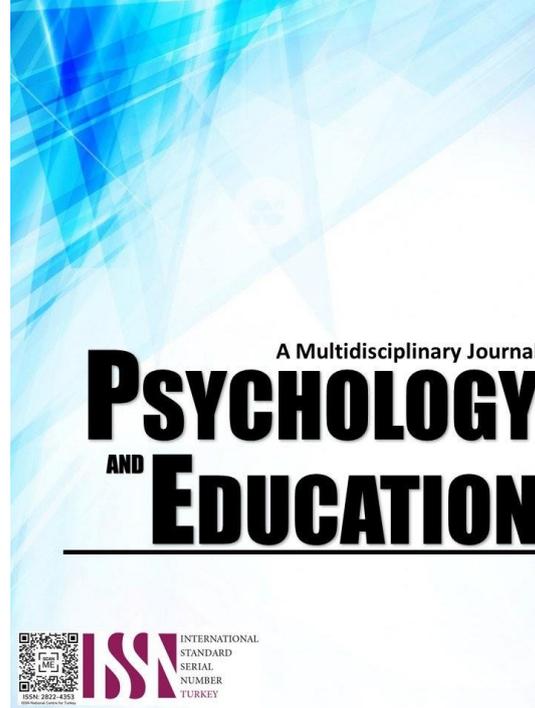


# **ADOPT-A-STUDENT PROGRAM AND READING PERFORMANCE OF GRADE 7 STUDENTS**



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## Adopt-A-Student Program and Reading Performance of Grade 7 Students

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### Abstract

The "Adopt-A-Student Program" is one of the strategies for beginning reading and an enhancement strategy among struggling readers, non-readers, and slow readers, encouraging them to love reading. It was conducted among the Grade 7 students of Maligaya National High School during the school term. This study was conducted to determine the program's effectiveness with a module, which was evaluated in terms of its content, relevance, acceptability, and instructional quality. The students' reading performance level was evaluated in terms of reading word lists, reading phrases, sentences, and reading comprehension. The significant difference in the student's reading performance and the mean gain scores between the control and experimental groups in the pre-test and the post-test were tested. Based on the results, The "Adopt-A-Student Program Reading Module" was excellent and passed the qualities expected by the target users, which composed of the reading teacher and tutors. Based on the evaluation, the reading module meets 91% and above quality standards. The experimental group that utilized the program using the reading module got the highest mean compared to the control group after they underwent an intensive intervention strategy. A significant improvement was revealed in the students' reading performance after utilizing the program with the module, which contained various activities such as reading word lists, phrases, sentences, and comprehension. It is recommended that the "student's Adopt-A-Studentstudent's Program" should be adapted by the school and integrated into their classroom program, and the reading module should be utilized by the teachers during their class, especially the reading teachers during remedial class.

**Keywords:** *adopt-a-student, reading module, reading phrases, word list, reading sentences, reading comprehension*

### Introduction

Learning to read through remedial programs where children's need to be given the opportunity to read, can be helpful to facilitate learning. This is one way of providing for individual differences by using varied, flexible groupings which includes whole-class groups, guided reading groups, temporary skills groups, cooperative learning, and interest groups (Bright, 2006). Using English language is a basic tool in learning the subjects in school. It utilizes testing procedures that replicate as nearly possible the kind of contextualized language processing that is used in the mainstream of English speaking classrooms (Canules, 1994). In fact, it has been estimated that although there are only 325 million of the world's 4.7 billion population who speak English natively, for as many as 1.4 billion additional people, English is an official language (Crystal, 2001).

The researcher believes that reading is not only a basic skill but an indispensable tool that every learner should acquire in order to have critical and creative thinking which is necessary for learning to inspire. The world now demands for a literacy which is not only concerned about basic reading ability.

It is the main reason why the researcher focuses on the program that could contribute to the students' reading

performance and producing proficient readers who can extend the ideas they get from the text by making inferences, drawing conclusions, making connections to their own personal experiences and other readings.

Reading Program is one of the strategies for beginning reading and also an enhancement strategy among struggling readers, non-readers and slow readers of Maligaya National High School specifically to Grade 7 students. The program encourages them to love reading and help enhance their reading skills with the collaborative ideas of the different reading teachers who are experts in the field. This program promotes the schools' academic aspect and supports the mission, vision, goals and objectives of the Department of Education.

In teaching, learning modules are proven effective to the secondary student compared to the traditional teaching methods according to Riasat (2005). The researcher believes also to the statement and she wants to respond to the percentage of students in Maligaya National High School who have reading difficulties which were reflected in the Philippine Informal Reading Inventory (Phil IRI) 2016. According to the data, out of one hundred twenty-eight (128) Grade Seven (7) students, there were sixty-five (65) students who were identified as frustration level which means they were slow readers.

Through this study, the researcher offered a reading program utilizing a module that addressed their problem in reading. It served as a strategy and a potential bridge to help students become better and independent readers and able to generate meaning from words and passages with the guidance of the teacher beside them, who serves as their tutor.

## Methodology

### Research Design

The study used the experimental research design particularly the pre-test and post-test to find out the effectiveness of the Adopt-A-Student Program to the experimental group. The data were gathered through the use of survey questionnaires and the researcher-made "Adopt-A-Student Program Reading Module" assessment tool and the modified Philippine Informal Reading Inventory (Phil-IRI) assessment tool intended only for the reading comprehension and was also used to assess the reading performance of the students.

The researcher also used the descriptive-evaluative research design to determine the effectiveness of the "Adopt-A-Student Program Reading Module" in terms of its content, relevance, instructional quality, and acceptability. It was organized, described and tabulated to yield answers to the specific questions that were drawn from the statement of the problem.

### Locale of the Study

The study was conducted at Maligaya National High School, Lambayong, Sultan Kudarat wherein based from the result that was reflected from the data in Philippine Informal Reading Inventory (Phil-IRI) 2016, out of one hundred twenty-eight (128) Grade Seven (7) students, there were sixty-five (65) students who were identified as frustration level, which means that they were slow readers.

### Respondents of the Study

The Grade 7 students of Maligaya National High School, enrolled during the School Year 2017-2018 were the respondents of the study comprised of thirty (30) students in experimental group and other thirty (30) students in control group who were chosen randomly.

Moreover, the panel of evaluators who analyzed, evaluated, and validated the "Adopt-A-Student Program Reading Module" were the Reading teachers and English teachers from different schools namely: Bagumbayan National High School; Isulan Central SPED School; and Sultan Kudarat State University.

### Sampling Technique

This study employed random sampling technique through lottery method taken from Grade 7 students Section Amber and Ruby. From the total of One hundred (100) Grade 7 students enrolled at Maligaya National High School during the School Year 2017-2018, there were sixty (60) respondents who served as samples.

### Data Gathering Instruments

This study "Adopt-A-Student Program and the Reading Performance" was conducted during the School Year 2017-2018 at Maligaya National High School with Grade 7 students as subjects. The instruments prepared for the gathering of data were as follows: To evaluate the effectiveness of the "Adopt-A-Student Program Reading Module", an evaluation instrument was answered by the panel of evaluators which were composed of Reading teachers and English teachers. They evaluated the innovative strategy on its effectiveness in terms of content, relevance, acceptability, and instructional quality.

To determine the level of improvement of the learner's reading performance, the researcher-made assessment tool and the modified Philippine Informal Reading Inventory (Phil-IRI) assessment tool was utilized with the following indicators:

Frustration Level is the level when the child answers zero (0) to fourteen (14) out of 20 questions or words based on the passage or selection. This is the lowest reading level and the students show evidence of finger pointing or lip movement. The students show withdrawal from reading situations by crying or refusing to read the 20-item word list, 20-item phrases, 20-item sentences and 20-item reading comprehension

Instructional Level is when the child answers fifteen (15) to seventeen (17) out of 20 questions or words based on the passage or selection. It is the level at which the student can profit instruction and the students oral reading is rhythmical with conversational tone and correct pronunciation in reading 20-item word list, 20-item phrases, 20-item sentences and 20-item reading comprehension.

Independent Level is the highest reading level. The child answers 18-20 out of 20 questions or words based on the passage or selection. This is the highest level at which a student can read independently and with ease without the help or guidance of the teacher. The student is free from tension, finger pointing or lip movement and the student will read rhythm and with conversational tone and interprets punctuation carefully in reading 20-item word list, 20-item phrases, 20-item sentences and 20-item reading comprehension.

### Data Gathering Procedure

As soon as the Dean of the Graduate Studies of SKSU, Tacurong City, granted permission to conduct the study. The researcher did everything to find ways and means to solve the research problem.

A request letter was addressed to the Schools Division Superintendent of Sultan Kudarat to allow the researcher to conduct her study at Maligaya National High School and to use her official time during the process of data gathering.

Another letter was addressed to the Principal of Maligaya National High School to conduct a study through a reading program and used the official time of the teacher as tutor, distribute the questionnaires and administer a reading test.

Adopt-A-Student Program Reading Module was already developed and edited by the researcher, herself. It was evaluated and validated using the Evaluation and validation instrument. Evaluation and validation was composed of panel of Reading teachers and English teachers. To determine the reading performance of the students, the researcher conducted the Pre-test using the “Adopt-A-Student Program Reading Module” assessment tool.

The “Adopt-A-Student Program” was conducted during the reading time scheduled in school premises. The details of the data were reflected on the matrix that can be found in the appendices. It was conducted for three (3) months in the School Year 2017-2018. They used the reading materials provided by the researcher as the reading tool to enhance their reading performance.

The students’ reading performance was evaluated during the pre-test and post-test using the researcher-made “Adopt-A-Student Program Reading Module” assessment tool. The survey questionnaire was evaluated by the panel of evaluators. The accomplished forms and data were collected and the results were analyzed and interpreted.

### Statistical Treatment of Data

After the conduct of the study, the data were organized, tabulated, analyzed and interpreted. The following statistical tools were used in answering the statement of the problem stipulated in Chapter 1. Mean was used to get the level of evaluation of the reading program in terms of content, relevance, instructional quality and acceptability and Mean was also used to describe the performance of the students in the pre-test and post-test from both control and experimental group.

Further, t-test was used for the computation of the significant difference of the reading performance of the students between the control and experimental groups in the pre-test and the post-test and the significant difference between the mean gain scores of the control and experimental groups on the reading performance of the students.

### Results and Discussion

#### Grand Mean Ratings on the Content, Relevance, Acceptability and Instructional Quality of the Adopt-A-Student Program Reading Module

The table below presents the summary of the grand mean ratings on the content, relevance, acceptability and instructional quality on the level of evaluation of the “Adopt-A-Student Program Reading Module.”

Table 1. *Summary of the Grand Mean Ratings on the Content, Relevance, Acceptability and Instructional Quality of the Adopt-A-Student Reading Module.*

<i>Verbal Indicators</i>	<i>Mean</i>	<i>Description</i>
Content	4.32	Excellent
Relevance	4.30	Excellent
Acceptability	4.60	Excellent
Instructional Quality	4.46	Excellent
<b>Grand Mean</b>	<b>4.42</b>	<b>Excellent</b>

As shown on the table above, the summary of the grand mean ratings in terms of content, relevance, acceptability and instructional quality of the “Adopt-A-Student Program Reading Module” resulted to a verbal description of “excellent” with a grand mean of 4.42. This indicates that the overall mean rating of the reading module has passed the qualities expected by the target users-the reading teacher and tutors and the reading module meets the above quality standard.



This is supported by the study of Tracey & Morrow (2006) as cited by Ganayo (2015) that highly effective reading teacher understands the varying explanations of the reading process and are better able to adapt their reading instruction to meet the diverse learning needs of all children.

**Level of Reading Performance in the Pre-test of the Control Group**

The table below presents the mean level of performance of the control group in the pre-test in terms of reading word list, reading phrases, reading sentences, and reading comprehension.

Table 2. *Reading Level of the Control Group in the Pre-test.*

<i>Variables</i>	<i>Mean</i>	<i>Reading Level</i>	<i>Verbal Interpretation</i>
Reading Word List	10.17	Frustration Level	6 or more incorrect responses
Reading Phrases	9.37	Frustration Level	6 or more incorrect responses
Reading Sentences	8.40	Frustration Level	6 or more incorrect responses
Reading Comprehension	7.90	Frustration Level	6 or more incorrect responses

Table 7 reveals the reading level performance of the control group in the pre-test. The reading word list got the highest mean of 10.17 and the reading comprehension got the lowest mean of 7.90. This implies that the students shall be required to undergo remediation after class focusing on the reading comprehension wherein it is hard for them in the first place to achieve the highest reading level.

Based from the result, since all of the variables are in the frustration level, teachers should conduct remediation or enrichment program to improve the reading performance of the students (RPMS, 2014)

**Level of Reading Performance in the Pre-test of the Experimental Group**

The table below presents the reading level of the experimental group in the pre-test in terms of reading word list, reading phrases, reading sentences, and reading comprehension.

Table 3. *Reading Level of the Experimental Group in the Pre-test.*

<i>Variables</i>	<i>Mean</i>	<i>Reading Level</i>	<i>Verbal Interpretation</i>
Reading Word List	9.23	Frustration Level	6 or more incorrect responses
Reading Phrases	8.50	Frustration Level	6 or more incorrect responses
Reading Sentences	7.73	Frustration Level	6 or more incorrect responses
Reading Comprehension	7.33	Frustration Level	6 or more incorrect responses

The table above reveals the reading level of the reading performance of the grade 7 students of the experimental group in the pre-test in terms of reading word lists, phrases, sentences, and comprehension. It indicates that all variables got the same reading level, which is “frustration level” with a verbal interpretation of “6 or more incorrect responses” made by the readers.

Based from the result, the reading word list got the highest mean of 9.23 and the reading comprehension got the lowest mean of 7.33. This infers that the students are more inclined with the reading word list activities than the other reading activities from the module. These activities made the students well-motivated because reading readiness is the time when a child transforms from being a non-reader to a reader.

The findings were also supported by the idea of Wilhelm (1997) that the struggling readers worked with lacked of motivation and failed to monitor their comprehension. The main reason why the students are poor in comprehension. Likewise, Paris et al. (1991) stated that novice readers lack important meta-cognition strategies like monitoring and regulating comprehension during reading.

**Level of Reading Performance in the Post-test of the Control Group**

The table below presents the mean level of the reading performance of grade 7 students of the control group in the post-test in terms of reading word list, reading phrases, reading sentences, and reading comprehension.



Table 4. *Reading Level of the Control Group in the Post-test.*

Variables	Mean	Reading Level	Verbal Interpretation
Reading Word List	10.87	Frustration Level	6 or more incorrect responses
Reading Phrases	10.77	Frustration Level	6 or more incorrect responses
Reading Sentences	9.70	Frustration Level	6 or more incorrect responses
Reading Comprehension	9.03	Frustration Level	6 or more incorrect responses

As shown on the table above, the reading level of the performance of the grade 7 students of the control group in the post-test in terms of reading word list, reading phrases, reading sentences, and reading comprehension was at the “frustration level”. Reading word list got the highest mean of 10.87 while the reading comprehension got the lowest mean of 9.03, which both fall under frustration level. Based from the result, it implies that the students are hesitant to read because they lack of familiarization of words that they need to recognize the words because according to the idea of Torgesen (2006) that acquiring phonemic awareness is important because it is the foundation for spelling and word recognition skills.

**Level of Reading Performance in the Post-test of the Experimental Group**

The table below presents the reading level of the reading performance of grade 7 students of the experimental group in the post-test in terms of reading word list, reading phrases, reading sentences, and reading comprehension.

Table 5. *Reading Level of the Experimental Group in the Post-test.*

Variables	Mean	Reading Level	Verbal Interpretation
Reading Word List	17.93	Independent Level	2 incorrect responses
Reading Phrases	16.17	Instructional Level	3-5 incorrect responses
Reading Sentences	14.63	Instructional Level	3-5 incorrect responses
Reading Comprehension	13.53	Frustration Level	6 or more incorrect responses

Table 5 reveals the reading level of the performance of students of the experimental group in the post-test, in which it is noticeable that reading word lists got the highest mean of 17.93 which means that the students belong to independent level, the highest reading level.

This also implies that the grade 7 students can read independently and with ease without the help or guidance of the teacher and they have 2 incorrect responses for the activities given.

The reading comprehension activity got the lowest mean of 13.53 which belongs to frustration level. The students show evidence of finger pointing or lip movement, shows withdrawal from reading situation or refusing to read.

Further, the reading word list got the highest mean because this is the basic skills that the student should acquire and develop at early stage, followed by the reading phrases, reading sentences and reading comprehension which is the most crucial part of reading

This result conformed with Celda’s (2006) study, which presented that in comprehension, the pupils were able to answer the literal questions but found difficulty in answering the critical questions because comprehension is a crucial aspect of reading. According to Ganayo (2015) cited in her study the statement of Dr. Michael Pressley that “reading becomes better with practice, and comprehending becomes better with more reading practice.”

**Significant Difference on the Students’ Reading Performance between the Control Group and Experimental Group in the Pre-Test**

The table below presents the t-test analysis on the reading performance of the students in the pre-test scores between control and experimental groups in terms of reading word list, reading phrases, reading sentences and reading comprehension.

Table 6. *t-test Analysis on the Reading Performance of the Students Between the Control and Experimental Groups in the Pre-Test.*

Variables	Pre-test Mean Control (n1=30)	Pre-test Mean Experimental (n2=30)	Computed t	Tabular Value	Interpretation
Word List	10.17	9.23	1.81	2.002	not significant
Phrases	9.37	8.50	1.58		not significant
Sentences	8.40	7.73	1.21		not significant
Comprehension	7.90	7.33	1.02		not significant

Table 6 shows the t-test analysis on the reading performance of the students in the pre-test scores between the control and experimental groups in terms of reading word list, reading phrases, reading sentences and reading comprehension.

It can be seen in Tables 6 to 11 that the tabular t-value



of 2.002 is taken from the book of (Basilio, et.al, 2003) with a degree of freedom equal to 58. It can be seen further, that all computed t- value are lower than the tabular value of 2.002 at 0.05 level of significance. This simply implies that “there is no significant difference on the reading performance of the students between the control group and the experimental group in the pre-test”. This also infers that there was no intensive intervention strategy, which affected the students’ reading performance.

**Significant Difference on the Students’ Reading Performance Between the Control Group and Experimental Group in the Post-test Scores**

The table below presents the t-test analysis on the post-test scores between the control and experimental groups in terms of reading word list, reading phrases, reading sentences, and reading comprehension.

Table 7. *t-test Analysis Between the Control and Experimental Groups in the Post-test Scores.*

Variables	Post-test Mean	Post-test Mean	Computed t	Tabular Value	Interpretation
	Control (n1=30)	Experimental (n2=30)			
Word List	10.87	17.93	15.69	2.002	significant
Phrases	10.77	16.17	9.16		significant
Sentences	9.70	14.63	8.96		significant
Comprehension	9.03	13.53	8.49		significant

The table above shows the t-test analysis on the post-test scores between the control and experimental groups in terms of reading word list, reading phrases, reading sentences, and reading comprehension.

Based on the result, all of the variables in the experimental group got the highest, which is comparable to the control group. This implies that “there is a significant difference in the reading performance of the students between the control group and experimental group in the post-test. Generally, the significant differences in reading word list, reading phrases, reading sentences and reading comprehension simply mean that the level of reading performance of the students improved to an extent from its initial level. It also shows that the experimental group has a higher increase in the post-test scores since they underwent an intensive intervention strategy using the “Adopt-A-Student Program Reading Module” with different reading activities.

This is supported by the idea of Guthrie, McRae and Lutz-Klauda (2007) as cited by Ganayo (2015) that readers who are motivated, view literacy as both useful and valuable and therefore students should read widely

and frequently. There is an evidence that encouraging students to make positive declarations about their own literacy achievement can have a positive impact on reading success (MacKay, 2007).

**Significant Difference Between the Mean Gain Scores of the Control Group and Experimental Group in terms of Student’s Reading Performance**

The table below presents the significant difference between the mean gain scores of the control group and experimental group in terms of students reading performance.

Table 8. *t-test result on the Mean Gain Scores between the Control and Experimental Groups in terms of Reading Word List.*

Groups	Mean Gain	SD	Mean Difference	Computed t	Tabular Value	Interpretation
Control	0.70	2.24	8.00	19.51	2.002	significant
Experimental	8.70	2.98				

The table above shows that the mean gain of the experimental group, which is 8.70 is higher compared to the control group 0.70. This indicates that there is a significant difference between the control group and experimental group in their mean gains in reading performance level in word list.

It was also gleaned in Tables 8 to 11 that the experimental group has a higher standard deviation than the control group. This simply indicates that the data points are spread out over a wider range of values considering that the respondents are heterogeneous group. There is a tendency that their performance varies as can be seen in the result of the standard deviation. It means that when the Adopt-A-Student Program Reading Module was used as method of teaching, it contributed immensely to the progress of the students as to the reading word list under experimental group.

Table 9. *t-test result on the Mean Gain Scores between the Control and Experimental Groups in terms of Reading Phrases.*

Groups	Mean Gain	SD	Mean Difference	Computed t	Tabular Value	Interpretation
Control	1.40	1.79	6.27	17.42	2.002	significant
Experimental	7.67	2.01				

As reflected in the table, the computed t-value of 17.42 is greater than the tabular value of 2.002 at 0.05 level



of significance. Hence, there is a sufficient evidence to claim that the experimental group has higher main gain compared to the control group and there is a significant difference between the mean gain scores of the control group and the experimental group in the students reading performance. It also manifests that there is an improvement in the reading performance of the students in the form of reading phrases.

These findings were supported by the ideas of Bright (2006) that learning to read through remedial programs where children’s need to be given the opportunity to read, can be helpful to facilitate learning. This is one way of providing for individual differences by using varied, flexible groupings which includes whole-class groups, guided reading groups, temporary skills groups, cooperative learning, and interest groups.

Table 10. *t-test result on the Mean Gain Scores between the Control and Experimental Groups in terms of Reading Sentences.*

Groups	Mean Gain	SD	Mean Difference	Computed t	Tabular Value	Interpretation
Control	1.30	1.54	5.60	16.97	2.002	significant
Experimental	6.90	1.81				

Table 10 illustrates that in as much as the computed t-value 16.97 is higher than the tabular value of 2.002, it implies that the experimental group has higher attributes in terms of mean gains in reading sentences than the control group. There is evidence to reject the null hypothesis, which states that *there is no significant difference between the mean gains of the control group and experimental group reading performance* in reading sentences.

This finding means that the application of the researcher-made Adopt-A-Student Program Reading Module is more effective in the progress on reading performance in terms of reading sentences of the experimental group compared to that of the control group who were isolated from any intervention.

Table 11. *t-test result on the Mean Gain Scores between the Control and Experimental Groups in terms of Reading Comprehension.*

Groups	Mean Gain	SD	Mean Difference	Computed t	Tabular Value	Interpretation
Control	1.13	1.20	5.07	14.49	2.002	significant
Experimental	6.20	2.31				

Table 11 reveals that the computed t-value of 14.49 is greater than the tabular value of 2.002 at 0.05 level of significance. Hence, in the reading comprehension, there is adequate evidence to assert that the experimental group has achieved a higher mean gain compared to the control group. It was gleaned in the table that the tabular t-value of 2.002 is taken from the book of (Basilio, et.al, 2003) with a degree of freedom equal to 58. Further, it was also gleaned in the table that the experimental group has a higher standard deviation than the control group this simply indicates that the data points are spread out over a wider range of values considering that the respondents are heterogeneous group. There is a tendency that their performance varies as seen in the result of the standard deviation. It means that the “Adopt-A-Student Program Reading Module” used as a method of teaching contributed profoundly to the progress of the students as to reading comprehension under experimental group.

### Conclusion

The “Adopt-A-Student Program” reading module resulted to a verbal description of “excellent” with a grand mean of 4.42 has passed the qualities expected by the target users-the reading teacher and tutors and the reading module meets the above quality standard.

The experimental group who utilized the program with a reading module got the highest mean rather than the control group. This implies that “there is a significant difference in the reading performance of the students between the control group and experimental group in the post-test because the students in the experimental group undergone an intensive intervention strategy using the “Adopt-A-Student Program” reading module with different reading activities.

The study showed a significant improvement in the students’ reading performance by using “Adopt-A-Student Program Reading Module”, which includes various activities such as reading word lists, phrases, sentences and comprehension.

In the light of the findings and conclusion of the research study, the following are recommended: (1)The Adopt-A-Student Program” should be adapted by the school and other schools and integrate it to their classroom program that will serve as a whole year round practice of the students in school. (2) The “Adopt-A-Student Program Reading Module” which includes various activities such as reading word lists, phrases, sentences and comprehension should be



utilized by the teachers during their class especially the reading teachers during their remedial class. (3) It must be introduced to the non-readers and slow readers and it may serve as a reference point for further studies. (4) Encourage more students to utilized reading modules for effective and efficient learning.

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