

# Effectiveness of Print and Non-Print Strategic Intervention Materials (SIM) in Improving the Performance of Grade 8 Students in Science

EDDMERCYL KRISTEE D. UCAT

Teacher I

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

eddmercylkristee.ucat@deped.gov.ph

*Abstract* — The purpose of the study is to evaluate the effectiveness of print and non-print strategic intervention materials (SIM) in improving the performance of grade 8 students in science. Employing the quasi-experimental research design, the researcher cascading the least learned skills of the students based on the 2nd quarter of the modules provided to the students, a 15-item multiple choice test per topic was formulated and given as the pre-test and post-test material. Moreover, print and non-print strategic intervention materials (SIM) were crafted and given as intervention after the conduct of the pre-test. Thirty-four (34) students were involved in the study. It was revealed on the table that the pre-test performance of the grade 8 students has a weighted mean of 20.94 which is interpreted as fair while the post-test performance has a weighted mean of 53.59 which is interpreted as excellent after given the print and non-print SIM. It was also revealed in the study that there is a significant difference in the pre-test and post-test performance of the grade 8 students in science. Thus, the print and non-print strategic intervention materials are proven to be effective in improving the performance of the grade 8 students in science. It is recommended that teachers should provide the students with print and non-print SIM as alternative learning materials to aid them in understanding the concepts in science to improve their performance.

*Keywords* — *Effectiveness, Print, Non-Print, Strategic Intervention Materials (SIM), Performance, Grade 8 Students, Science*

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## I. Introduction

In the onset of COVID-19 pandemic in our country, most of the government sector were affected and closure of schools and other establishments and lockdowns were declared. Students have to stay at home and wait for some instructions on how to continue their education. The spread of the virus has reached into alert levels; thus, the Department of Education crafted the Learning Continuity Plan (LCP) to make learning accessible even during lockdowns and alert levels. They instructed the schools to implement distance learning modality utilizing the modules to continue the quest for education among learners. Since, the learning modality is new to all students,

teachers, parents and other stakeholders, adjustments are visible and challenges in the implementation is real.

In two years of implementing the modular distance learning, Libas National High School found out during the 2nd quarter Monitoring, Evaluation and Assessment (MEA) that among the 67 Grade 8 students, 13 of them did not meet the expectations. Meaning these students failed in science subject or they got a grade of below 75%. This number of students is quite alarming thus, the researcher being their science teacher had analyzed the result of the modules and found out that students had difficulty in understanding the concept of the subject which results to non-compliant of the modules. With these, an intervention was formulated hoping that with the formulation of print and non-print Strategic Intervention Materials (SIM) will help in improving their performance.

With this concern, Science teachers look for an alternative measure to alter the teaching-learning process without compromising the quality of education. As stated in Section 2 Article IV of the Code of Ethics for Professional Teachers mandates that every teacher shall make the best preparations for the career of teaching and shall always be at his best and in the practice of his profession. So, SIMs will be adopted as instructional materials for teaching science to facilitate and improve performance (Dy, 2014).

Strategic Intervention Material (SIM) as instructional material meant to re-teach the concepts and least learned skills (Bunagan, 2014). It is a material given to students to aid in mastering the competency-based skills, which they are not able to develop in regular classroom instructions. SIM is a multifaceted approach to aid the students, especially those who are non-performing to become independent and successful learners (Dacumos, 2016). The SIM that the researcher formulated is of 2 different kinds, the print which are to be distributed to the respondents without gadget and no access for TV-based materials and non-print for students with gadgets and TV.

Most of the SIMs used in teaching is in slide presentation software such as PowerPoint. Potential benefits of using presentation graphics include engaging multiple learning style, increasing visual impact, improving audience focus, providing annotations and highlights, analyzing and synthesizing complexities, enriching curriculum with interdisciplinarity, increasing spontaneity and interactivity, and increasing wonder (Commonwealth of Learning, 2018). However, Ebere (2016) revealed that integrating technology in teaching can be hindered by many factors like (1) there should be constant source or alternative power supply in order to have a steady use of electricity. Irregular power supply caused damages of Information and Communication Technology (ICT) equipment; (2) ICT tools like phones, laptops, ipads, tablets and even internet network services are expensive and not easily affordable; (3) knowledge in the use of computer and other ICT facilities is a skill not learned by some teachers; (4) poor or no connection of certain places is still a reality in the region which hinder the effective use of ICTs in teaching.

Since not all the time there is a constant supply of power in the areas of the students, teacher should always be ready every time there is of power outage. The use of SIM with technology integration should be backed up with print SIM to avoid interruption in teaching. Meanwhile in remote areas where power supply is not available, print SIMs are the best intervention materials to be used in remediation. If internet connection is not available also, textbooks, encyclopedia, dictionary and other printed materials can be used as additional references. For teachers not much equipped in the use of technology, creativity and resourcefulness are the best alternative. Aside from that, it is better if the SIM is made up of recycled materials (Strategic Intervention Materials (S.I.M.) For A Change, 2017).

Today, in the Philippine education system, intervention materials are highly regarded as tool for remediating poor achievements of the learners and as alternative learning materials to be used by the students to improve their least learned skills. Thus, Strategic Intervention Materials (SIMs) used as one of the interventions in addressing learning gaps in Department of Education (DepED). Teachers prepared SIMs which are worksheets targeting the least mastered competencies, (DO 39, s. 2012). In fact, there are schools in the Division of Leyte conducting training workshop for the formulation and construction of SIM where Libas National High School has been one of the proponents of the said activity way back before the pandemic.

Togonon (2011) clarified Strategic Intervention Material (SIM) as a type of instructional material that deepens students' skills in manipulation, thinking, understanding and observing. It is a user-friendly instructional material that can be used inside the four corners of the classroom or it can be given as a take home activity for students.

In the development of SIM, the learning competency is arranged from simple to complex. In the book of Illeris (2018), constructivist learning theory of Jerome Bruner emphasized the importance of teachers knowing what existing knowledge children have and the building on it. This is possible through the concept of the **spiral curriculum as DepED currently adopted. In the spiral approach of DepED new curriculum, learners learn best through developing the same concepts from one grade level to the next in increasing complexity and sophistication.** Thus, complex ideas can be taught at a simplified level first, and then re-visited at more complex levels later on. Therefore, subjects would be taught at levels of gradually increasing complexity (hence the spiral analogy). Ideally, teaching this way should lead children to be able to solve problems by themselves. (McLeod, 2012).

Aside from that, SIM activity cards can be answered by group. Thus, Vygotsky introduced the idea of social constructivism, where particular emphasis is placed on the cultures that children are born into and their social environments as a means of trying to understand how they construct their knowledge. Children are born with the ability to learn through guidance from others, such as parents, siblings and significant others (Illeris, 2018). The indication is that individuals learn best when working together with others during combined cooperation, and it is through such collaborative endeavors with more skilled persons that learners learn and internalize new concepts, psychological tools, and skills. (Shabani, Khatib and Ebadi, 2010).

SIM is used in different learning areas aside from science. It also used in reading, mathematics, araling panlipunan, Filipino and other subjects in all grade levels. SIMs aim to help teachers provide students the needed reinforcement to make progress in their respective subjects (Dacumos, 2016). These increased and deepen their skills, knowledge, and understanding from concrete sense to what is more abstract. The materials provide the students the opportunity to explore their understanding and make sense of the new ideas. Furthermore, these help the students talk about what they know and understand from the teacher how to formalize their thinking (Soriano and Herrera, 2016).

According to the theory of Dy (2014), The Strategic Intervention Theory (SIT) principles that “the learning environment should be deluged with new products, instructional media, curricular materials, tools and modern equipment that can be utilized maximally to facilitate the presentation of science concepts with ease and accuracy, and then the desired output on high-performance level can be attained” (Dy, 2014). To be able to come across the tasks of modern science instruction, much of the development in science education has to do with how science is taught. Students should be given a chance to learn in an environment where there is no teacher dominance. It is worthwhile to try new methods of teaching like student-centered or learner-centered. (Dy, 2014).

Cubillas (2018) stressed that SIMs are carefully made and thought of in order to stimulate the pupil’s interest on the certain skill and thereby increasing their level of understanding and master the concept of the subject matter. Since the material made locally, it brings into consideration the capacities and abilities of the pupil-clientele, uses locally known materials and culture, and makes the learning experience more personal.

With all the reasons mentioned above relating to the students’ performance in science, the researcher used print and non-print SIMs as intervention material to be brought by the students and will be used at home while in the implementation of modular learning. The print SIMs that were used look like a mini book to avoid class interruption since the students has no access on internet connectivity and no available gadget to use at home. On the other hand, the non-print SIM is made of slides which will be downloaded by the students found in the google drive provided by the researcher. The researcher undertaking investigated the effect of print and non-print SIMs used in improving the performance of the Grade 8 students in Science.

This study evaluates the effectiveness of print and non-print Strategic Intervention Materials (SIM) in improving the performance of Grade 8 students in Libas National High School, Merida District, Leyte Division. The findings of the study were bases for the proposed improvement plan.

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

1. What is the pre-test performance of the Grade 8 students in science before the utilization of print and non-print Strategic Intervention Materials (SIM)?

2. What is the post-test performance of the Grade 8 students in science after the utilization of print and non-print Strategic Intervention Materials (SIM)?
3. Is there a significant difference in the pre-test and post-test performances of the Grade 8 students in science before and after the utilization of print and non-print Strategic Intervention Materials (SIM)?
4. What improvement plan can be proposed based on the findings of this study?

## II. Methodology

**Design.** This study employed the quasi-experimental research design using the pre-test and post-test to evaluate the effectiveness of print and non-print Strategic Intervention Materials (SIM) in improving the performance of Grade 8 students in science. Libas National High School, Merida District, Leyte Division is the main locale of the study. There were 34 grade 8 students involved in the study and a 15-item multiple choice test per topic was utilized as the pre-test and post-test. A print and non-print strategic intervention materials (SIM) was crafted based on the least learned skills during the pre-test and were utilized by the students as intervention or alternative learning material. The materials were validated and submitted to the District Science Coordinator and School Head for quality assurance. The pre-test and post-test were conducted before and after the utilization of print and non-print Strategic Intervention Materials (SIM). This research is focused in evaluating the effectiveness of print and non-print Strategic Intervention Materials (SIM) in improving the performance of Grade 8 students in science and its relationship. A Proposed Improvement Plan based on the findings of the study is the output.

**Sampling.** The respondents of this study were the thirty-four (34) Grade 8 students who failed to master the skills in the 2<sup>nd</sup> quarter and currently enrolled in the said locale for School Year 2021-2022. Purposive sampling was employed in choosing the respondents of the study. The research was conducted personally by the researcher with consent from the parents of the students.

**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 Merida 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, District Science Coordinator and School Head was secured before the actual gathering of data. Validation of the instruments through the School Head, District Science Coordinator and District Supervisor was sought. Orientation of the participants and administration of the pre-test and post-test was done in the classroom by the researcher with approved permit from the Local IATF following the health protocols. Permission from the parents of the respondents was secured. The present study involved students with least mastered skills based on the 2<sup>nd</sup> quarter modules. A pre-test and post-test were used to determine the significant difference on student's performances in Science. The utilization of print and non-print Strategic

Intervention Materials (SIM) was given after the pre-test and as intervention materials for the study. After given the intervention, post-test was conducted. Results of the tests were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Improvement 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 of Merida District and School Head of Libas National High School. Orientation of the respondents with their parents or guardians was done during the parent conference. In the orientation, issues and concerns were addressed and consent to be included in the study were signed.

**Treatment of Data.** The quantitative responses were tallied and tabulated. The data was treated statistically using the following tool: (1) The Simple Percentage and Weighted Mean was employed to determine the scores in the pre-test and post-test. (2) t-Test of Mean Difference was used to determine the significant between the pre-test and post-test scores.

### III. Results and Discussion

**Table 1**  
**Pre-Test Performance of Grade 8 Students In Science**

Score Range	Description	PRETEST	
		Frequency	%
59-60	Excellent	0	0
37-48	Very Good	3	9
25-36	Good	8	23
13-24	Fair	21	62
1-12	Poor	2	6
Total		34	100
<b>Weighted Mean</b>		<b>20.94</b>	<b>FAIR</b>

Table 1 presents the pre-test performance of Grade 8 students in science. It was revealed on the table that among the 34 grade 8 students who has least mastered skills in the 2<sup>nd</sup> quarter, 3 or 9% got the score of 37-48 which is very good, 8 or 23% got the score of 25-36 which is good while 21 or 62% got the score of 13-24 which is fair and 2 or 6% got the score of 1-12 which is poor. It was also revealed on the table that the grade 8 students got a weighted mean of 20.94 which is interpreted as fair. This means that grade 8 students got low scores in their pre-test and they need intervention to improve their performance. This implies that grade 8 students cannot understand the concept in science and modules alone cannot give them the appropriate materials to learn the lessons. Thus, an intervention or alternative learning materials are needed to help the

grade 8 students attain higher learning outcome. With the fast-changing need of 21<sup>st</sup>-century learners, teachers must meet even those who are "left behind learners" (Marimla and Dimalanta, 2015). This is why the present batch of teachers use the Strategic Intervention Material (SIM) and combine it with technology, creativity and resourcefulness is put into consideration (Strategic Intervention Materials (S.I.M.) For A Change, 2017).

**Table 2**  
**Post Test Performance of Grade 8 Students in Science**

Score Range	Description	POST TEST	
		Frequency	%
49-60	Excellent	32	94
37-48	Very Good	2	6
25-36	Good	0	0
13-24	Fair	0	0
1-12	Poor	0	0
Total		34	100
<b>Weighted Mean</b>		<b>53.59</b>	<b>Excellent</b>

Table 2 presents the post-test performance of Grade 8 students in science. It was revealed on the table that among the 34 grade 8 students who has least mastered skills in the 2nd quarter, 32 or 94% got the score of 49-60 which is excellent and 2 or 6% got the score of 37-48 which is very good. It was also revealed on the table that the grade 8 students' post-test performance has a weighted mean of 53.59 which is interpreted as excellent. This means that after given the intervention which is the utilization of the print and non-print strategic intervention materials, the grade 8 students had increased their performance. This implies that the print and non-print strategic intervention materials is an effective alternative materials to help improve the performance of the grade 8 students. Addressing the needs of the students through the provision of intervention and other alternative materials will help them improve their learning at the same time improving their performance. In the book of Illeris (2018), constructivist learning theory of Jerome Bruner emphasized the importance of teachers knowing what existing knowledge children have and the building on it. This is possible through the concept of the spiral curriculum as DepED currently adopted. In the spiral approach of DepED new curriculum, learners learn best through developing the same concepts from one grade level to the next in increasing complexity and sophistication. Thus, complex ideas can be taught at a simplified level first, and then re-visited at more complex levels later on. Therefore, subjects would be taught at levels of gradually increasing complexity (hence the spiral analogy). Ideally, teaching this way should lead children to be able to solve problems by themselves. (McLeod, 2012).

**Table 3**  
**Test of Difference Between the Scores in the Pre-test and Post-test of Grade 8 Students in Science**

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
	Pre	Post				
<b>Grade 1 READING</b>	20.94	53.59	2.06	0.421	Reject H <sub>0</sub>	Significant

Table 3 presents the test of difference between the scores in the pre-test and post-test performances of Grade 8 students in science. It was revealed on the table that the pre-test performance of 20.94 and post-test of 53.59 got a computed value of t of 2.06 which is greater than the critical value of t of 0.421 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant difference in the pre-test and post-test performances of the grade 8 students in science before and after the intervention given. This implies that the print and non-print strategic intervention materials is effective alternative learning materials in improving the performance of the students. This implies further that these tools are helpful in understanding the science concepts and in making the students achieve higher learning outcome. To be able to come across the tasks of modern science instruction, much of the development in science education has to do with how science is taught. Students should be given a chance to learn in an environment where there is no teacher dominance. It is worthwhile to try new methods of teaching like student-centered or learner-centered. (Dy, 2014). Novak (2011) added a fifth element in 1977 Theory of Education, the evaluation since so much that affects learners, teachers, subject matter selected, and the social milieu of education depends on how we evaluate teaching and learning (Novak, 1998; 2011). According to Dy, evaluation is essential in measuring outcomes. The test will assess students' cognitive, practical, and social skills. The outcomes of the assessment determine if the pupils learn the skill in a particular subject taught.

Today, in the Philippine education system, intervention materials are highly regarded as tool for remediating poor achievements of the learners especially that all schools had adopted the modular distance learning modality where students are learning at home without the assistance of the teachers to discuss the concepts. Thus, Strategic Intervention Materials (SIMs) used as one of the interventions in addressing learning gaps in Department of Education (DepED). Teachers prepared SIMs which are worksheets targeting the least mastered competencies, (DO 39, s. 2012). In fact, there are schools in the Division of Leyte institutionalize the use of Strategic Intervention Materials (SIM) as alternative learning materials to assist the students who are learning at home for not all of them were allowed to attend the limited face-to-face classes.



#### **IV. Conclusion**

The data revealed a significant difference in the pre-test and post-test performances of the grade 8 students before and after the utilization of the print and non-print strategic intervention materials. The result of the study shows that the print and non-print strategic intervention material is an effective tool in improving the performance of the grade 8 students. Thus, this alternative learning materials assist the students in addressing their needs to help them achieve higher learning outcomes.

#### **V. Recommendations**

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

1. The improvement plan formulated should be utilized;
2. School Heads should provide technical assistance to the teachers in improving the production of print and non-print strategic intervention materials for all learning competencies in grade 8 science;
3. Teachers should provide the students with print and non-print SIM as alternative learning materials to aid them in understanding the concepts in science to improve their performance;
4. Teachers should enhance their teaching competencies and employing the utilization of print and non-print strategic intervention materials by the students;
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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#### AUTHOR'S PROFILE



#### EDDMERCYL KRISTEE D. UCAT

The author is Eddmercyl Kristee D. Ucat. She was born on November 14, 1996 at Ormoc City. She's presently residing at Brgy. Libas, Merida, Leyte. She finished her elementary education at Libas Elementary School, Brgy. Libas, Merida, Leyte in the year 2008-2009 as fourth honor student and continue her quest for secondary education at New Ormoc City National High School, Ormoc City in the year 2012-2013. She pursued studies and finished her Bachelor in Secondary Education major in Biological Sciences at Visayas State University-Baybay, Leyte in the year 2016-2017 as cum laude. 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. last May 2021.

She was teaching for over three (3) years as a Teacher I at Libas National High School, Brgy. Libas, Merida, Leyte. This station was her first assignment since 2018. Currently, she was teaching in Grade 8 Science and Filipino, and Grade 9 Edukasyon sa Pagpapakatao. She also attended series of webinars/seminars and trainings in pursuing opportunity to grow professionally and holistically to work effectively and efficiently as a teacher.