Age: 17	Date of Birth: September 13, 2008
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Religion: Catholic	Father's name: Ricky R. Anoché
	Mother's name: Jójilyn L. Anoché

## EDUCATIONAL BACKGROUND

Name of School	Course	
Tertiary	Saint Mary's University	
Name of School	Award	
Senior High School	Saint Mary's University Senior High School	
Junior High School	Saint Mary's University Junior High School	With honors
Grades School	Saint Mary's University Grades School Dept.	With Academic Distinction

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## CURRICULUM VITAE



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## PERSONAL INFORMATION

Age: 17

Date of Birth: March 25, 2008

Civil Status: Single

Place of Birth: Bambang, Nueva Vizcaya

Religion: Catholic

Father's name: Leandro Benitez

Mother's name: Melanie Benitez

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## EDUCATIONAL BACKGROUND

Name of School	Award
Senior High School	Saint Mary's University Senior High School
Junior High School	Saint Mary's University Junior High School With High Honor
Grades School	Bambang Central School With Honor

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## CURRICULUM VITAE



**Name: Jeanne Marielle M. Fong**

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Email address:

Contact number:

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## PERSONAL INFORMATION

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Age: 17 Date of Birth: January, 19, 2008  
Civil Status: Single Place of Birth: Santiago city  
Religion: Catholic Father's name: Robertson S. Fong  
Mother's name: Evelyn M. Fong

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## EDUCATIONAL BACKGROUND

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Name of School	Course
Tertiary:	Saint Mary's University
Name of School	Award
Senior High School	Saint Mary's University
Junior High School	Saint Chaterine's School. Academic achiever
Grades School	Saint Chaterine's School. Academic achiever

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## CURRICULUM VITAE



**Name: Jaizer Joel**

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## PERSONAL INFORMATION

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Age: 17 Date of Birth: April 22, 2008  
Civil Status: single Place of Birth: Ha'il, Kingdom of Saudi Arabia  
Religion: Catholic Father's name: Joel Ramiscal  
Mother's name: Rhodelia Galima

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## EDUCATIONAL BACKGROUND

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Name of School: Saint Mary's University	Course
Tertiary: Senior High School	

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Name of School	Award
Senior High School	
Junior High School:	With High Honors, Imelda Operios Learning School Inc
Grades School:	With High Honors: Imelda Operios Learning School Inc

### **CURRICULUM VITAE**



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Contact number:

### **PERSONAL INFORMATION**

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Age: 17	Date of Birth: February 27, 2008
Civil Status: single	Place of Birth: Bambang, Nueva Vizcaya
Religion: Roman Catholic	Father's name: Glenn L. Tagami
	Mother's name: Romelia C. Tagami

### **EDUCATIONAL BACKGROUND**

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Name of School	Award
Senior High School	Saint Mary's University Senior High School With Honor
Junior High School.	Lamo National High School With Honor
Grades School.	Dupax del Norte Central School With Honor