# EXAMINING THE MOTIVATION AND ENGLISH LITERACY DEVELOPMENT OF HIGH SCHOOL STUDENTS IN COTABATO CITY

**JOYCE E. MANINANG, MAEd; MARILYN G. BILLONES, Phd**
**Cotabato State University**

## ABSTRACT

This research examined the extent of motivation in terms of intrinsic and extrinsic factors and the level of English Literacy Development of high school students in Cotabato City in terms of speaking, reading and writing using descriptive correlational research design to the 85 respondents who were English teachers using total enumeration sampling technique. The study used the mean and Pearson r Product Moment Correlation in data analysis. The findings revealed that the extent of intrinsic and extrinsic motivation factors of the students were motivated which means that motivation plays a vital role in students' English Literacy development. Moreover, the level of English literacy development in terms of writing, reading and speaking were all developed which shows that students have already learned basic skills in English language, yet still needed to be improved. The correlational analysis between the motivation and English literacy development of the students revealed a significant relationship. Therefore, the null hypothesis was rejected. This signifies the contribution of motivation to the competency development of the students. The findings further revealed that the higher is the extent of motivation, the higher is the development of the students' English literacy skills. Thus, the study concludes that motivation is an essential factor for students' English literacy development. The contribution of intrinsic and extrinsic motivation can drive students to study hard, focus on their lectures and gain knowledge due to their commitment in learning as a result of the motivation to work harder in their studies. The study recommended the integration of motivational drivers in the teachers' learning activities and teaching strategies to develop students' interest in enhancing their English Literacy.

_____

_____

Introduction

Motivation is one of the neglected parts of English language teaching. Teachers often forget that motivation is the basic part of learners' English language learning activities. In this sense, learners control the flow of the classroom. Without learners' motivation, there is no pulse and no life in the class. When learners learn to incorporate direct approaches to generate motivation in their learning, they will become happier and more successful learners (Takaloo, 2017).

In the Philippine education system, many aspect of learners' characteristics were integrated in formulating the right teaching strategies used by the teachers to motivate their learners. English is one of the most challenging subjects taught by the teachers since many students are not familiar with this language and how to use it appropriately. Therefore, knowing the motivational drivers that can enhance students' engagement during class activities are deemed to help improve their performances since results of National Assessments revealed many of high school students in the country have low English literacy level (Llego, 2019). This is an important aspect of educational development of the learners.

In Mindanao, teachers often encounter difficulties in improving the English literacy of the students in reading, speaking and writing despite of the different literacy development programs. The lack of sufficient resources and activities are gap that can affect the motivation of students in education that often leads to decrease participation towards learning (Kasan, 2018).

The timeliness of the conduct of this study in the new normal education time wherein students at home find it difficult to focus and participate actively in the class activities is a challenge to teachers. This study is an attempt to investigate the impact of motivation on learners' English literacy development as a means to improve the academic performances of the students.

Theoretical Framework

This study is anchored in Self-Determination Theory which postulates that people are motivated both by intrinsic and extrinsic factors to grow and change by three innate and universal psychological needs. This theory suggests that people are able to become self-determined when their needs for competence, connection and autonomy

are fulfilled. The theory further pointed the importance of intrinsic motivation, or engaging the students in activities for the inherent rewards of the behavior itself plays an important role in self-determination. It pointed out that autonomous motivation is important. While people are often motivated to act by external factors known as external motivation such as rewards, money, prizes and acclaim, the self-determination focuses primarily on motivation to do something due to intrinsic motivation such as the need to gain knowledge (Cherry, 2019).

In this study using the self-determination theory, the understanding of providing opportunities to meet their needs towards personal and external gains, students will be more eager and participative to learn in English class to speak, write and read. The integration of motivation drivers in grammar learning activities is therefore helpful in improving their literacy skills.

Statement of the Problem

This study aimed to examine the motivation and English literacy development of the students among public national high schools in Cotabato City.
Specifically, this study sought answers to the following research questions:
1. What is the extent of motivation of students in terms of:
    1.1   intrinsic; and
    1.2   extrinsic?

2. What is the level of English literacy development of the students in public high schools in terms of:
    2.1   writing;
    2.2   reading; and
    2.3   speaking?
2. Is there a significant relationship between the motivation and English literacy development of the students in public high schools?

Hypothesis
The hypothesis of the study was tested at 0.05 level of significance. There is no significant relationship between the motivation and English literacy development of the students in public high schools.

# METHODOLOGY

## Research Design

The study used the descriptive – correlational research design. This research design is conducted to describe and relate the different variables under study using survey and statistical tools (Gray, 2014).

The study was descriptive since it used a survey on describing the motivation factors and literacy development of the students in English. The study was correlational because it used statistical tools in describing the relationship between the independent and dependent variables of the study.

## Locale of the Study

The study was conducted in public high schools in Cotabato City namely: Cotabato City National High School-Main, Cotabato City National High School-Rojas, Notre Dame Village National High School, J. Marquez National High School, Datu Siang National High School, Datu Ayunan National High School, Canizares National High School, Pilot Provincial Science High School and Technology, CCNHS- Annex LR Sebastian Site, CCNHS- Annex PC Hill Site, CCNHS- Annex Datu Sema Kalantungan, CCNHS- Annex Don E. Sero Site, CCNHS- Annex Diocolano Site, CCNHS- Annex Bubong Site, and CCNHS- Annex Buaya-Buaya Site.

## Respondents of the Study

The respondents of the study were the 85 language teachers from the public high schools selected for the school year 2020-2021. The following is the distribution of the number of participants in each school: Cotabato City National High School-Main- fifteen (15), Cotabato City National High School-Rojas- thirteen (13), Notre Dame Village National High School-thirteen (13), J. Marquez National High School- seven (7), Datu Siang National High School- four (4), Datu Ayunan National High School-seven (7), Canizares National High School- five (5), Pilot Provincial Science High School and Technology- four (4), CCNHS- Annex LR Sebastian Site-five (5), CCNHS- Annex PC Hill Site- two (2), CCNHS- Annex Datu Sema Kalantungan-two (2), CCNHS- Annex Don E. Sero Site-two (2), CCNHS- Annex Diocolano Site-two (2), CCNHS- Annex Bubong Site-two (2), and CCNHS- Annex Buaya-Buaya Site-two (2).

## Sampling Technique

The purposive sampling technique was used in identifying the respondents of the study. It is a non-probability sampling technique that is used when the respondents need to comply with certain criteria in order to be able to answer the research questions. In this study, the

inclusive criteria used was selecting only the teachers in public high schools who are handling English subject.

## RESULTS AND DISCUSSIONS

Level of Motivation of Students

The extent of motivation of students are described in terms of intrinsic and extrinsic motivations. The succeeding table presents the findings and analysis.

Extent of Motivation in terms of Intrinsic Motivation

Table 1 presents the extent of motivation of students in terms of intrinsic factors.

Table 1

### Mean Rating of the Extent of Motivation of Students in terms of Intrinsic Motivation

n=85

| Item | Mean | Interpretation |
|---|---|---|
| 1. desire to learn to speak English for self-satisfaction | 3.31 | Motivated |
| 2. hope that it will provide better job opportunities in the future. | 3.52 | Highly Motivated |
| 3. feel that it can improve their economic status. | 3.12 | Motivated |
| 4. desire to learn English to gain self-confidence. | 3.45 | Motivated |
| 5. feel that it can help gain respect from other people. | 3.36 | Motivated |
| **OVERALL MEAN** | **3.35** | **Motivated** |

Legend:
3.50 – 4.00   Highly Motivated          1.50 – 2.49   Less Motivated
2.50 – 3.49   Motivated                 1.00 – 1.49   Least Motivated

The table revealed the level of intrinsic motivation of the students that got an overall mean of 3.35 interpreted as motivated. The result signifies that the teachers are providing activities or tasks that can stimulate the personal desires of the students to learn.

Motivation is an influential factor for achieving a special goal. According to Ryan (2017), to be motivated means to progress or to be in

motion to do something. Motivation makes acting on or within an organism to establish and manage behavior.

The highest rating the respondents gave as the intrinsic motivation was the students are hoping that it will provide better job opportunities in the future which got a mean of 3.52 interpreted as highly motivated. This means that the driving force for many students to work hard in their studies was that they consider this helpful for their future plans or careers in life.

Although, they answered the intrinsic motivation that students considered learning English as one of the factors that can improve their economic status as motivated and with the lowest mean of 3.12, this reflects the fact that education is seen by many high school students as an important factor in earning a living since jobs can be found if you have attained higher education.

This agrees with Louie and Sierschynski (2015) who explained that intrinsic motivation provides learners with an aim and direction to follow. Therefore, it has a key role in language learning. Without it, the desire to learn is very difficult for learners to gain effective learning. It can therefore be stated that teachers should be aware of the significance of intrinsic motivation in learners' language learning and through some changes they can help learners increase their motivation.

Extent of Motivation in Terms of Extrinsic Motivation

Table 2 shows the extent of motivation of students in terms of extrinsic factors.

Table 2

**Mean Rating of the Extent of Motivation of Students in terms of Extrinsic Motivation**

n=85

| Item | Mean | Interpretation |
|---|---|---|
| 1. instructional materials available. | 3.47 | Motivated |
| 2. learning strategies used by the teachers. | 3.55 | Highly Motivated |
| 3. performance tasks provided by the teachers. | 3.54 | Highly Motivated |
| 4. parental support to their study. | 3.34 | Motivated |
| 5. peer support in their study. | 3.18 | Motivated |
| **OVERALL MEAN** | **3.42** | **Motivated** |

Legend:
| | | | |
|---|---|---|---|
| 3.50 – 4.00 | Highly Motivated | 1.50 – 2.49 | Less Motivated |
| 2.50 – 3.49 | Motivated | 1.00 – 1.49 | Least Motivated |

The answers of the respondents revealed the extent of extrinsic motivations of the students with an overall mean of 3.42 interpreted as motivated. This means that school services or other extrinsic factors enumerated in the table above provide additional encouragement for students to focus on their studies because these are relevant in their lives.

This was explained by Protacio (2017) who cited that extrinsic motivation includes learning resources and motivating environments which are essential in inspiring students in their studies.

The respondents gave a highly motivated answer to the learning strategies of teachers that got the highest mean of 3.55. This confirms that teachers who are innovative can contribute in increasing students' motivation.

On the other hand, peer support of students in their study got the lowest mean of 3.18 but is also interpreted as motivated. This shows that classmates and peers are also helping students in studying harder and can give them encouragement to learn for their own welfare and growth. If the students got friends who are concerned about them since they are friends, they can be one of those individuals who can probably influence them in their studies.

The same idea was expressed by (Panoso, 2020) who explained that involvement of peers and families in learning English is a strong motivational drivers for students to overcome their difficulties. The extrinsic factors in learning like the influence of significant others is vital in the learning outcome and literacy development for the students. Friends are good source of encouragement to their classmates in handling stressors in their studies.

Level of English Literacy Development of Students

The level of English literacy development of the students are described in terms of writing, reading and speaking.

Level of English Literacy Development of Students in terms of Writing

Presented in Table 3 is the overall mean rating of the level of English literacy development of students in terms of writing.

Table 3

**Mean Rating of the Level of English Literacy Development
of the Students in terms of Writing**
n = 85

| Item | Mean | Interpretation |
| --- | --- | --- |

| | | |
|---|---|---|
| 1. write correct sentences. | 2.94 | Developed |
| 2. write communication letters in English. | 2.69 | Developed |
| 3. write paragraphs, journals, essays and short stories. | 2.66 | Developed |
| 4. write using proper punctuations, and wide range of vocabulary. | 2.87 | Developed |
| 5. write with correct organization of ideas. | 2.86 | Developed |
| **OVERALL MEAN** | **2.80** | **Developed** |

Legend:
| | | | |
|---|---|---|---|
| 3.50 – 4.00 | Highly Developed | 1.50 – 2.49 | Less Developed |
| 2.50 – 3.49 | Developed | 1.00 – 1.49 | Least Developed |

The table presents the respondents' answers that revealed the overall mean of 2.80 on the English writing literacy development interpreted as developed. This means that the teaching activities provided by the teachers cultivated the ability of the students to write down their ideas using the English language. This is an important skill that the new curriculum targeted to help students to be globally competitive.

According to Kadtong (2016), writing literacy of the students can help put down their ideas into text and express it to others. This is a special skill that people must have to be able to communicate effectively to other people.

The respondents agreed that students were able to write correct sentences that got the highest mean of 2.94 interpreted as developed. This result manifests the contribution of teachers' efforts in guiding the students towards writing not only legibly but also of correct content. The ability to write is a basic skill that should be developed by the students for this will give them an edge in the demands of society.

But, in terms of writing paragraphs, journals, essays and short stories the answers revealed the lowest mean of 2.66 interpreted as developed. Although it got the lowest rating, it still means good competencies in developing and writing paragraphs which is a higher form of knowledge and skills. The writing of journals and essay is much difficult because it needs hominization of ideas.

Similarly, Elaldi (2016) explained that writing skills like essay making and writing a journal, a sentence and a paragraph correctly is important in ensuring students to have the right literacy skills. Today, school curriculum focuses on developing the writing skills of the students to make them able to perform duties effectively when they work in the future.

Level of English Literacy Development of Students in terms of Reading

Table 4 illustrates the overall mean rating of the level of English literacy development of students in terms of reading.

Table 4

**Mean Rating of the Level of English Literacy Development of the Students in terms of Reading**

n = 85

| Item | Mean | Interpretation |
|---|---|---|
| 1. read the sentences fluently. | 3.08 | Developed |
| 2. pronounce the diction based on punctuations. | 2.84 | Developed |
| 3. comprehend what they are reading. | 2.75 | Developed |
| 4. pause and read with correct pacing. | 2.94 | Developed |
| 5. read books written in English. | 3.13 | Developed |
| **OVERALL MEAN** | **2.95** | **Developed** |

Legend:

| | | | |
|---|---|---|---|
| 3.50 – 4.00 | Highly Developed | 1.50 – 2.49 | Less Developed |
| 2.50 – 3.49 | Developed | 1.00 – 1.49 | Least Developed |

The table displays the level of reading literacy development of the students in English and got an overall mean of 2.95 described as developed. This result denotes that students can read the words written in English language. This literacy skill is an important quality in people for this is the foundation of learning. Today's world demands reading literacy of individual for almost everything people do, need to do or encounter words that should be read like in using cellular phones and in instructions given to written things.

Panoso (2020) also mentioned that when students are able to read, their chances of passing their subjects grow higher also. This contributes in learning development of students.

The teacher respondents agreed that students can read books written in English and got the highest mean of 3.13 interpreted as developed. This means that due to the mentoring done by the teachers students had been taught how to read books. This can help students in understanding their lessons.

Similarly, they agreed that it is developed that students can comprehend what they are reading and got the lowest mean of 2.75. This answer confirms that indeed one of the challenges of teachers is enhancing the level of understanding of students on the words they are reading for this can hamper learning outcome.

Author Kassymova (2018) states that the term reading comprehension 'competence' is considered a key solution for basic skills

needed in the labor market and gives explanation on high demand for reading comprehension abilities and 'competence' to work force today. This must be enriched in students' curriculum to make them ready for future works.

Level of English Literacy Development of Students in terms of Speaking

Table 5 describes the overall mean rating of the level of English literacy development of students in terms of speaking.

Table 5

**Mean Rating of the Level of English Literacy Development
of the Students in terms of Speaking**

n = 85

| Item | Mean | Interpretation |
|---|---|---|
| 1. use English in oral communication fluently. | 2.73 | Developed |
| 2. pronounce the words correctly. | 2.91 | Developed |
| 3. use the right diction in speaking. | 2.86 | Developed |
| 4. know what vocabulary to say or use. | 2.73 | Developed |
| 5. respond immediately to conversations in English. | 2.68 | Developed |
| **OVERALL MEAN** | **2.78** | **Developed** |

Legend:

| | | | |
|---|---|---|---|
| 3.50 – 4.00 | Highly Developed | 1.50 – 2.49 | Less Developed |
| 2.50 – 3.49 | Developed | 1.00 – 1.49 | Least Developed |

As shown in the table, the respondents answered that it is developed that the students have literacy in speaking using English language that got an overall mean of 2.78. This signifies that students were given opportunity on their class and learning activities to speak using English language. This is also an essential skill required in interaction with other people since this language is used as international communication method.

In order to communicate well, a speaker has to master two skills in speaking which is basic in communication. Through speaking, the students will understand ideas, opinions and information from other people. This can be enhanced through teachers' use of different teaching strategies during learning activities (Alfi, 2015).

The respondents gave the highest mean of 2.91 to the ability of the students to pronounce the words correctly that is interpreted as developed. This shows that increasing students' oral communication

skills in class activities by allowing them to talk in the said language develop their ability to fluently speak in English.

With the same answers, they agreed that it is developed that students respond immediately to conversations in English during class activities that got a mean of 2.68. Despite of getting the lowest rating still the answer denotes good practice of using this in their communication as it is interpreted as evident.

Even if it is highly valued because of its functional and practical use in the Philippines and in many countries around the world, learning the English language is still found to be very challenging since the process goes through complicated tasks that involves psychological as well as social factors (Berowa, 2016). It has been stressed that affective factors like reaching strategies have an effectual role in language achievement and proficiency.

<u>Correlational Analysis Showing the Relationship Between the Motivation and English Literacy Development of Students</u>

Table 6 presents the relationship between the motivation and English literacy development of the students in public high schools. To determine the significant relationship, the Pearson Product Moment Correlation Coefficient at 0.05 level of significance was used.

Table 6

**Correlational Analysis Showing the Relationship Between the Motivation and English Literacy Development of Students**

| Motivation Factors on Students Learning | English Literacy Development of the Students | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Writing | | Reading | | Speaking | | Overall Literacy Development | |
| | r | Sig | R | Sig | R | Sig | r | Sig |
| Intrinsic Motivator | .523** | .000 | .562** | .000 | .542** | .000 | .583** | .000 |
| Extrinsic Motivator | .482** | .000 | .532** | .000 | .485** | .000 | .537** | .000 |

Correlation is significant at the 0.05 level (2-tailed).

It is described in the table that the p – value on between intrinsic motivation and writing is .000 showing significant relationship, reading is .000 showing significant relationship, speaking is .000 showing significant relationship with an overall rating of is .000 showing significant relationship. Since all the p-values are lower than 0.05 therefore the null hypothesis that there is no significant relationship is rejected. This means that the personal desire of the students to learn helped in improving their learning development in English literacy. This further shows that the higher is the extent of motivation, the higher is the development of the students' English literacy skills.

Reading is an essential life skill and is often attributed as one of the important factors to the success of a school and progress of a learner. According to State Library of Western Australia (2015,) "There are strong links between literacy, school performance, self-esteem, motivations in life." The ability of the student to read, speak and write the words in English is an important skill nowadays.

Motivation is a key factor for explaining the success or failure of any difficult activity in people's lives. It is believed that success in a task is due to the fact that someone is motivated. It is easy in second language learning to state that a learner will be successful with the right motivation. Such claims according to (Alizadeh, 2017) is proven and with the right motivation learners have improved in the literacy level.

Summary of Findings

Supported by the data gathered, the following are the major findings of the study:

The level of motivation of the students in terms of intrinsic and extrinsic factors revealed it was motivated. This means that both the internal and external dimensions of the learners contributed in their commitment and dedication to study and learn.

The level of English literacy development in terms of writing, reading and speaking were all developed. This means that the students had learnt the basic literacy needed that can improve learning and understanding of the use of English language.

The correlational analysis between the motivation and English literacy development of the students reveals a significant relationship. Therefore, the null hypothesis is rejected. This signifies the contribution of motivation to the competency development for the students which means that the higher is the extent of motivation, the higher is the development of students' English literacy.

Conclusions

The study concludes that motivation is an essential factor for students' success. The contribution of intrinsic and extrinsic motivation can drive students to study hard, focus on their lectures and gain knowledge due to their commitment in learning as a result of the motivation to work harder in their studies. The intrinsic and extrinsic factors can be enhanced by the teachers' learning activities provided to the students. This has strong influence in the students' performance outcome in literacy development. The ability of the students to read, write and speak using English language are strongly influenced by the provided intrinsic and extrinsic motivation drivers facilitated by the teachers. The literacy developed to students made them ready for future career and higher education preparation.

Recommendations

In the light of the findings and conclusion of this study the following are strongly recommended:

The Department of Education may provide guidelines in integration of motivational factors in the instructional strategies of teachers for they are relevant in learning development of the students.

The Cotabato City Schools Division may provide professional development programs for teachers on integrating motivational drivers in their learning strategies or enhance their capacity in providing opportunity for enhancing students' motivation in learning.

The school principals may provide guide and mentor teachers in the different motivational drivers' strategies that can be adopted by their students for these can boost learning outcome.

The school teachers may intensify their integration of both the intrinsic and extrinsic motivational drivers in their learning activities designed to catch attention and interest of learners since these can enhance learning outcome in learning English language effectively.

The parents of the students may get involve and provide encouragement to their students in their studies for this can provide intrinsic motivations in learning English which is a difficult subject for many students.

The students may deepen personal commitment to study harder and develop their English literacy since this is a basic skill that can help them in their future career and in studying in higher level of education.

## REFERENCES

Alfi, I. (2015). Improving the Students' Speaking Skills Through Communicative Games for the Grade VIII Students of MTS N Ngemplak. Yogyakarta State University

Alizadeh,M. (2017). The Impact of Motivation on English Language Learning. alizadehmitra4@gmail.com

Berowa, A. M. (2016). The nose-bleed Syndrome: A study on the attitude of the college students towards English language learning and their linguistic self-confidence in a multi-cultural context. JPAIR Multidisciplinary Research, 24, 92-110.

Cherry, K. (2019). Self Determination Theory and Motivation. Retrieved from https://verywellmind.com

Cook, J. (2019). English Language Linguistics. Retrieved from https://www.linkedin.com

Coskun, A. (2013) .An Investigation of the Effectiveness of the Modular General English Language Teaching Preparatory Program at a Turkish University South African Journal Of Education; 2013; 33(3) 1 Art. #742, 18 pages, http://www.sajournalofeducation.co.za

Elaldi, S. (2016).Foreign language anxiety of students studying English language and literature: A sample from Turkey. Educational Research and Reviews, 11 (6), 219-228. DOI: 10.5897/ERR2015.2507.

Gray, D. (2014). Doing research in the real World. Retrieved from http://libguides.library.cityu.edu.hk

Kadtong, M. (2016). Correlates of English Proficiency among Christian and Muslim Education Students of MSU Maguindanao. Presented in 3rd International Conference in Education, Psychology, and Social Science (ICEPSS) International Research Enthusiast Society Inc.

Kasan, J.  (2018). Assessment of Every Child a Reader Program (ECARP) in Midsayap West District,  Cotabato City State Polytechnic College Sinsuat Avenue, Cotabato City.

Kassymova, G. (2018). Competence and its implications. Challenges of Science: International Practical Internet Conference "Challenges of Science". Retrieved from https://doi.org/10.31643/2018.063

Kellogg, R. T. (2018). 23 Professional writing expertise. The Cambridge Handbook of Expertise and Expert Performance, 413. Retrieved from https://doi.org/10.1017/9781316480748.023

Li, F. (2020)." The COVID-19 Pandemic has Changed Education Forever: This is how. Retrieved from https://www.weforum.org/agenda /2020/04/coronavirus-education-global-covid19-online-digital-learning/

Llego, M. (2019). The Implementation of English Literacy program in K to

12. Retrieved from https://www.teacherph.com

Louie, B. and Sierschynski, J. (2015). Enhancing English Learners'
        Language Development Using Wordless Picture Books. John Willey
        and Sons Ltd.

Paleker, P. (2016). The Promotion of Reading among High School
        Learners Through Text Selection, Evaluation and Innovative
        Methodologies. University of the Western Cape.

Panoso, L. (2020). Influences on the Writing Skills of Students Journalist
        in Public High Schools in. CCSPC, Cotabato City

Protacio. K.  (2017). The Technical Writing Skills in English of Students
        in High School. Reading Research Quarterly, 50(2), 219-232.

Ryan, P. (2017). English Literacy development and Competency Building
        of  Primary Students. Journal of Teacher Education, 59(4), 313-
        321.

Serina, J. H. P. (2020) "21st-century Teachers on K12 Basic Education
        Program." Retrieved from
        https://www.depedmalaybalay.net/info/21st-century-teachers-
        on-k-12-basic-education-program.html.

State Library of Western Australia. (2015). Better Beginnings. Retrieved
        from http://www.better beginnings.com.au/research/ research
        about literacy-and-reading

Takaloo, P. (2017). Motivation of learners in Communication. Retrieved
        from  https://www.researchagete.net

Tupas, F. &Laguda, M. (2020). Blended Learning – An Approach in
        Philippine Basic Education Curriculum in New Normal: A Review
        of Current Literature. Universal Journal of Educational Research
        8(11): 5505-5512, 2020 http://www.hrpub.org