

# Technical and Pedagogical Competencies of Science Teachers and Performance of Grade V Pupils in Blended Learning

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*Abstract* — This study is to determine the level of technical and pedagogical competencies of teachers and performance of grade V pupils and its relationship. Moreover, this study utilized a descriptive-correlational research design utilizing the complete enumeration in determining the respondents of the study. There were 17 science teachers and 425 grade V pupils enrolled in the current school year involved in this study. The researcher used the survey adopted by Premacio (2021) in his study on Competence of Science Teachers, Learning Interest and Academic Performance of Grades Four-Six Pupils and a survey used by Rahman (2014) on Professional Competence, Pedagogical Competence and the Performance of Junior High School of Science Teachers and the 3rd quarter grade of the grade V pupils in science. It was revealed on the study that there is a significant relationship between the technical and pedagogical competencies of teachers and performance of grade V pupils in science. Thus, science teachers need to possess the appropriate knowledge, skills, attitudes and pedagogies to help improve the performance of the pupils.

*Keywords* — *Technical, Pedagogical, Competencies, Science Teachers, Performance, Grade V Pupils, Blended Learning*

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## I. Introduction

Education is the bed rock through which any nation like the Philippines, can build its citizens. It helps to offer adequate and appropriate knowledge to life in order to eliminate ignorance and inequality in the society. Kosgei et al. (2013) cited to education as a basic human right, which provides a key to enlightenment, wealth and power. Noting that for every individual to achieve this, the role of teachers towards it cannot be removed. Teachers as role models are expected to impart knowledge and skills to students in order to acquire the necessary information needed to function well within the society. Teachers' technical and pedagogical competence influences what they are doing and this successively influence their academic performance.

Teachers occupy an important position in the teaching and learning process. Consequently, Orji (2015) emphasized that teachers' management roles are important for a suitable learning climate which could help them to harness all resources for the fulfillment of educational goals and objectives. Adegbola (2019) further noted that the effective management of lessons in the classroom can help students develop positive attitude towards learning so as improved performance is attained. Thus, to achieve this, teachers technical and pedagogical competence have to be developed for them to be equipped with the necessary arm in teaching.

Development of technical and pedagogical competence is done by providing opportunities for teachers to improve their knowledge and skills, to develop teaching materials and use various methods of learning in the learning process, provides the opportunity for teachers to take the initiative and creativity in working to develop insight knowledge (Payu, 2011). Achievement motivation must be supported by the principal to provide the opportunity for teachers to conduct research and perform a variety of activities aimed at improving teacher activity (Ridwan, 2008) to improve pupil's performance. The study explains that the pedagogical gives effect on performance, so to improve the performance, teacher needs to improve his or her technical and pedagogical competency (Marthen Wonseke, 2011; Eko Pujiastuti, Tri Joko Raharjo, A. Tri Widodo, 2012). Thus, it can be said that to improve the performance of pupils, there is a need to improve technical and pedagogical competence of teachers.

With the implementation of modular distance learning modality in all schools in the Philippines, the technical and pedagogical competencies of teachers in teaching the subject are challenge. Teachers have to shift their teaching into modular approach where only the modules speak or teach the lessons. The learning competencies of the pupils are modified and only those most essential competencies are taught using the modules. However, there are schools in the country where teachers are using the blended learning modality. Thus, improving their technical and pedagogical competence is suggested.

In line with this, the technical and pedagogical competencies of Science teachers in Albuera South District are challenged with the result of the 2nd quarter in modular learning. It was revealed that most of the pupils were not able to achieve the required mastery level of the concepts in Science. Thus, the researcher is tasked to conduct this study, to determine the relationship between the technical and pedagogical competence of Science teachers and performance of Grade V pupils in modular learning. A proposed intervention plan was formulated based on the findings of the study.

This study determines the relationship between technical and pedagogical competencies of Science teachers and performance of Grade V pupils in blended learning in all schools in Albuera South District, Leyte Division. The findings of the study were bases for the proposed training plan.

Further, it seeks to answer the following sub-problems:

1. What is the level of technical competence of Science teachers in terms of the following:

- 1.1 Knowledge in Science;
- 1.2 Skills in Teaching Science; and
- 1.3 Attitude in Teaching Science?
2. What is the level of pedagogical competence of Science teachers in terms of the following:
  - 2.1 Context knowledge;
  - 2.2 Knowledge of the Subject Matter;
  - 2.3 Teaching skills; and
  - 2.4 Classroom management skills?
3. What is the level of performance of the Grade V pupils in Science in Quarter 3?
4. Is there a significant relationship between the level of technical competence of Science teachers and performance of Grade V pupils on blended learning?
5. Is there a significant relationship between the level of pedagogical competence of Science teachers and performance of Grade V pupils on modular learning?
6. What training plan can be proposed based on the findings of this study?

## II. Methodology

**Design.** This study employed the descriptive-correlational research design to determine the relationship between the level of technical and pedagogical competence of Science teachers and performance of Grade V pupils on modular learning. Schools in Albuera South District, Leyte Division are the main locale of this study. The respondents of this study were the seventeen (17) teachers and 425 grade V pupils currently enrolled in the present school year. The research instrument used in this study has two (2) parts of which Part 1 of the instrument is a survey which determines the technical competence of science teachers in terms of knowledge, skills and attitude. This is a survey used by Premacio (2021) in his study on Competence of Science Teachers, Learning Interest and Academic Performance of Grades Four-Six Pupils while Part 2 of the instruments is a survey which assess the level of pedagogical competence of Science teachers in terms of content knowledge, subject knowledge, teaching skills and classroom management skills is taken from the study of Rahman (2014) on Professional Competence, Pedagogical Competence and the Performance of Junior High School of Science Teachers. To determine the performance of Grade V pupils, the researcher will gather the 4<sup>th</sup> quarter grade in science. This research is focused in determining the technical and pedagogical competencies of Science teachers and performance of Grade V pupils in blended learning and its relationship. A Proposed Training Plan based on the findings of the study is the output.

**Sampling.** The respondents of this study were the seventeen (17) Grade V Science teachers teaching in all schools in the district and 425 Grade V pupils enrolled in the current school year. Complete enumeration was employed in choosing the respondents of the study. The research was conducted personally by the researcher with consent from the teacher-respondents and parents of the grade V pupils and with the approval of the local IATF.

**Research Procedure.** The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies and permit from the Schools Division Superintendent of Leyte Division, District Supervisor of Albueria South District and school head of the said locale was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Orientation of the participants and administration of the survey using face-to-face modality was done during the conduct of the school meeting of teachers. Results of the 3<sup>rd</sup> quarter test in Science were gathered as part of the survey given to the teacher-respondents. After the accomplishments of the survey, results were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Training Plan followed.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of Leyte Division, District Supervisor and School Heads of Albueria South District. Orientation of the respondents was done and issues and concerns were addressed and consent to be included in the study were signed.

**Treatment of Data.** The Simple Percentage and Weighted Mean was employed to determine the level of technical and pedagogical competencies of Science teachers and performance of Grade V pupils on modular learning. **Pearson r** was used to determine the significant relationship between the dependent and independent variables of the study. This formula proved or disproved what was postulated in the hypothesis.

### III. Results and Discussion

**Table 1**  
**Technical Competence of Science Teachers in Terms of Knowledge in Science**

	Indicators	Weighted Mean	Description	Interpretation
1	Explains difficult terms or concepts in depth and in more than one way	4.34	Outstanding	Very High
2	Presents background of ideas and concepts in depth	4.43	Outstanding	Very High
3	Frequently presents best evidence and up-to-date developments in the field	3.90	Very Satisfactory	High
4	Answers student's questions in depth and admits error or insufficient knowledge with commitment to seek out information	3.89	Very Satisfactory	High
5	Provides to students the goals of assessment, along with criteria, instructions, and expectations. Also provides examples of expectations and type of feedback given	4.44	Outstanding	Very High

6	Provides beyond satisfactory number of assessments required by department	3.88	Very Satisfactory	High
7	Assessments are of exceptional quality, have in-depth information including comments, and lend themselves to meaningful student feedback	3.67	Very Satisfactory	High
8	Feedback to students is exceptional and allows for student's self-evaluation and reflection with steps for improvement	3.90	Very Satisfactory	High
9	Reflecting on professional practices and continuous efforts in increasing the quality of teaching Science.	4.45	Outstanding	Very High
10	Using prior conceptions and students' interests to promote new learning.	4.44	Outstanding	Very High
<b>AVERAGE</b>		<b>4.13</b>	<b>Very Satisfactory</b>	<b>High</b>

Table 1 presents the level of technical competence of science teachers in terms of knowledge in science. It was revealed on the table that the level of technical competence of science teachers in terms of knowledge in science has an average mean of 4.13 which is interpreted as high. This means that science teachers are technically equipped with the knowledge in teaching science. This implies that adapting the new normal teaching and learning modality requires teachers to be knowledgeable in manipulating technologies, curriculum content mastery, providing curriculum content to pupils in a proper order, organizing the content, mastery in employing training tools in practice, keeping accurate records and giving feedback to the learners.

**Table 2**  
**Technical Competence of Science Teachers in Terms of Skills in Teaching Science**

	<b>Indicators</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
1	Frequently selects examples relevant to students' experiences, "real world" applications, and/or teaching objectives	4.44	Very Satisfactory	High
2	Relates content with what's taught before and what will come after	4.47	Very Satisfactory	High
3	Presents views other than own when appropriate and provides explanation for possible differences of opinion along with evidence	4.60	Outstanding	Very High
4	Uses a large variety of teaching strategies to address diverse learning styles and opportunities	4.00	Very Satisfactory	High
5	Responds to changes in student attentiveness with comfortable transition of teaching strategies	4.44	Very Satisfactory	High
6	Consistently speaks audibly and clearly	4.28	Very Satisfactory	High
7	Establishes and maintains eye contact with students while communicating a sense of enthusiasm toward the content	4.67	Outstanding	Very High
8	Provides demonstrations as appropriate and has students demonstrate their understanding	4.30	Very Satisfactory	High
9	Routinely mentor students in life-long learning skills	4.45	Very Satisfactory	High
10	Guides students to be independent learners	4.44	Very Satisfactory	High
<b>AVERAGE</b>		<b>4.41</b>	<b>Very Satisfactory</b>	<b>High</b>

Table 2 presents the level of technical competence of science teachers in terms of skills in teaching science. It was revealed on the table that the level of technical competence of science teachers in terms of skills in teaching science has an average mean of 4.41 which is interpreted as high. This means that science teachers have very satisfactory performance in teaching science. This implies that teachers are equipped with the methods, skills, strategies and experiences in the delivery of science lessons to the pupils may it be modular or in limited face-to-face classes. They are eloquent in providing technical assistance to the pupils and experts in producing learning materials suited to the kind of learners that they have.

**Table 3**  
**Technical Competence of Science Teachers in Terms of Attitude in Teaching Science**

	<b>Indicators</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
1	Wanting to make their students excited in learning Science.	4.45	Very Satisfactory	High
2	Encourage the students to do more scientific activities.	4.48	Very Satisfactory	High
3	Read newspapers and magazines to enhance knowledge in Science.	3.90	Very Satisfactory	High
4	Love to watch Science programs on TV to utilized in their teaching.	4.40	Very Satisfactory	High
5	Provide varied and differentiated activities to pupils.	4.54	Very Satisfactory	High
6	Patient in accepting the responses of the pupils in the modules.	4.38	Very Satisfactory	High
7	Provide the pupils with activities appropriate to their needs.	4.37	Very Satisfactory	High
8	Create activities which will develop on the pupils the love for Science.	4.22	Very Satisfactory	High
9	Show positive attitude towards Science teaching.	4.25	Very Satisfactory	High
10	Willing to learn more knowledge on Science.	4.24	Very Satisfactory	High
<b>AVERAGE</b>		<b>4.32</b>	<b>Very Satisfactory</b>	<b>High</b>

Table 3 presents the level of technical competence of science teachers in terms of the attitude in teaching science. It was revealed on the table that the level of technical competence of science teachers in terms of attitude in teaching science has an average mean of 4.32 which is interpreted as high. This means that science teachers have very satisfactory performance in dealing with the pupils and his/her attitude in teaching science. This implies that teachers are have positive attitude in dealing with the pupils, accepting individual differences among learners, patient in disciplining the pupils and shows the love to teach the pupils.



**Table 4**  
**Pedagogical Competence of Science Teachers**

Indicators	Weighted Mean	Description	Interpretation
<b>CONTEXT KNOWLEDGE</b>			
Employ relevant instructional methods.	4.22	Very Satisfactory	High
Deliver the right subject-matter to pupils.	4.56	Outstanding	Very High
Show mastery of the lesson.	4.24	Very Satisfactory	High
Provide doable activities based on the content of the lesson.	4.32	Very Satisfactory	High
Choose the concept appropriate to the level of the pupils.	4.38	Very Satisfactory	High
<b>Average</b>	<b>4.34</b>	<b>Very Satisfactory</b>	<b>High</b>
<b>KNOWLEDGE OF THE SUBJECT MATTER</b>			
Keep track of pupils' academic performance.	4.34	Very Satisfactory	High
Follow basic prescribed content of the curriculum.	4.30	Very Satisfactory	High
Build rapport with pupils.	4.45	Very Satisfactory	High
Interact with learners equally.	4.54	Outstanding	Very High
Select appropriate learning materials congruent to the lesson objectives.	4.64	Outstanding	Very High
<b>Average</b>	<b>4.45</b>	<b>Very Satisfactory</b>	<b>High</b>
<b>TEACHING SKILLS</b>			
Able to plan science learning program according to the characteristics of learners.	4.60	Outstanding	Very High
Able to master the various theories of learning and develop in the process of learning science.	4.52	Outstanding	Very High
Able to develop appropriate science curriculum according to the needs and development of learners	4.52	Outstanding	Very High
Able to utilize technology as a medium of learning science	4.37	Very Satisfactory	High
Able to evaluate for learning and when students learn	4.50	Outstanding	Very High
<b>Average</b>	<b>4.50</b>	<b>Outstanding</b>	<b>Very High</b>
<b>CLASSROOM MANAGEMENT SKILLS</b>			
Prepare learning activities accomplished on a time allotted for the subject.	4.40	Very Satisfactory	High
Use different teaching methods and strategies on the activities provided in the modules.	4.32	Very Satisfactory	High



Create valuable learning experiences through the activities provided for the learners in the modules.	4.46	Very Satisfactory	High
Draw learners' attention through the activities in the modules.	4.48	Very Satisfactory	High
Analyze answers of pupils on the activities provided on the modules and prepare innovative projects to enhance learning.	4.48	Very Satisfactory	High
<b>Average</b>	<b>4.43</b>	<b>Very Satisfactory</b>	<b>High</b>
<b>Over-all Average</b>	<b>4.43</b>	<b>Very Satisfactory</b>	<b>High</b>

Table 4 presents the level of pedagogical competencies of science teachers in terms of context knowledge, knowledge of the subject matter, teaching skills and management skills. It was revealed on the table that the level of pedagogical competencies of science teachers in terms of context knowledge has an average mean of 4.34 which is interpreted as high. This means that science teachers have very satisfactory performance in selecting the context knowledge to be used in teaching science. This implies that the teachers used the Most Essential Learning Competencies (MELCs) with expertise and mastery.

Moreover, the table shows the level of pedagogical competencies of science teachers in terms of knowledge of the subject matter. It was revealed on the table that the level of level of pedagogical competencies of science teachers in terms of knowledge of the subject matter has an average mean of 4.45 which is interpreted as high. This means that science teachers have very satisfactory level of pedagogical competence in knowledge of subject matter. This implies that teachers possess mastery of the subject matter thus, he or she can delivery the lesson fluently and with mastery to the pupils in blended learning.

Further, the table shows the level of pedagogical competencies of science teachers in terms teaching skills. It was revealed on the table that the level of pedagogical competencies of science teachers in terms teaching skills has an average mean of 4.50 which is interpreted as very high. This means that science teachers have outstanding performance in teaching the subject which attain mastery of learning among the pupils. This implies that science teachers teach the concepts with appropriate application of teaching methods, strategies and skills for the kind of learners in the class.

More so, this table shows the level of pedagogical competencies of science teachers in terms of management skills. It was revealed on the table that the level of pedagogical competencies of science teachers in terms of management skills has an average mean of 4.43 which is interpreted as high. This means that science teachers have very satisfactory performance in managing the pupils to show proper attitude towards learning the concepts of the subject. This implies that science teachers provide pupils with activities, suitable learning materials and conducive learning environment to help the pupils achieve positive learning outcomes.

**Table 5**  
**Performance of Grade V Pupils in Science**

<b>TEACHER</b>	<b>AVE. GRADE IN SCIENCE</b>	<b>Interpretation</b>
1	81.34	Very Satisfactory
2	85.67	Very Satisfactory
3	80.91	Very Satisfactory
4	86.89	Very Satisfactory
5	83.49	Very Satisfactory
6	80.24	Very Satisfactory
7	81.25	Very Satisfactory
8	87.10	Very Satisfactory
9	83.79	Very Satisfactory
10	88.91	Very Satisfactory
11	83.20	Very Satisfactory
12	86.67	Very Satisfactory
13	89.51	Very Satisfactory
14	88.72	Very Satisfactory
15	83.79	Very Satisfactory
16	81.29	Very Satisfactory
17	83.29	Very Satisfactory
<b>AVERAGE</b>	<b>84.47</b>	<b>Very Satisfactory</b>

Table 5 presents the performance of grade V pupils in science for the 3<sup>rd</sup> quarter. It was revealed on the table that all of the grade V pupils in the district has an average grade in science for the 3<sup>rd</sup> quarter of 84.47 which is interpreted as very satisfactory. This means that pupils attained the mastery level of the subjects and they all pass. This implies that teachers are providing appropriate and regular delivery of the lesson with varied and differentiated learning materials suited for the needs of the pupils. They provide appropriate assistance and technical and pedagogical support to the pupils may it be on modular or limited face-to-face learning.

**Table 6**  
**Test Relationship**

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Knowledge in Teaching Science and Performance of Pupils	0.66	1.882	0.346	Reject Ho	Significant Relationship (STRONG)
Skills in Teaching Science and Performance of Pupils	0.55	0.762	0.346	Reject Ho	Significant Relationship (MODERATE)
Attitude in Teaching and Performance of Pupils	0.48	0.851	0.346	Reject Ho	Significant Relationship (MODERATE)
Pedagogical Competence and Performance	0.44	0.966	0.346	Reject Ho	Significant Relationship (MODERATE)

Table 6 presents the test of relationship between the level of technical competencies of teachers in terms of knowledge, skills and attitudes in teaching science, pedagogical competencies and performance of grade V pupils in science for the 3<sup>rd</sup> quarter. It was revealed on the table that the level of technical knowledge in teaching science and performance of pupils has a computed value or t of 1.882 which is greater than the table value of 0.346 at 0.05 level of significance so null hypothesis is rejected. This means that there is a significant relationship between the level of technical knowledge in teaching science and performance of grade V pupils in science. The r value of 0.66 shows a strong significant relationship between the two variables. This implies that the knowledge of teachers in teaching science has a great impact on the performance of the grade V pupils. This implies further that teachers show mastery in teaching the subject with the desire to make all pupils learn the lesson.

Moreover, the table also shows the test of relationship between the level of technical skills in teaching science and performance of grade V pupils. It was revealed on the table that the level of technical skills in teaching science and performance of pupils has a computed value or t of 0.762 which is greater than the table value of 0.346 at 0.05 level of significance so null hypothesis is rejected. This means that there is a significant relationship between the level of technical skills in teaching science and performance of grade V pupils in science. The r value of 0.55 shows a moderate significant relationship between the two variables. This implies that the technical skills of teachers in teaching science moderately affect the performance of the pupils. This implies further that there are science teachers who lack the technical skills in teaching thus, encouraging them to enhance and attend trainings.

Further, the table shows the test of relationship between the level of attitude in teaching science and performance of grade V pupils. It was revealed on the table that the level of attitude in teaching science and performance of pupils has a computed value or t of 0.851 which is greater

that the table value of 0.346 at 0.05 level of significance so null hypothesis is rejected. This means that there is a significant relationship between the level of attitude in teaching science and performance of grade V pupils in science. The  $r$  value of 0.48 shows a moderate significant relationship between the two variables. This implies that the attitude of teachers moderately affects the performance of the pupils. It is undeniable that there are teachers encountered challenges in teaching the subjects most especially that blended learning was implemented in the schools and these challenges affects the attitude of teachers in dealing with the pupils thus, encouraging them to focus in achieving the positive learning outcomes among pupils.

Finally, the table shows the test of relationship between the pedagogical competencies of teachers and performance of grade V pupils in science. It was revealed on the table that the level of pedagogical competencies of teachers and performance of grade V pupils in science has a computed value or  $t$  of 0.966 which is greater than the table value of 0.346 at 0.05 level of significance so null hypothesis is rejected. This means that there is a significant relationship between the level of pedagogical competencies of teachers and performance of grade V pupils in science. The  $r$  value of 0.44 shows a moderate significant relationship between the two variables. This implies that the context knowledge, mastery of the subject matter, teaching and management skills of teachers moderately affects the performance of the pupils.

#### **IV. Conclusion**

The data revealed that the technical knowledge, skills and attitude of teachers in teaching science affects the performance of the grade V pupils. More so, the pedagogical competencies of teachers influence the pupils to perform very satisfactory in the subject. Thus, science teachers need to possess the appropriate knowledge, skills, attitudes and pedagogies to help improve the performance of the pupils.

#### **V. Recommendations**

The researcher offered the following recommendations based on the result of the study:

1. The training plan formulated should be utilized;
2. School Heads should provide appropriate technical assistance to the teachers to improve their teaching-learning process;
3. School Heads should provide appropriate technical assistance to the teachers to improve their technical and pedagogical competencies in teaching science through the attendance in trainings, seminars and workshops;
4. Teachers should enhance their teaching competencies and employing appropriate technical and pedagogical competencies needed to develop the science concepts and attain mastery among learners;

5. Teachers should encourage parents to support their children by providing materials to be used during teaching-learning process;
6. School Heads should encourage teachers for further learning for the improvement of their teaching and for professional growth; and
7. Future researchers should replicate this study to include different locale, and include different variables aside from the mentioned in this study.

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The author is Mrs. Gretchen C. Roble. She was born on December 10, 1986 at Brgy. San Roque, Isabel, Leyte. She was married for almost 12 years with Mr. Wilmer B. Roble and has three children. She's presently residing at Purok 1 Brgy. San Roque, Isabel, Leyte. She finished her elementary education at Relocation Elementary School, Brgy. San Roque, Isabel, Leyte in the year 1999-2000 and continue her quest for education and able to finish her secondary education at Isabel National Comprehensive School, Isabel, Leyte in the year 2003-2004. She enrolled and finished her Bachelor in Elementary Education at VSU-Isabel Campus. in the year 2011-2012. She took up Master of Arts in Education major in Supervision and Administration with complete academic requirements at Western Leyte College of Ormoc City, Inc.

She was teaching for almost three years and a Teacher I at Antipolo Elementary School. Her station was Antipolo Elementary School for 3 years handling Grade II for 1 year and Grade VI for 1 year and now currently, she was teaching as Grade V Adviser. She also attended series of webinars/seminars and trainings to increase her professional growth as a teacher.