



The Effect of Story Mapping Technique on the Reading Comprehension of Learners

April M. Urbano *

Apayao State College, Malama, Conner, Apayao, Philippines, 3807.

International Journal of Science and Research Archive, 2026, 19(02), 381-388

Publication history: Received on 31 March 2026; revised on 05 May 2026; accepted on 08 May 2026

Article DOI: <https://doi.org/10.30574/ijrsra.2026.19.2.1042>

Abstract

This study investigated the effect of the Story Mapping Technique in improving the reading comprehension of learners at Liwan Elementary School, Conner, Apayao, during the School Year 2025–2026. Employing a one-group quasi-experimental design, the research involved 19 learners from Grades 2 to 6 selected through total enumeration. Prior to the intervention, assessment results indicated that learners in Grades 2–3 were at the Developing to Beginning level, while those in Grades 4–6 were at the Frustration level, reflecting significant challenges in understanding and processing texts. The intervention introduced the Story Mapping Technique, which emphasizes visual representation of narrative elements such as characters, setting, plot, and resolution to aid comprehension. After its implementation, notable improvements were observed. Learners in Grades 2–3 advanced to the Advanced level, demonstrating stronger grasp of textual meaning and structure. Meanwhile, Grades 4–6 progressed to the Instructional and Independent levels, showing increased ability to decode, interpret, and analyze reading materials with minimal support. Statistical analysis confirmed a significant difference between pre- and post-intervention scores, underscoring the effectiveness of the technique. Findings affirm that the Story Mapping Technique is a powerful instructional strategy for enhancing literacy skills, particularly in multi-grade and rural classroom contexts where diverse learner needs must be addressed simultaneously. The study recommends that educators integrate story mapping into reading instruction to foster comprehension, engagement, and independence among learners. Its application can serve as a practical approach to bridging literacy gaps and promoting academic success in similar educational settings.

Keywords: Story Mapping Technique; Reading comprehension; CRLA; Phil-IRI; Quasi-experimental design; Elementary learners

1. Introduction

Children are expected to acquire foundational competencies across various content areas, particularly in literacy and reading comprehension, during the early grades and progressively develop more advanced skills in the succeeding grade levels [1]. Learning trajectories in most curricula worldwide are structured to ensure that learners build upon these essential competencies as they advance academically. Consequently, national assessments and internationally recognized evaluation frameworks are typically aligned with grade-level expectations and specific competency domains, including reading comprehension and literacy development [2]. Reading comprehension, in particular is a fundamental skill that learners must acquire in their early years of schooling, as it enables them to understand, interpret, and analyze written texts across various subject areas [3]. Without sufficient comprehension skills, learners face difficulties in grasping concepts, following instructions, and completing academic tasks effectively. Comprehension involves more than recognizing words; it requires constructing meaning through the interaction between the reader and the text. [4] This makes the development of reading comprehension a core concern in contemporary education. International studies consistently highlight that many learners struggle with comprehending written texts. Results from the Programmed for International Student Assessment (PISA) reported that a significant proportion of learners worldwide perform below the expected proficiency level in reading literacy. [5] Evidence also suggests that visual and

* Corresponding author: April M. Urbano

interactive reading strategies enhance comprehension. Globally, strengthening reading comprehension among young learners is recognized as a key factor in improving educational outcomes and preparing children for higher levels of learning in an increasingly knowledge-driven world. [6]

Story Mapping is a reading comprehension intervention that uses a graphic organizer to help learners identify and organize key elements of a story such as the setting, characters, problem, events, and resolution. By presenting information visually, it guides learners to understand the structure of a narrative and see connections among ideas in the text. This intervention encourages active engagement before, during, and after reading, helping learners focus on important details, sequence events logically, and improve recall. Story Mapping is especially beneficial for struggling readers as it breaks down complex texts into smaller sections, which decrease mental workload and enhance understanding. Through guided instruction and consistent practice, learners develop a deeper understanding of narrative structure and improve overall reading comprehension. International studies have consistently shown that story mapping improves learners' ability to recall story elements, understand narrative structure, and construct meaning from texts [6-8].

Other international studies further emphasize the effectiveness of Story Mapping and other visual-based instructional strategies in enhancing learners' reading comprehension. Studies conducted in Taiwan, Indonesia, Egypt, and other educational contexts indicate that learners exposed to Story Mapping demonstrate better recall of story details, clearer understanding of narrative structure, and improved ability to organize ideas compared to those taught using conventional reading methods [9-11]. These findings suggest that while reading comprehension difficulties are a global concern, evidence-based interventions such as Story Mapping are effective in addressing these challenges. In multilingual and diverse classroom settings, constructivist and schema-based approaches further strengthen the effectiveness of story mapping. Studies grounded in constructivist learning theory and Schema Theory suggest that comprehension improves when learners actively construct meaning through interaction, discussion, and visual representation of texts [12-15]. By encouraging learners to connect prior knowledge with new information, story mapping aligns with learner-centered instruction and supports deeper comprehension, particularly in mixed-ability and rural classrooms [9,16].

In line with this, reading comprehension remains one of the major challenges in elementary education in the Philippines. Without targeted support, many learners risk falling further behind in literacy, which can affect learning across all subject areas. National and international assessments, including the Program for International Student Assessment (PISA), have shown that Filipino learners perform below the global average in reading literacy, placing the Philippines among the lowest-ranked countries in the 2022 PISA for learners [4]. The results stated that only 19.4% of learners achieved basic proficiency in reading literacy as measured by the Program for International Student Assessment (PISA) in 2018, a figure substantially below the average performance of students in OECD countries [17]. Despite efforts by the Department of Education (DepEd) through programs such as Every Child a Reader Program (ECARP), many elementary learners continue to struggle with reading comprehension due to limited vocabulary, low engagement, and insufficient exposure to effective reading strategies [18-19]. Studies conducted in Bulacan and Luna, Apayao further emphasize the need for more interactive and learner-centered approaches that promote deeper understanding of texts [20-21]. Philippine-based studies also affirm the relevance of story mapping and contextualized reading strategies in addressing persistent reading comprehension difficulties among elementary learners. Story mapping has been identified as an effective intervention in Philippine public schools, particularly in rural areas where learners have limited access to structured reading supports [22-23]. These findings highlight the importance of adopting interactive and evidence-based strategies to improve reading comprehension and support national literacy initiatives such as the Every Child a Reader Program (ECARP).

Available assessment data further confirm that reading comprehension remains a persistent concern among Filipino learners. Results from localized Philippine Informal Reading Inventory (Phil-IRI) studies show that a substantial proportion of learners fall into the *frustration* and *instructional* reading levels, indicating difficulty with understanding and interpreting texts [24]. For example, a Phil-IRI assessment of 190 Grade 6 learners in Pagbilao Central Elementary School found that 82% of learners were classified under the frustration level, demonstrating significant challenges in decoding, understanding, and interpreting grade-level texts, while none of the learners reached the independent level of reading comprehension [25]. Another Phil-IRI analysis involving Grades 4–6 learners in Laganan Elementary School revealed that post-intervention results still showed a considerable percentage of learners in the *instructional* (38%) and *frustration* (10%) levels, highlighting the ongoing need for effective comprehension support even after remedial activities [26]. The persistence of low comprehension levels, as reflected in these Phil-IRI results, underscores the urgency of implementing effective, research-based strategies such as Story Mapping to strengthen learners' deeper understanding of texts.

Despite evidence supporting Story Mapping's effectiveness in improving reading comprehension, there is limited research on its application in Apayao. Most Philippine studies focus on urban or selected rural areas, leaving little empirical evidence on its effectiveness in geographically isolated and culturally diverse provinces. Given Apayao's unique challenges—such as limited resources, multilingual classrooms, and varied literacy exposure—there is a need to examine whether Story Mapping is effective in this context. Addressing this gap will help develop context-responsive instructional strategies to improve literacy outcomes in Apayao's elementary schools. In response to the identified gap in localized research, this study seeks to examine the effectiveness of the Story Mapping technique in improving the reading comprehension of learners at Liwan Elementary School. Situated in a geographically isolated and linguistically diverse community, the school presents a relevant context for investigating the applicability of evidence-based reading interventions. By assessing how Story Mapping supports learners' comprehension in this setting, the study aims to provide empirical evidence that may inform instructional practices, contribute to context-responsive literacy strategies, and support efforts to improve reading outcomes in similar elementary schools in Apayao and other comparable rural areas.

The problem addressed in this study was to determine the effectiveness of the Story Mapping Technique in enhancing the reading comprehension of learners at Liwan Elementary School. Specifically, it sought to examine the learners' reading comprehension performance before the use of the technique, assess their performance after its application, and establish whether there was a significant difference between the pre-intervention and post-intervention results. By focusing on these three core questions, the study aimed to provide evidence on how story mapping can serve as a practical instructional strategy to improve literacy skills among learners in a multi-grade and rural classroom context.

2. Methodology

2.1. Research Design

This study utilized a one-group quasi-experimental design to evaluate the effectiveness of the Story Mapping Technique in enhancing reading comprehension among learners at Liwan Elementary School. Baseline data were drawn from standardized assessments, specifically the Beginning of School Year (BOSY) Classroom Reading Literacy Assessment (CRLA) for Grades 2 and 3 and the Philippine Informal Reading Inventory (Phil-IRI) for Grades 4 to 6, which served as the pre-intervention measure. After the implementation of the Story Mapping Technique, post-test scores were collected and compared with the baseline results to identify changes in learners' performance. This design was deemed appropriate as it enabled the researcher to directly assess improvements by contrasting learners' comprehension levels before and after exposure to the intervention, thereby providing clear evidence of the technique's effectiveness in supporting literacy development.

2.2. Locale of the Study

This study was conducted at Liwan Elementary School located in Conner, Apayao that offers a complete elementary education under the supervision of the Department of Education (DepEd) Schools Division of Apayao. It has a total of 25 enrollees from Kindergarten to Grade 6 and three teachers for School Year 2025–2026. Liwan Elementary School provides a suitable setting for this study, as teachers in the institution have observed that some learners can read fluently but have difficulty comprehending what they read. This makes the school an ideal site for implementing the Story Mapping Technique as an intervention.

2.3. Participants of the Study

Table 1 Distributions of Pupils enrolled in LES

Grade Level	Number of Pupils
Grade 2	8
Grade 3	1
Grade 4	3
Grade 5	3
Grade 6	4
Total	19

The participants of the study included pupils enrolled at Liwan Elementary School from Grade 2 to Grade 6 during the School Year 2025–2026. Total enumeration was used.

These 19 multi-grade learners participated in the reading comprehension activities. All learners were given a post-test to measure the improvement in their reading comprehension after the implementation of the Story Mapping Technique as an instructional intervention.

2.4. Research Instrument

The study employed school-based reading assessment tools to measure learners' comprehension, using the Classroom Reading Literacy Assessment (CRLA) for Grades 2–3 and the Philippine Informal Reading Inventory (Phil-IRI) for Grades 4–6. Both instruments, officially administered in public elementary schools, consist of grade-appropriate narrative passages with comprehension questions targeting key story elements, sequencing, main ideas, and details, and follow standardized procedures to ensure reliability. In this research, the Beginning of School Year (BOSY) CRLA and Phil-IRI results served as baseline data, while post-test scores were gathered through re-administration of the same tools with different passages and questions after the Story Mapping Technique was implemented. These scores provided the primary basis for determining changes in learners' reading comprehension performance and evaluating the effectiveness of the intervention.

2.5. Statistical Analysis

Mean and Standard Deviation was employed to determine the learners' level of reading comprehension before and after the intervention. T-test for Paired Samples was used to determine whether there is a significant difference between the pre-test and post-test scores of the learners after being taught using the Story Mapping Technique. The results were interpreted at a 0.05 level of significance.

To determine the level of learners' reading comprehension, the pre-test and post-test scores were computed and interpreted using the following score range:

Table 2 Score Range and Interpretation of Reading Comprehension Levels

Percentage (%)	Phil-IRI Level	CRLA Level	Interpretation
80–100%	Independent	Advanced	Can read independently with full comprehension
59–79%	Instructional	Developing / Proficient	Needs minimal guidance in comprehension
Below 59%	Frustration	Beginning	Struggles with comprehension

3. Results and discussion

Table 3 Baseline Data on the Reading Comprehension Performance of Learners Before the Use of the Story Mapping Technique

Grade Level	Mean Score (%)	Reading Level	Interpretation
Grade 2–3	53.89	Developing / Beginning	Needs guidance in comprehension
Grade 4–6	43.00	Frustration	Struggles with comprehension

Table 3 presents the reading comprehension performance of the learners before the use of the Story Mapping Technique. The results show that learners in Grades 2–3 obtained a mean score of 53.89%, which falls under the Developing to Beginning level, indicating that they still require guidance in understanding texts. Meanwhile, learners in Grades 4–6 obtained a lower mean score of 43.00%, which corresponds to the Frustration level, suggesting that they experience difficulty in comprehending reading materials independently. Overall, the findings reveal that most learners demonstrated low reading comprehension performance prior to the intervention, as evidenced by their placement in the Beginning and Frustration levels. This indicates that learners struggled with understanding key ideas, sequencing events, and interpreting texts, highlighting the need for an effective instructional strategy such as the Story Mapping Technique to improve their comprehension skills. This finding is consistent with previous studies which reported that many elementary learners experience difficulty in reading comprehension due to limited use of effective reading strategies and low engagement in reading activities [20,21].

Table 4 Reading Comprehension Performance of Learners After the Use of the Story Mapping Technique

Grade Level	Mean Score (%)	Reading Level	Interpretation
Grade 2–3	84.44	Advanced	Can read independently with full comprehension
Grade 4–6	77.00	Instructional / Independent	Needs minimal guidance to fully comprehend

Table 4 presents the reading comprehension performance of the learners after the use of the Story Mapping Technique. The results show that learners in Grades 2–3 obtained a mean score of 84.44%, which falls under the Advanced level, indicating that they can already read independently with full comprehension. On the other hand, learners in Grades 4–6 obtained a mean score of 77.00%, which corresponds to the Instructional to Independent level, suggesting that they are able to understand texts with minimal guidance. Overall, the findings reveal a notable improvement in the learners' reading comprehension performance after the intervention, as most learners moved from lower reading levels (Beginning and Frustration) to higher levels (Instructional and Advanced). This indicates that the Story Mapping Technique was effective in helping learners better understand, organize, and interpret narrative texts. This finding is supported by studies which found that the use of story mapping significantly enhances learners' comprehension by helping them identify key story elements and organize information effectively [7,8].

Table 5 Significant Difference in the Reading Comprehension Performance of Learners Before and After the Use of the Story Mapping Technique (Grades 2-3)

Indicator	Mean	Df	t-value	p-value	Decision
Pre-Test	53.89	8	-30.509	0.000	Reject Ho
Post-Test	84.44				

Table 5 presents the test of significant difference in the reading comprehension performance of learners in Grades 2–3 before and after the use of the Story Mapping Technique. It can be observed that the mean score increased from 53.89 in the pre-test to 84.44 in the post-test, indicating an improvement in the learners' reading comprehension performance. The computed t-value of -30.509 and p-value of 0.000 shows that the difference between the pre-test and post-test scores is statistically significant. Since the p-value is less than the 0.05 level of significance, the null hypothesis is rejected. This result implies that the Story Mapping Technique significantly improved the reading comprehension of learners in Grades 2–3, as evidenced by the substantial increase in their mean scores after the intervention. This finding is supported by studies which reported that story mapping as a structured reading strategy significantly enhances learners' comprehension by improving their ability to organize and understand narrative texts [7,15].

Table 6 Significant Difference in the Reading Comprehension Performance of Learners Before and After the Use of the Story Mapping Technique (Grades 4-6)

Indicator	Mean	Df	t-value	p-value	Decision
Pre-Test	43.00	9	-18.94	0.000	Reject Ho
Post-Test	77.00				

Table 6 presents the test of significant difference in the reading comprehension performance of learners in Grades 4–6 before and after the use of the Story Mapping Technique. The results show that the mean score increased from 43.00 in the pre-test to 77.00 in the post-test, indicating an improvement in the learners' reading comprehension performance. The computed t-value of -18.94 and p-value of 0.000 indicate that the difference between the pre-test and post-test scores is statistically significant. Since the p-value is less than the 0.05 level of significance, the null hypothesis is rejected. This implies that the Story Mapping Technique significantly improved the reading comprehension of learners in Grades 4–6, as shown by the increase in their mean scores after the intervention. The present findings align with prior research demonstrating that structured reading strategies such as story mapping significantly improve comprehension by helping learners organize ideas and understand narrative texts more effectively [8,22].

4. Conclusion

The findings of this study demonstrate that the Story Mapping Technique is highly effective in enhancing learners' reading comprehension. The significant increase in scores from pre-test to post-test results provides clear evidence that the intervention not only improved performance but also fostered deeper understanding of narrative texts. By guiding learners to identify and organize key story elements, the technique enabled them to process information more meaningfully and develop stronger comprehension skills. These results affirm that story mapping is a valuable instructional strategy for promoting literacy development, particularly in multi-grade and rural classroom contexts where diverse learner needs must be addressed. Therefore, the integration of the Story Mapping Technique into reading instruction is strongly recommended, as it can serve as a practical and impactful approach to advancing learners' comprehension, engagement, and overall academic success.

Compliance with ethical standards

Acknowledgments

I acknowledge that I have not used ChatGPT or Copilot for refining some of the sections in the document.

Disclosure of conflict of interest

I affirm that the respondents voluntarily agreed to participate after being fully informed about the purpose, nature, and potential implications of the study. Their responses have been collected with utmost respect for their privacy and confidentiality, in accordance with ethical research guidelines.

Statement of ethical approval

The study was conducted with approval and in accordance with the standards of the college. No ethical approval was required, as the research followed all applicable ethical guidelines, ensuring respect for the respondents' privacy and confidentiality.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

References

- [1] Majorano M. et. al. Early Literacy Skills and Later Reading and Writing Performance Across Countries: The Effects of Orthographic Consistency and Preschool Curriculum. 2021. Child and Youth Care Forum. <https://link.springer.com/article/10.1007/s10566-021-09611-7>
- [2] Pratham. Assessing Foundational Literacy and Numeracy. FLN Initiative. 2021. <https://www.unicef.org/flnhub/media/1236/file/6197fd9389143f38ff3893df>
- [3] Fresno Pacific University Staff. The Importance of Teaching Reading Comprehension. 2023. <https://ce.fresno.edu/news/the-importance-of-teaching-reading-comprehension/>
- [4] Butterfuss R, Kim J, Kendeou P. Reading comprehension. In: Cognition, Emotion, and Learning. Oxford (UK): Oxford University Press; 2020. <https://files.eric.ed.gov/fulltext/ED608839.pdf>
- [5] Organisation for Economic Co-operation and Development (OECD). PISA 2022 results: Reading literacy performance of students worldwide. Paris: OECD Publishing; 2022. https://www.oecd.org/en/publications/pisa-2022-results-volume-i_53f23881-en.html
- [6] Lemenio M.L, Lazo C.M, Pingot L.P. Enhancing Reading Comprehension Skills Through Balanced Literacy Approach. 2023. https://ijariie.com/AdminUploadPdf/Enhancing_Reading_Comprehension_Skills_Through_Balanced_Literacy_Approach_ijariie21050.pdf
- [7] Sugandi R, Juniardi Y, Rahmawati E. The Effectiveness Of Using Story Map Technique To Students' Reading Comprehension On Narrative Text. 2022. <https://www.researchgate.net/publication/368425405>

- [8] Elpiza E, Manalullaili M, Amalia H. The Effectiveness of Using Story Mapping Technique Towards Students' Narrative Text Reading Comprehension Achievement. *Jadila J Dev Innov Lang Lit Educ*. 2024. <https://www.researchgate.net/publication/387578761>
- [9] Pratiwi D.T, Marhum M. Improving Reading Comprehension Through Story Mapping Strategy. 2019. https://www.academia.edu/144211302/Improving_Reading_Comprehension_Through_Story_Mapping_Strategy
- [10] Stagliano C, Boon R. The Effects of a Story-Mapping Procedure to Improve the Comprehension Skills of Expository Text Passages for Elementary Students With Learning Disabilities. 2009. <https://files.eric.ed.gov/fulltext/EJ874132.pdf?utm>
- [11] Potale S.M, Miolo S, Mestari S.A. Improving Students' Reading Comprehension on Narrative Text by Using Story Mapping Strategy. 2025. <https://eresearchjournal.transbahasa.co.id/index.php/er/article/view/143/133>
- [12] Aini R.N. Students' Perceptions of the Use of Story Mapping in Reading Comprehension of Descriptive Text. 2025. <https://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/5774>
- [13] International Journal of Research and Analytical Reviews (IJRAR). Exploring the Constructivist Approach in Education: Theory, Practice, and Implications. 2018. <https://ijrar.org/papers/IJRAR19D5140.pdf>
- [14] Xie W. Use of Schema Theory in the Teaching of Reading Comprehension. 2025. <https://www.researchgate.net/publication/390096904>
- [15] Bangsri K, Phusawisot P. Effects of Story Maps on Reading Comprehension Skill Improvement of Thai EFL Sixth Graders. 2022. <https://so03.tci-thaijo.org/index.php/reru/article/view/249270>
- [16] Regidor A.C., Despi D. Addressing Student Disengagement: Teachers' Challenges and Strategies in Reading Comprehension Instruction. 2026. *United International Journal for Research & Technology*, 7 (3). <https://uijrt.com/articles/v7/i3/UIJRTV7I30004.pdf>
- [17] Capate M.J., et.al. Exploring The Implementation of Every Child A Reader Program (ECARP) In Palapag I: A Qualitative Study of Teachers' Experiences And Perspectives. 2025. *International Journal Of Advanced Multidisciplinary Studies* 5 (5). <https://www.ijams-bbp.net/wp-content/uploads/2025/08/5-IJAMS-MAY-2025-318-329.pdf>
- [18] Adraiano M.N. valuation of the Implementation and Effectiveness of Every Child a Reader Program (ECARP) in a Bulacan Public Elementary School. 2025. <https://www.researchgate.net/publication/366876468>
- [19] Ligpitan N.M., et.al. Improving Grade 5 Learners' Reading Comprehension Skills through TechPlay Fusion Strategy. 2024. <https://sajaas.basc.edu.ph/index.php/sajaas/article/view/33/16>
- [20] Jimenez J., Ocampo R. Improving the Reading Comprehension Skills of Grade 5 Pupils Using Localized Reading Selections. 2022. *Asian Journal of Language, Literature and Culture Studies* 5(3). <https://journalajl2c.com/index.php/AJL2C/article/view/111/221>
- [21] Balcita A.M., et.al. Using Story Mapping Strategy in the Reading Comprehension Performance of the Grade 3 Learners. 2023. file:///C:/Users/charm/Downloads/UT-SLUC-2023-CE-BECED-BalcitaAM-FT.pdf
- [22] Abayon K.M., et.al. Improving Reading Comprehension Skills through the storymapping strategy of Grade four Students at Padre Burgos Elementary School. 2022. *Improving Reading Comprehension via Story Mapping Strategy (EDU-AR) - Studocu*
- [23] Misanes C.H., Pascual E. Philippine Informal Reading Inventory (Phil-IRI) Performance of Grade 8 Students: Basis for a Reading Intervention Program. 2023. *Psychology and Education: A Multidisciplinary Journal*, 13(3), -. <https://europub.co.uk/articles/-A-729087>
- [24] Gasis O. Benchmarking Reading Proficiency: Evaluating Reading Level Among Grade 6 Pupils of Pagbilao Central Elementary School. 2025. <https://journals.aloysianpublications.com/>
- [25] Espejo E. Phil-IRI Project Report: Enhancing Reading Skills at Langagan Elem. 2024. <https://www.studocu.com/ph/document/cagayan-state-university>
- [26] Manseneros L. Effectiveness of Generating Interaction between Schema and Text (GIST) Strategy for Enhancing Comprehension Skills of Grade 11 Students.2025. *International Journal of Research in Social Science and Humanities (IJRSS)*, 6(5). file:///C:/Users/charm/Downloads/ijrss_9679.pdf

- [27] Siha A.S., Purnomo A., Fauziati E. A Review of Schema Theory in Students' Reading Comprehension. 2025. Jurnal Pendidikan Generasi Nusantara (JPGenus) 3(1). <https://samudrapublisher.com/index.php/jpgenus/article/view/293/225>
- [28] Social constructivist learning theory and reciprocal teaching to teach reading comprehension. 2018. International Journal of Learning and Teaching, 10(1), 70-77. <https://doi.org/10.18844/ijlt.v10i1.3147>
- [29] Ardiansyah W., Ujihanti M. Social Constructivism-Based Reading Comprehension Teaching Design at Politeknik Negeri Sriwijaya. 2018. <https://awej.org/images/AllIssues/Volume9/Volume9Number1March2018/31.pdf>
- [30] Alajar F., et.al. The Role of Social Constructivism in Shaping Educational Practices in the Philippines. 2025. <https://www.researchgate.net/publication/387798699>