Original Research Article

Students’ Attitudes and Academic Achievement in Mathematics in the Modern World (MMW): A Correlational Analysis

.

ABSTRACT

|  |
| --- |
| **Aims:** This study aims to examine the relationship between students’ attitudes toward mathematics and their academic achievement in Mathematics in the Modern World (MMW) at the University of Eastern Philippines. It seeks to determine whether a positive attitude significantly influences students' performance in MMW.  **Study Design:** A descriptive-correlational research design was employed, with the descriptive method used to characterize students’ attitudes toward mathematics and their achievement, while the correlational approach assessed the relationship between these two variables.  **Place and Duration of Study:** The study was conducted at the University of Eastern Philippines, during the second semester of the 2024–2025 academic year.  **Methodology:** The study utilized proportional sampling, involving 310 students enrolled in MMW. A structured questionnaire was used for data collection, consisting of two sections: a checklist on students’ attitudes toward mathematics, adapted from Bangalan and Hipona, and a 40-item achievement test, covering the four mandated topics in MMW, adapted from Garcia. Statistical analyses, including the Pearson correlation, were conducted to determine the significance of the relationship between attitudes and achievement.  **Results:** Findings revealed that students generally hold a positive attitude toward mathematics, with an overall mean attitude score of *3.524 (SD = 0.4808),* interpreted as positive. The students' achievement in MMW was categorized as satisfactory, with a mean score of 19.00 *(SD = 7.638)*. A significant positive correlation *(r = .386, p < .01)* was found between students’ attitudes and their academic achievement, indicating that students with more favorable perceptions of mathematics tend to achieve higher scores in MMW.  **Conclusion:** The study underscores the importance of fostering positive attitudes toward mathematics to enhance academic achievement. It recommends interactive teaching methodologies, confidence-building initiatives, curriculum integration of practical applications, and individualized learning support to improve student engagement and mathematical proficiency. These findings reinforce the need for strategic educational interventions to optimize learning outcomes in mathematics. |

***Keywords:*** *Mathematics education, students’ attitudes, academic achievement, mathematical proficiency, teaching methodologies.*

1. INTRODUCTION

Mathematics has been an integral part of human civilization since ancient times. Early societies, such as the Egyptians and Babylonians, utilized mathematics for practical purposes like constructing pyramids, managing agricultural products, and conducting trade (Smith, 2018). The Greeks further advanced mathematical knowledge, with figures like Pythagoras and Euclid laying the groundwork for modern mathematical theories (Johnson, 2020). This historical context underscores its essential role in various aspects of life, demonstrating its essential role in various aspects of life and its enduring significance across different cultures and eras.

The practical applications of mathematics in numerous fields have led to its inclusion in educational curricula from an early age. Mathematics is not just an abstract discipline; it has profound implications in areas such as engineering, technology, finance, and medicine (Brown & Lee, 2019). For instance, engineers rely on mathematical principles to design infrastructure (Garcia, 2021), financial analysts use statistical models to predict market trends (Rodriguez, 2022), and medical professionals apply mathematical concepts to analyze data and improve patient care (Harris, 2020). Recognizing these applications, educational systems worldwide have integrated mathematics into the curriculum to equip students with essential problem-solving and critical-thinking skills that are valuable in both personal and professional contexts (Miller et al.., 2023).

One notable example of the inclusion of mathematics in the curriculum is the course Mathematics in the Modern World (MMW). The course aims to provide students with a comprehensive understanding of mathematical concepts and their applications in everyday life (Bangalan & Hipona, 2020). The curriculum covers a wide range of topics, including the nature of mathematics, its practical, intellectual, and aesthetic dimensions, and the use of mathematical tools in daily activities (Campos & Edig, 2022). The course provides an opportunity for students to explore the patterns around them, the nature of mathematics, mathematics as a language, and mathematical problem-solving (Roman & Villanueva, 2019). Along with statistics, the course allows students to explore the many applications of mathematics as emphasized in the optional topics such as geometric designs, codes, linear programming, mathematics of finance, apportionment and voting, logic, mathematics of graphs, and mathematical systems (Carbonel et al.., 2022).

The all-in-one nature of MMW poses a challenge to the attainment of its outcomes. Since the subject includes several branches of mathematics, there is limited time for a thorough discussion of topics and the practice of skills (Rodrigo & Prudente, 2024). Bangalan and Hipona (2020) found that there are too many topics and terminologies, and there is a lack of practice in problem-solving in the course. With this, Campos and Edig (2022) discussed that teachers tend to rush lessons just to finish the syllabus within the given timeframe, which compromises students’ creativity and understanding and impedes their learning in mathematics. Students also struggle to apply concepts to problem-solving as they fail to develop a deep understanding of these concepts and simply rely on rote memorization of formulas, as the delivery of content is rushed to fulfill the course syllabus (Villa & Sebastian, 2021).

As the only mathematics course among the General Education Courses prescribed by the Commission on Higher Education, the attainment of the learning outcomes in MMW has been the focus of many studies (Garcia, 2022). Carbonel et al.. (2022) analyzed students’ achievement in the course and examined their association with variables such as interest and attitudes. Their findings revealed that students demonstrated a moderate level of achievement based on their course grades. Similarly, Roman and Villanueva (2019) explored related variables and their connection to the attainment of course learning outcomes. Their study also reported satisfactory results, as evidenced by students’ course grades. Results in both studies imply that there is still considerable room for improving the extent to which the learning outcomes are achieved. While course grades are widely considered a measure of learning outcomes, achievement tests provide a uniform and direct measure across different contexts (Musa et al.., 2022). Achievement tests also provide immediate feedback to both teachers and students, helping them identify areas for improvement (Núñez et al.., 2024). Since MMW allows teachers to choose elective topics after Data Management, measuring outcomes through course grades may be inconsistent as one class may have different elective topics from another. Thus, in the context of this course, outcomes are better measured in terms of student achievement (Hwang & Son, 2021).

As the teaching-learning process involves reciprocal interactions, several factors associated with students’ mathematics achievement must be considered (Chen et al.., 2018). Some of these are individual factors, which examine how students engage with instruction and receive knowledge and skills, and instructional factors, which pertain to how teachers deliver instruction—whether they simply provide knowledge or facilitate learning (Brezavšček et al.., 2020). These factors, along with achievement, provide valuable information that enables educators to improve instructional quality, minimize difficulty, and enhance the attainment of learning outcomes in the course (Al-Mutawah & Fateel, 2018).

**Objectives**

This study aimed to determine the students’ attitudes toward mathematics and its relationship with their achievement in Mathematics in the Modern World (MMW).

Specifically, it aimed to:

1. Identify the students’ attitudes toward mathematics
2. Determine the students’ level of achievement in MMW
3. Determine whether there is a significant relationship between the students’ attitudes towards mathematics and their achievement in MMW.

2. methods

**Research Design**

This study used the descriptive-correlational method of research. A descriptive method was used as it described the students’ attitudes towards mathematics and their achievement in MMW. In addition, a correlational method was used, since the researcher attempted to identify if there is a significant relationship between the students’ attitudes towards mathematics and their achievement in MMW.

**Population and Sampling**

This study used proportional sampling, involving 310 students enrolled in the course Mathematics in the Modern World during the second semester of the 2024–2025 academic year at the University of Eastern Philippines. The sample comprised 234 students from the main campus, 55 from Pedro Rebadulla Memorial Campus, and 21 from the Laoang Campus, proportionally selected based on the distribution of the total population of MMW students across these campuses during the said term.

**The Respondents**

The respondents of this study were 310 students who were officially enrolled in the University of Eastern Philippines and were taking up the course MMW during the second semester of the academic year 2024-2025.

**Research Instrument**

To gather the necessary data, a questionnaire was used in this study. The instrument was composed of two parts. The first part is composed of a checklist to assess the students’ attitudes towards mathematics, adapted from the study of Bangalan and Hipona(2020). To measure achievement in MMW, the second part of the instrument was an achievement test composed of 40 items covering the four mandated topics in MMW, which was adapted from the study of Garcia (2022).

3. results and discussion

**Students’ Attitudes**

Table 1 presents the students’ attitudes towards mathematics, consisting of a range of perspectives towards mathematics, providing indicators of the extent of students’ agreement and confidence in the subject. Among the statements, statement 1, “Math is a worthwhile, necessary subject” (M = 4.20, SD = .828), ranked the highest, interpreted as highly positive. This suggests that students acknowledge the fundamental importance of mathematics in their education. Additionally, statement 10, “I’ll need a good understanding of math for my future work” (M = 4.05, SD = .855), statement 16, “I study math because I know how useful it is” (M = 4.05, SD = .903), statement 20, “School math is relevant to life in today’s world” (M = 4.04, SD = .939), and statement 6, “I will use mathematics in many ways as an adult” (M = 3.96, SD = .911), all received high mean scores, interpreted as positive. These findings reveal that students recognize mathematics as a practical skill essential for their future careers and daily life applications.

Conversely, statements with the lowest mean scores—statements 14, “Math is not important in my life” (M = 1.93, SD = 1.128), 3, “Taking math is a waste of time” (M = 1.96, SD = 1.095), and 12, “Doing well in math is not important for my future” (M = 2.09, SD = 1.137)—were the least agreed upon, and were all interpreted as positive. The low agreement with these statements reinforces the perception that mathematics is valued by students despite possible challenges in comprehension or engagement, especially when statement 19, “I find math difficult” (M = 3.63, SD = .999), was the only statement interpreted as negative. This perceived difficulty by the students indicates a barrier to their engagement with the subject.

The overall mean attitude towards mathematics is 3.524 (SD = .4808) and is interpreted as positive. This suggests that students hold a favorable perception of mathematics as something essential for their education and their future careers, despite finding it difficult.

The findings of this study agree with those of Bangalan and Hipona (2020) and Cabugwason et al. (2024). The study found that students recognize the importance of mathematics in their education and their lives, statements interpreted as negative. Adoro et al. found that the influence of attitude, prior knowledge, and critical thinking on solving algebraic The overall results of this study in terms of attitudes also affirm that of the said study, as both resulted in a positive attitude from the students.

**Table 1****. Students' Attitudes Towards Mathematics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Statements** | **M** | **SD** | **Interpretation** |
| 1. Math is a worthwhile, necessary subject. | 4.20 | .828 | Highly Positive |
| 1. I’m not the type to do well in math. \* | 3.20 | 1.001 | Neutral\*\* |
| 1. Taking math is a waste of time. \* | 1.96 | 1.095 | Positive\*\* |
| 1. Math has been my worst subject. \* | 2.74 | 1.221 | Neutral\*\* |
| 1. I think I could handle more difficult math. | 3.05 | .944 | Neutral |
| 1. I will use mathematics in many ways as an adult. | 3.96 | .911 | Positive |
| 1. I see mathematics as something I won’t use very often when I get out of school. \* | 2.71 | 1.176 | Neutral\*\* |
| 1. Most subjects I can handle well, but I just can’t do a good job with math. \* | 3.24 | 1.033 | Neutral\*\* |
| 1. I can get good grades in math. | 3.44 | .797 | Positive |
| 1. I’ll need a good understanding of math for my future work. | 4.05 | .855 | Positive |
| 1. I know I can do well in math | 3.70 | .894 | Positive |
| 1. Doing well in math is not important for my future. \* | 2.09 | 1.137 | Positive\*\* |
| 1. I am sure I could do advanced work in math. | 3.26 | .882 | Neutral |
| 1. Math is not important in my life. \* | 1.93 | 1.128 | Positive\*\* |
| 1. I’m not good at math. \* | 3.05 | .989 | Neutral\*\* |
| 1. I study math because I know how useful it is. | 4.05 | .903 | Positive |
| 1. I can usually manage the math we do at school. | 3.60 | .867 | Positive |
| 1. I like learning math. | 3.66 | .978 | Positive |
| 1. I find math difficult. \* | 3.63 | .999 | Negative\*\* |
| 1. School math is relevant to life in today’s world. | 4.04 | .939 | Positive |
| **Grand Mean** | **3.524\*\*\*** | **.4808** | **Positive** |

\*. *Negative Statements*

*\*\*. Interpretations were based on reversed scoring*

*\*\*\*. The grand mean was obtained after the reversed scoring of the negative statements.*

**Students’ Achievement in Mathematics in the Modern World**

Table 2 shows the students’ achievement in MMW as reflected in the results of the achievement test. 111 students (35%) scored within 8-15, which indicates a Fair level of achievement, while 95 students (30.6%) were within the scores of 16-23 interpreted as satisfactory, and 78 students (25.2%) a very satisfactory level. Meanwhile, less than 10% achieved an outstanding (f = 17, 5.5%) and poor (f = 9, 2.9%) levels of achievement. These findings indicate that most students performed at Fair to Satisfactory levels, with a notable portion reaching Very Satisfactory. Few achieved Outstanding or Poor levels, showing that extreme scores were less common.

The mean score was 19.00 (SD = 7.638), which falls within the satisfactory category. These findings align with Rodrigo and Prudente’s (2024) study whose findings reveal an average level of achievement of the students in the subject. The high variability in students’ scores (SD = 7.638) indicates that students have differing levels of understanding of the course concepts.

These findings align with the study by Rodrigo and Prudente (2024), which similarly reported an average level of student achievement in MMW. Likewise, research by Villa and Sebastian (2021) and Lupas et al. (2024) supports the conclusion that students generally exhibit moderate achievement in the subject. Furthermore, the relatively low percentages of both high and low achievers reinforce the consistency of these results. The overall findings of this study corroborate the conclusions of Dagdag et al. (2021) and Garcia (2022), both of whom identified a Satisfactory level of student achievement in MMW.

**Table 2. Students’ Achievement in MMW**

|  |  |  |  |
| --- | --- | --- | --- |
| **Scale** | **f** | **%** | **Interpretation** |
| 32 – 40 | 17 | 5.5 | Outstanding |
| 24 – 31 | 78 | 25.2 | Very Satisfactory |
| 16 – 23 | 95 | 30.6 | Satisfactory |
| 8 – 15 | 111 | 35.8 | Fair |
| 0 – 7 | 9 | 2.9 | Poor |
| **Total** | **310** | **100** |  |
| **Mean** | **19.00** | | **Satisfactory** |
| **SD** | **7.638** | |  |

**Relationship between Students’ Attitudes toward Mathematics and their Achievement in MMW**

In Table 3, the results of the analysis examining the relationship between individual factors, specifically students’ attitudes toward mathematics, and their achievement in Mathematics in the Modern World (MMW) are presented. The findings reveal a significant positive correlation between students’ attitudes toward mathematics and their performance in MMW *(r = .386, p < .01)*. This suggests that students who cultivate a positive attitude toward mathematics tend to achieve higher academic outcomes in the subject.

These results are consistent with prior studies conducted by Chen et al. (2018), Brezavšček et al. (2020), Hwang and Son (2021), Peteros et al. (2019), Al-Mutawah and Fateel (2018), Musa et al. (2022), and Núñez et al. (2024), all of which identified a positive correlation between students’ attitudes and their academic achievement in mathematics. Furthermore, Balanquit and Nobis (2025) examined the role of conceptual knowledge and error analysis among pre-service teachers as key factors influencing mathematics achievement, further reinforcing the significance of cognitive and attitudinal dimensions in mathematical learning.

**Table 3. Test of Relationship between Individual Factors in terms of**

**Students’ Attitudes and Students’ Achievement in MMW**

|  |  |
| --- | --- |
| **Students' Attitudes toward Mathematics** | **Students’ Achievement in MMW** |
| *Pearson-r* | **.386\*** |
| *Sig. (2-tailed)* | **.000** |
| *Interpretation* | **Significant** |

*\*. Correlation is significant at .01 level (2-tailed)*

4. Conclusion

The findings of this study indicate that students generally hold positive attitudes toward mathematics, recognizing its relevance and necessity in their academic and future careers. The majority of students strongly agree that mathematics is essential, highlighting its practical application in various fields. Despite this positive outlook, some students perceive mathematics as difficult, which could present challenges to engagement and performance.

Regarding student achievement in Mathematics in the Modern World (MMW), the results show that most students perform at satisfactory levels, with fewer students scoring in the outstanding and poor categories. The variability in scores suggests differing levels of understanding among students.

Notably, the study found a significant positive correlation between students’ attitudes toward mathematics and their achievement in MMW. This supports the notion that fostering positive attitudes toward mathematics can contribute to improved academic achievement. These findings align with previous studies, reinforcing the importance of students' perceptions in their academic success.

**Recommendations**

Based on the findings of this study, the following recommendations are put forth:

1. Enhancing Engagement Strategies. Since some students find mathematics difficult, educators should implement engaging and interactive teaching methods, such as gamification, real-world applications, and technology integration.
2. Building Confidence in Mathematics. Programs that boost confidence, such as peer tutoring, mentorship, and supplemental learning materials, should be encouraged to help students develop a stronger grasp of mathematical concepts.
3. Curriculum Development. Schools should consider integrating practical applications of mathematics into lessons to emphasize its relevance to daily life and future careers.
4. Individualized Support. Given the variability in students' achievement levels, personalized interventions should be provided for students struggling with mathematics, including remedial classes and tailored learning resources.
5. Further Research. Future studies could investigate the impact of specific teaching methodologies on student attitudes and achievement to refine strategies for improving math education.

**Disclaimer (Artificial intelligence)**

The author hereby declares that AI-assisted tools such as Grammarly and Quillbot have been used during the writing or editing of this manuscript.

**Details of the AI usage are given below:**

1. Grammar and Typographical Corrections. Grammarly was used to identify and correct grammatical errors and typographical inconsistencies, ensuring linguistic accuracy and clarity.
2. Citation Formatting. Quillbot’s citation generator was employed to standardize references by appropriate academic formatting guidelines.
3. Language Refinement. Grammarly and Quillbot were utilized to enhance readability, maintain coherence, and improve fluency in the manuscript.

References

Adoro, J. B., Dulay, E., Talenjale, M., Balanquit, C., & Nobis, M. (2024). Investigating the influence of attitude, prior knowledge, and critical thinking on solving algebraic equations. Formosa Journal of Multidisciplinary Research, 3(6), 1993 2004. <https://doi.org/10.55927/fjmr.v3i6.9340>

Al-Mutawah, M. A., & Fateel, M. (2018). Students’ achievement in math and science: How grit and attitudes influence? International Education Studies, 11(2), 97. https://doi.org/10.5539/ies.v11n2p97

Balanquit, C. I., & Nobis Jr, M. L. (2025). Assessment of conceptual knowledge and error analysis in mathematics among pre-service teachers. International Journal of Advanced Research in Education and Society, 7(1), 217–229. <https://doi.org/10.55057/ijares.2025.7.1.20>

Bangalan, R. & Hipona, J. (2020). MMW as a science of patterns with an integration of outcome-based teaching-learning approaches. Retrieved from: https://www.researchgate.net/publication/364813755\_MATHEMATICS\_IN\_THE\_MODERN\_WORLD\_AS\_A\_SCIENCE\_OF\_PATTERNS\_WITH\_AN\_INTEGRATION\_OF\_OUTCOME\_BASED\_TEACHING\_LEARNING\_APPROACHES

Beltran, J. R. and Bartican, L. D. (2025). Student challenges in learning mathematics in the modern world: A paradigm shift towards andragogical and outcome-based teaching-learning approaches. Psychology and Education: A Multidisciplinary Journal, 31(6), 605-612. DOI: 10.5281/zenodo.14798143

Brezavšček, A., Jerebic, J., Rus, G., & Žnidaršič, A. (2020). Factors influencing mathematics achievement of university students of Social Sciences. Mathematics, 8(12), 2134. <https://doi.org/10.3390/math8122134>

Cabugwason, M. R., Laoreno, B. G., Galoy, R. M. P., Valila, A. J., & Nobis, M. L. (2024). Math apps in math education: Experiences and challenges of pre-services teachers. IGNATIAN: International Journal for Multidisciplinary Research, 2(5), 1909 1922. https://doi.org/10.5281/zenodo.11235604

Campos, E. M. & Edig, M. M. N. (2022). Looking through the New World of Mathematics: Experiences of College Students in Mathematics in the Modern World Course. International Journal of Research Publications, 95(1), pp. 100-101. https://doi.org/10.47119/ijrp100951220222887

Carbonel, L. G., Bayonga, A., Carino, M., Daguasi, I., Guzman, L. & Viloria, P. (2022). PAQIA: the relationship between freshman college students' academic achievement and the performance analysis quadrants, interest, and attitudes in mathematics 11. International Journal of English Literature and Social Sciences, 7(6), pp. 312-318.

CHED Memorandum Order no. 20, series of 2013. General education curriculum: holistic understandings, intellectual and civic competencies. Retrieved from https://ched.gov.ph/2013-ched-memorandum-orders/

Chen, L., Bae, S. R., Battista, C., Qin, S., Chen, T., Evans, T. M., & Menon, V. (2018). Positive attitude toward math supports early academic success: Behavioral evidence and neurocognitive mechanisms. Psychological Science, 29(3), 390–402. https://doi.org/10.1177/0956797617735528

Dagdag, J. D. et al.. (2021). Predictive ability of problem-solving efficacy sources on mathematics achievement. International Journal of Evaluation and Research in Education (IJERE), 10(4), 1185-1191. DOI: 10.11591/ijere.v10i4.21416

Education GPS - Philippines - Student performance (PISA 2022). OECD. https://gpseducation.oecd.org/CountryProfile?primaryCountry=PHL&treshold=5&topic=PI

Galangco, J. (2023). Path model of mathematics achievement in Senior High school. REDIMAT, 12(3), 246–264. https://doi.org/10.17583/redimat.12759

Garcia, M. T. T. (2022). Strategic intervention material to improve the performance of college freshmen students. Journal of Learning and Educational Policy, 2(3), 8-17. https://doi.org/10.55529/jlep.23.8.17

Hwang, S., & Son, T. (2021). Students’ attitude toward mathematics and its relationship with mathematics achievement. Journal of Education and E-learning Research, 8(3), 272–280. <https://doi.org/10.20448/journal.509.2021.83.272.280>

Lupas, L., Olchondra, J. A., Irinco, J. P., & Nobis, M., Jr. (2024). Cracking the math code: Challenges and strategies for success among future math educators. International Journal of Open-Access, Interdisciplinary & New Educational Discoveries of ETCOR Educational Research Center (IJOINED ETCOR, 3(3), 158–168. https://etcor.org/storage/iJOINED/Vol.%20I II(3),%20158-168.pdf

Mathematics in the Modern World Learning Plan. Mathematics in the modern world [Syllabus], p. 3-4. Commission on Higher Education.

Musa, S., Mamudo, W. S., Mohammed, B. B., & Audu, J. H. (2022). Correlation between students’ attitudes and mathematics learning achievements of high school students in Yobe, Nigeria. Indonesian Journal of Science and Mathematics Education, 5(2), 147–155. https://doi.org/10.24042/ijsme.v5i2.11273

Núñez, R. P., Procópio, M. V. R., Cézar, R. F., & Pinto, N. S. (2024). Affective domain and mathematics achievement of Colombian students under multiple correspondence analysis. Frontiers in Education, 8. https://doi.org/10.3389/feduc.2023.1261829

Peteros, E. D., Columna, D., Etcuban, J. O., Almerino, P. M., & Almerino, J. G. F. (2019). Attitude and academic achievement of high school students in mathematics under the Conditional Cash Transfer Program. International Electronic Journal of Mathematics Education, 14(3). https://doi.org/10.29333/iejme/5770

Program for International Student Assessment (PISA) - overview. (n.d.). https://nces.ed.gov/surveys/pisa/overview.asp

Rodrigo, D. B. and Prudente, P. R. (2024). Academic achievement of college students in mathematics in the modern world in the changing normal. International Journal of Social Science, Management and Economics Research, 2(2), 1-14. https://doi.org/10.61421/IJSSMER.2024.2201

Roman, A. & Villanueva, R. (2019). Competency acquisition, difficulty and performance of first-year college students in mathematics in the modern world (MITM). International Journal of Scientific & Technology Research, 8(12), p. 2733.

Saritas, T. & Akdemir, O. (n.d.). Identifying factors affecting the mathematics achievement of students for better instructional design. Retrieved from https://www.itdl.org/Journal/Dec\_09/article03.htm

The similarities and differences of classroom Tests and Standardized Achievement tests. (2022, May 14). The Classroom | Empowering Students in Their College Journey. https://www.theclassroom.com/similarities-difference-classroom-test-standardized-achievement-test-15626.html

Villa, E. A. and Sebastian, M. A. (2021). Achievement motivation, locus of control and study habits as predictors of mathematics achievement of new college students. International Electronic Journal of Mathematics Education, 16(3), em0661. https://doi.org/10.29333/iejme/11297

Yusof, N. M., Karim, Z. A., Rashid, R. A., & Mohamed, Z. (2019). Factors affecting students’ achievement in mathematics. Jurnal Intelek, 14(2), 198–207. <https://doi.org/10.24191/ji.v14i2.235>