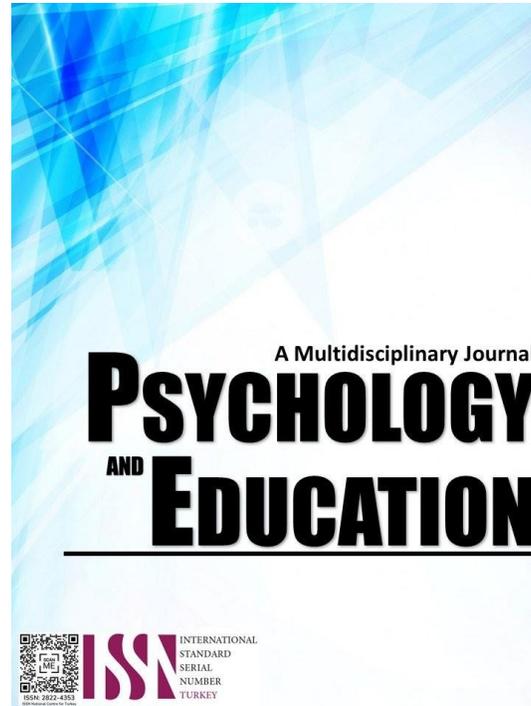


TEACHERS' PERCEIVED EFFECTIVENESS OF THE IMPLEMENTATION OF INCLUSIVE EDUCATION AND PUPILS' ACADEMIC PERFORMANCE



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Teachers' Perceived Effectiveness of the Implementation of Inclusive Education and Pupils' Academic Performance

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Abstract

This study examined the relationship between teachers' perceived effectiveness in implementing inclusive education and the academic performance of pupils with special needs at Bugo Central School, Cagayan de Oro City, during the school year 2021-2022. Using a descriptive research design, data were collected through a survey questionnaire administered to teachers and analyzed using statistical tools, including Spearman Rank-Order Correlation. Results indicated that teachers generally agreed on the effectiveness of inclusive education strategies, emphasizing collaboration between general and special education teachers as a critical success factor. Despite challenges, pupils with special needs demonstrated a "Very Satisfactory" academic performance, attributed to their participation in structured classroom routines and their ability to follow instructions. Notably, a significant positive relationship was observed between teachers' perceptions of inclusive education and the pupils' academic performance ($r = 0.766$, $p < 0.05$). This highlights the pivotal role of teachers' attitudes, qualifications, and inclusive teaching strategies in fostering an adaptive and effective learning environment. Teachers' ability to create learner-centered approaches and address behavioral challenges contributed to improved engagement and performance among pupils with special needs. The study underscores the importance of professional development for teachers in inclusive education and the need for robust support from school administrators and stakeholders. Recommendations include enhancing teacher training programs, fostering collaborative practices, and increasing parental and community involvement to sustain inclusive education's positive impact. Future research could explore additional factors influencing inclusive education outcomes to further support children with special needs.

Keywords: *perceived, effectiveness, implementation, inclusive*

Introduction

The government's commitment to address and respond to the diversity of needs of all learners through an increasing participation in school and learning activities as its approach for an inclusive education.

Inclusive education means all children in the same classrooms, in the same schools. It values the unique contributions students of all backgrounds bring to the classroom and allow diverse group to grow side by side to benefit them.

The framework of this study is bounded on the context of legal and philosophical underpinnings pursuant to DepEd Order No. 72, series of 2009 also known as inclusive education as strategy for increasing participation rate of children. DepEd Order No. 72 ensures to provide special education to children with disabilities who live without access to basic human rights; the right to education especially those who live in the rural and far flung areas and whose parents need to be aware of the educational opportunities that their children could avail and Republic Act (Republic Act 7277, 1991) known as the Magna Carta for disabled persons was enacted, which proliferated into distinct regulated laws and policies to ensure rehabilitation, self-development, and self-reliance of disabled individuals or students with special needs

Subsequently, the Department of Education (DepEd) has organized the urgency to address this problem and therefore, guarantees the right of these children to receive appropriate education within the regular or inclusive classroom setting. Inclusive education embraces the philosophy of accepting all children regardless of race, size, shape, color, ability or disability with support from school staff, students, parents, and the community.

Dela Fuente (2021) pointed out that the comprehensive inclusive program for children with special needs who are enrolled in the special program were provided with options for a self-contained learning program and were found out to be more responsive and perform better in their academic and class performance when they are grouped in a mono-grade or multi-grade class and given a more engaging and participative learning environment.

Further, it was emphasized that the implementation of the inclusive education provides a clearer picture on the status of inclusive education in the Philippines to better understand the special needs of deaf and mute students and to provide technical assistance to teachers who are assigned to handle and teach special education (SPED) classes.

In a similar investigation, Ebol (2019) espoused that the Filipino values for education as they believe that it helps them uplift from poverty, have a prosperous life, and achieve breakthroughs for the country's economic progress and industrial development has motivated and inspired even those who have special needs to pursue schooling.

This valuing of education is inscribed in the country's fundamental law, the 1987 Philippine Constitution (Republic of the Philippines,

1987) in which Article XIV, Section 1 states "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all", which includes the rights of persons with disabilities or students with special needs, specifically the deaf. Through this mission of the government, the Republic Act (Republic Act 7277, 1991) known as the Magna Carta for disabled persons was enacted, which proliferated into distinct regulated laws and policies to ensure rehabilitation, self-development, and self-reliance of disabled individuals or students with special needs. Moreover, the latter enlightened the conceptualisation of special education (SPED), later shifted to inclusive education in the country's educational system.

The success in the implementation of inclusive education lies on the perceived teachers' effectiveness in the implementation of the program. Remarkably, it was pointed out that teachers' educational qualification, trainings, and teaching experience with students with special needs are factors that affect students' performance.

Berndsen, et al (2018) suggest that teachers' experience in teaching students' with special needs such as deaf students are challenging, and to become adept in delivering effective quality education, they need to become creative and innovative in their styles, approaches, techniques, and strategies in teaching students with special needs.

Moreover, an opportunity was created for participants to learn and gain first-hand teaching-learning experiences that developed their skills in teaching exceptional students, thereby leading to the core of the participants' experiences as inspiring. Teachers have a key role in the attainment of successful and sustainable inclusive education by providing quality education to students with special needs in an adaptable learning environment (UNESCO, 2017), an environment where deaf students can interact with normal students through sign language as their mode of communication. Through sign language, they express their emotions, minds, and actions. It implies how important sign language is in the teaching-learning process for it maintains positive engagement between deaf students and the teacher in the classroom.

However, despite of the teachers' competence in teaching approaches, styles, and strategies in providing inclusive education to students with special needs, it is always observed that there is a dearth in the learning proficiency of students in the program.

It is based on the above-stated considerations that the researcher is motivated to conduct a study on teachers' perception on the effectiveness in the implementation of inclusive education and students' academic performance of Bugo Central School in the Division of Cagayan de Oro City for the school year 2021-2022.

Research Questions

The study aimed to ascertain the relationship between the teachers' perceived effectiveness of the implementation of inclusive education and pupils' academic performance of Bugo Central School in the Division of Cagayan de Oro City for the school year 2021-2022. Specifically, the study sought to answer the following specific questions:

1. What is the extent of teachers' perceived effectiveness of the implementation of inclusive education of Bugo Central School in the Division of Cagayan de Oro City?
2. What is the level of pupils' academic performance when they are categorized as:
 - 2.1. outstanding;
 - 2.2. very satisfactory;
 - 2.3. satisfactory;
 - 2.4. fairly satisfactory; and
 - 2.5. did not meet expectation?
3. Is there a significant relationship between the level of pupils' academic performance and the extent of teachers' perceived effectiveness of the implementation of inclusive education of Bugo Central School in the Division of Cagayan de Oro City?

Methodology

Research Design

The study utilized the descriptive research design. Descriptive research according to Calderon, et al (2012) is a fact-finding inquiry or investigation. It was employed to develop a thorough knowledge of the primary causes of the given situations.

In addition, descriptive design as an inquiry used an in-depth analysis of the problem which data collection methods include, but not limited to the survey questionnaire and the like.

Subsequently, descriptive research design utilized to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. This method measures variables through the use of quantifiable or finite data and the analysis was based on generated information from statistical tools. This method was also used in an inquiry with larger population.

Successively, descriptive data gathering procedures comprise different types of gathering information such as, but not limited to, the use of adapted survey questionnaires.

Respondents



The respondents of the study were the select public elementary school teachers of Bugo Central School in the Division of Cagayan de Oro City. There was one (1) teacher- adviser who answered the teachers’ perception on the effectiveness of the implementation of inclusive education and fifty (50) pupils’ academic performance were taken as the dependent variable. The respondents were purposively chosen for the convenient accessibility of the researcher.

Instrument

The research instruments was adapted from Dela Fuente (2021) who conducted a study on implementation of inclusive education in the Philippines. The research instruments composed of two major parts. Part 1 referred to the extent of teachers’ perceived effectiveness of the implementation of inclusive education with ten (10) indicators. Part 2 focused to the pupils’ academic performance.

Procedure

The researcher asked permission from the Schools Division Superintendent through the recommendation of the Dean of the Graduate School and School Principal to conduct the study.

Subsequently, the same approval was sought from the teachers to answer the survey questionnaire on the perceived effectiveness of the implementation of inclusive education and parents of pupils with special needs to allow the researcher utilize pupils’ academic performance in the study.

After the respondents provided the information, the researcherr retrieved the said questionnaire, summarized, tabulated, and submitted to the Statistician for statistical analysis.

Data Analysis

The following statistical treatments were utilized to analyse the data of the study:

Problem 1. Mean values and standard deviation were used to present the extent of teachers’ perceived effectiveness of the implementation of inclusive education.

Problem 2. Frequency and percentage distribution were used to present the pupils’ academic performance

Problem 3. Spearman Rank-Order Correlation or Spearman rho was utilized to ascertain significant relationship between the level of pupils’ academic performance the extent of teachers’ perceived effectiveness of the implementation of inclusive education.

Results and Discussion

This section comprises the analysis, presentation, and interpretation of the finding resulting from this study on teachers’ perception on the inclusive education and the class performance of pupils with special needs. The analysis and interpretation of data is carried out based on the results of a survey questionnaire in lieu of the problems presented.

Problem1. What is the teachers’ perceptions towards inclusive education?

Inclusive education, as used in this study signifies the process of addressing the diversity of learners through increasing participation in learning. Its goal is to facilitate learning environments where teachers and learners embrace and welcome the challenges and benefits of diversity. Within an inclusive education approach, learning environments are fostered where individual needs are met and every student has an opportunity to succeed. Table 1 displays the mean distribution of the extent of teachers’ perception towards inclusive education in Bugo Central School, East II District, in the Division of Cagayan de Oro City.

Table 1. Distribution of Extent of Teachers’ Perception towards Inclusive Education

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Verbal Description</i>
1. Special education and general education teachers need to collaborate in order for inclusion to be successful.	4.04	.807	Strongly Agree
2. General education teachers are concerned that having students with disabilities in the classrooms may disrupt the education of students with disabilities.	3.92	.752	Agree
3. When asking for support from special education teacher, helpful information is provided.	3.70	.931	Agree
4. Professional development would be beneficial to general education teachers of the inclusion model.	3.60	.926	Agree
5. Teaching within the inclusion model for the next 3 years would not be a disappointment to me.	3.52	.973	Agree
6. I have an in-depth knowledge of special education disabilities.	3.64	.802	Agree
7. Students with disabilities respond positively to those without disabilities.	3.54	.838	Agree
8. The general education teacher understands how to implement resources given to assist within the inclusion setting.	3.54	.838	Agree
9. I feel comfortable in working collaboratively with special education teachers when students with an IEP are in my classroom.	3.36	1.005	Agree
10. I feel comfortable in approaching my colleagues for help when I teach students with special needs.	3.28	1.143	Neutral



Overall Mean 3.61 .902 Agree

Legend: 4.01-5.00 Strongly Agree/3.35-4.00 Agree/2.50-3.34 neutral/1.75-2.49 Disagree/1.00-1.74 Strongly Disagree

The table presents the mean distribution of teachers’ perception towards inclusive education. Overall, the respondents rated “Agree” on teachers’ perception towards inclusive education with a mean of 3.61 (SD= .902). This result indicates that the teacher-respondents admitted that they agree on the strategies of addressing the diversity of learners through increasing participation in learning. Thus, teachers’ perception towards inclusive education which goal is the whole education of children with special needs and foster the learning environment that is responsive to the quantified needs of pupils. Dela Fuente (2021) suggests that inclusive program for children with special needs in the special program were provided with options for a self-contained learning program and were found out to be more responsive and perform better in their academic and class performance when they are given a more engaging and participative learning environment.

The indicator, “special education and general education teachers need to collaborate in order for inclusion to be successful” obtained the highest mean of 4.04 (SD=.807) which verbally described as “Strongly Agree”. This result implies that the respondents felt the need for teachers to collaborate in order to mainstream pupils with special needs in a learning environment for acquiring quality education that optimizes their potential for holistic development and to make the implementation of the inclusive education program successful. Berndsen, et al (2018) pointed out that the success in the implementation of inclusive education lies on the perceived teachers’ effectiveness in the implementation of the program.

On the contrary, the lowest mean of 3.28 (SD=1.143) is verbally described as “neutral” in the indicator, “I feel comfortable in approaching my colleagues for help when I teach students with special needs”. The result implies that the respondents affirmed that they can work comfortably with their fellow teachers to teach children with special needs and are adept in delivering effective and quality education as they are tended to become creative and innovative in their styles, approaches, and techniques in teaching students with inclusive and exceptional needs. Thus, commendation of teachers in inclusive education is recommended. UNESCO (2017) stressed out that teachers have the key role in the attainment of successful and sustainable inclusive education by providing quality education to students with special needs in an adaptable learning environment. In an environment where pupils with special needs can interact with normal pupils.

Problem 2: What is the class performance of pupils who have special needs?

The level of class performance of pupils with special needs are measured in terms of pupils’ behavior, ability to follow instruction, participation in learning activities, and their attitudes towards other pupils.

Table 2 presents the distribution of class performance of pupils who have special needs. The class performance of pupils is categorized as outstanding, very satisfactory, satisfactory, fairly satisfactory, and did not meet expectation.

Table 2. *Distribution of Class Performance of Pupils with Special Needs*

Indicators	Mean	SD	Verbal Description
1. Displays inappropriate behavior during transition times.	4.18	.628	Outstanding
2. Demonstrates an over-sensitivity to noise.	4.00	.638	Very Satisfactory
3. Refuses to participate in class.	3.92	.752	Very Satisfactory
4. follows classroom routines.	3.80	.699	Very Satisfactory
5. Pays attention to others and listens when spoken directly.	3.88	.593	Very Satisfactory
6. Understands and follows oral direction.	3.96	.493	Very Satisfactory
7. Knows how to prioritize and develop a plan of action.	3.84	.584	Very Satisfactory
8. Turns of messy work.	3.84	.584	Very Satisfactory
9. Shows anger towards other classmates.	3.72	.783	Very Satisfactory
10. Slow to obey teacher directives.	3.82	.719	Very Satisfactory
Overall Mean	3.89	.647	Very Satisfactory

Legend: 4.01-5.00 Outstanding/3.35-4.00 Very Satisfactory/2.50-3.34 Satisfactory/1.75-2.49 Fairly Satisfactory/1.00-1.74 Did not meet Expectation

The table presents the overall rating of “Very Satisfactory” on the class performance of pupils who have special needs in an inclusive education with a mean of 3.89 (SD=.647). This result indicates that pupils with special needs performed better in their class which means that they demonstrate oversensitivity to noise; follows classroom routines; pays attention and listen to others; understand and follow oral direction; turns off messy work; and slow to obey teacher directives. Thus, the very satisfactory class performance of pupils with special needs can be attributed to their ability to participate in learning activities and engagement in classroom activities. Foster and Cue (2020) espoused that pupils’ class performance is predictive of their participation in challenging and meaningful learning experiences as well as active engagement in classroom activities.

The indicator, “Displays inappropriate behavior during transition times” obtained the highest mean of 4.18 (SD=.628) which is verbally described as “Outstanding”. This result implies that the respondents observed that pupils always displays or shows inappropriate behavior during the transition period because they still have to adjust the shift or changes in learning modality. Albores, et al (2018) suggest that the behavior of pupils with inclusive needs conveyed the positive experiences in implementing inclusive education into actual practice have been proven as effective influence upon teachers’ perspectives of holistic inclusivity.

On the contrary, the indicator “shows anger towards other classmates” obtained the lowest mean of 3.72 (SD=.783) which is verbally described as “very satisfactory) indicates that respondents can show anger and affirmed that they cannot suppress and subdue anger towards other classmates. Thus, it is imperative that teachers should adopt classroom approach that encourage pupils to manage and deal with anger. Dela Fuente (2021) stated that pupils’ anger and inability to suppress and subdue anger towards classmates in an inclusive education requires more adept learning situations and teaching styles that allow pupils to control emotions and manage anger.

Problem 3: Is there significant relationship between teachers’ perception towards inclusive education and the class performance of pupils with special needs?

Class performance is an assessed evaluation of pupils with special needs based on their ability to perform in class which means that they demonstrate oversensitivity to noise; follows classroom routines; pays attention and listen to others; understand and follow oral direction; turns off messy work; and slow to obey teacher directives. Upon the other side, the teachers’ perception towards inclusive education influence class performance of pupils with special needs. Table 3 shows the result of the test of relationship between the class performance of pupils with special needs and teachers’ perception towards inclusive education.

Table 3. *Test of Relationship between the Teachers’ Perception towards Inclusive and the Class performance of Pupils with special needs*

<i>Inclusive Education</i>	<i>Class Performance</i>			
	<i>(r)</i>	<i>Sig (2 tailed)</i>	<i>Interpretation</i>	<i>Decision on Ho1</i>
Teachers’ Perception towards inclusive education	.766	.000	High Relationship	Rejected

Table 3 presents the result of the test of relationship between the class performance of pupils with special needs and teachers’ perception towards inclusive education. Result shows that teachers’ perception towards inclusive education shows “high relationship” to class performance of pupils with special needs ($r=.766$) as indicated by the significant value of .000 which signifies high relationship. This result indicates that class performance of pupils with special needs is influenced by teachers’ perception towards inclusive education. This means that there is a significant correlation between teachers’ perception towards inclusive education and class performance of pupils with special needs

Moreover, results suggested that inclusive education as perceived by teachers was eccentrically dynamic in the class performance of pupils with special needs. Accordingly, the earlier-stated findings provide support for the assessment of teachers’ perception towards inclusive education which suggest significant correlation to class performance of pupils. Henceforth, this present study indicated that the null hypothesis was rejected because teachers’ perception towards inclusive education and class performance of pupils with special needs were found to have high significance.

Conclusions

Based on the findings of the study, the following conclusions are drawn:

Providing the necessary educational support for pupils with disabilities is challenging to teachers especially when appropriate professional training and exposure are significantly inadequate. Teachers need to have adequate trainings in special and inclusive education in order to accommodate children with disabilities.

Class performance of pupils with special needs and disabilities is predictive of teachers’ ability to inspire, motivate, and provide opportunities to learners develop the desired behavior to fully engage in academic and learning activities. Pupils’ manifests behavior predicts engagement in class work and determines performance.

Teachers’ attitude and perception on teaching pupils with special needs help improve create and device appropriate teaching approaches and strategies to enhance pupils’ learning engagements and improve class performance. Therefore, teachers’ role in the development of pupils’ attitude and behavior towards learning is greatly recognized.

Based on the findings and conclusions presented, the following recommendations are suggested:

Department of Education (DepEd) Officials are fortified to always encourage teachers to enhance teaching to positively affect class performance of pupils with special needs and disabilities and to inspire more learners to engage, participate, and collaborate learning through trainings and seminar-workshops and other continuous professional development programs.

School Principals/School Heads are suggested that the school-based learning action cell should be revisited and the inclusion of pupil-learning centered with emphasis on pupils with special needs and disabilities should be conducted. Further, the conduct of clinical supervision is likewise imperative to ensure that teachers created and fostered the class-home learning environment.

Teachers as instructional leaders are recommended to a renewed commitment and professionalism; to always manifest a well-motivated and learner-centered instructional approach and strategies and at the same time to intensify the class-home learning environment where every learner especially those with special needs and disabilities felt safe, secured, empowered, and loved.

Parents are encouraged to provide an even intensified support to their child’s learning needs as well as to school activities that would

help boost their child's skills, cognitive development, and potentials because it takes the entire village to educate a child.

Community Officials/Other stakeholders are encouraged to always support and provide logistical assistance to the school especially in improving learning activities of the school children with special needs and disabilities.

Future Researchers are recommended to widen the scope in the investigation on the influence of teachers' perceived roles of teaching children with special needs and disabilities and class performance of pupils in order to provide more deep insights on the impact of teaching pupils with special needs to their class performance.

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