

Teaching Competence and Students' Performance in Sports Class in Physical Education

MRS. ROVIELYN B. CRUZ

Teacher III

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

rovielyncruz1988@gmail.com

Abstract — The study employed the descriptive-correlational method of research to determine the level of teaching competence and performance of grade seven high school students in sports class, Physical Education in Baybay National High School, Baybay City, Leyte for school year 2021-2022. The findings enabled the researcher to come up with the enhancement on physical education teaching plan in sports as output based on the findings of this research. A validated researcher-made instrument will be used to gather the needed information relevant in the conduct of this research. The researcher considered a purposive sampling for all teachers teaching Sports-Physical Education particularly sports class and grade seven students under sports class. There were 31 grade seven high school students participated in the research.

The researcher-made evaluation sheet was made available to the research participants and was derived for computation. The class record of the teachers was used as secondary data where students' grades in paper pencil test and execution or practical exam was utilized.

The teaching competence of the physical education teachers was very satisfactory in four areas: instruction; evidence of students' learning; management and organization; and movements and execution. The students' performance in written test was moderately satisfactory while very satisfactory in sports' execution. The teaching competence of the physical education teachers has significant bearing on the students' performance in both theory and application. There is also a moderate significant correlation between students' performance in theory and execution. This implies an idea that the two variables are dependent with each other. The student's very good performance in execution means they are also very good in written test. Knowledge on theory and skills in application are two dependent variables.

Keywords: *Evidence; Enhancement Plan; Execution; Instruction; Management and Organization; Physical Education Program; Students Performance ;Teaching Competence*

I. Introduction

Department of Education has become the government's partner in implementing the country's educational agenda through innovative curricular programs. The institution's challenge

is to come up with functional and working strategies relevant to the mandates of the agency directly commissioned by the government to supervise and maintain the quality of Philippine education.

Garcia (2004) opined that quality education is measured through quality instruction. The provision of modern and state -of- the art facilities, research and extension services of the institution.

A micro-evaluation of quality instruction in every subject area in all levels of education is measured and interpreted in terms of manifested and observed competencies of the learners.

The manifested skills and competencies are often evident in Physical Education courses or programs of the basic education. Proper execution and movements are some of the criteria in evaluating teacher's instructional competencies and teaching effectiveness. Students' learning competencies in fundamental sports need to be properly evaluated so that necessary instructional intervention be made, designed, implemented, and evaluated.

It is in the light of afore-cited circumstances that the researcher is motivated to conduct a study on the competencies of teaching and learning sports in high school education in Baybay National High School, Baybay Leyte to determine appropriate instructional intervention strategies that should be adopted and designed instructional materials to make learning on basic fundamental sports activities more rewarding and meaningful.

This study aimed to determine the level of teaching competence and performance of grade seven high school students in sports class, Physical Education in Baybay National High School, Baybay City, Leyte for school year 2021-2022. An enhancement on Physical Education teaching plan in sports was be proposed based on the findings of the study.

Specifically, this study sought to answer the following questions:

What is the level of teachers' competence in teaching physical education in terms of:

- 1.1 Instruction;
- 1.2 Evidence of student learning;
- 1.3 Management/Organization; and
- 1.4 Execution and demonstration?

What is the level of performance of grade seven high school students in Sports Class in terms of:

- 2.1 Sports Theory; and
- 2.2 Sports Execution?

3. Is there a significant relationship in the following:

3.1 teachers' teaching competency and level of performance of grade seven high school students in sports class; and

3.2 performance of grade seven high school students in sports theory and sports execution?

4. What enhancement on physical education teaching plan in sports can be proposed based on the findings of the study?

II. Methodology

Research Design

This study employed the descriptive method of research to determine the level of teaching competence and performance of grade seven high school students in sports class, Physical Education in Baybay National High School, Baybay City, Leyte for school year 2021-2022. The findings enabled the researcher to come up with the enhancement on physical education teaching plan in sports as output based on the findings of this research. A validated researcher-made instrument was used to gather the needed information relevant in the conduct of this research.

Research Environment

The locale of the study was Baybay National High School in Baybay City, Leyte. Baybay National High School is a public High School located at 30 de Diciembre St., Zone 12, Baybay City, Leyte. It is considered as the biggest High School in the whole city in terms of land area and population. Also, it is the first Public High School established in Baybay City in the year 1945. At present, it has a population of over 4,000 students, with 26 sections for Grade 7, 23 sections Grade 8, 21 sections in the Grade 9 and 17 sections in Grade 10. It has three curricula, namely: Engineering and Science Education Program,[1] Special Program in the Arts, Special Program for Sports and Basic Education Curriculum

The school actively participates the annual Baybay City Athletic Meet, the athletic event of the whole Baybay City, (Last 2010, it became Baybay Town Athletic Meet after the city lost its cityhood status) every month of October. The winners after the said event will join some athletic meet just like Cluster Meet (athletic event in the 5th district-A of Leyte), Area Meet (athletic event of the whole 5th district of Leyte) and lastly, the Provincial Meet (athletic event of the Province of Leyte).

The school also actively participates in the annual Eastern Visayas Regional Athletic Association (EVRAA), the annual athletic event of the whole Eastern Visayas. The school joins the delegation of Leyte province. (Last 2008, the school joined the delegation of Baybay City before the city lost its cityhood status and the school division was deactivated).

The school also participates in the annual Palarong Pambansa, the athletic event of the whole Philippines. The school is part of the delegation of Eastern Visayas.

Research Participants

The participants of the study were the Physical Education teachers and Grade Seven high school students of Baybay National High School, Baybay City. The researcher considered a purposive sampling for all teachers teaching Sports-Physical Education particularly sports class and grade seven students under sports class. There were 31 grade seven high school students participated in the research.

Research Instrument

The researcher-made evaluation sheet was made available to the research participants and was derived for computation. The class record of the teachers was used as secondary data where students' grades in paper pencil test and execution or practical exam were utilized. The assessment of students' competency was ranked using the Parametric Scale.

The teaching competency of the teachers was based on the ratings of the grade seven high school students using the instrument adapted from National Standard for Physical Education teaching.

Research Procedure

Data Gathering Procedures

The researcher sought the approval of the principal of Baybay National High School to conduct the study among the physical education/sports' teachers and grade seven high school students. The researcher conducted an orientation of the research objectives and process among the research participants. The grade seven high school students were be briefed with the evaluation sheet to be utilized to evaluate the performance of the teachers. The teachers' competency was rated by the students looking into the aspects of Instructions, Evidence of Student Learning, Management Organization and Elements of Movement and Skills Performance and demonstration. The validated evaluation tool was derived and a five level scoring guide and selection of descriptive terms to ask in an evaluation was utilized.

Lower Limit	Upper Limit	Rating Scale	Response Category
4.21	5.00	5	Outstanding
3.41	4.20	4	Very Satisfactory
2.61	3.40	3	Satisfactory
1.81	2.61	2	Fair
1.00	1.80	1	Poor

The qualitative categorization using the five response categories was established as parametric of limits for the qualification of the ratings on the teachers' competencies.

As secondary data, the class records of the teachers showing the performance of the students in the Sports class was utilized. The entry in class record showing the grades in paper pencil test/theory and grades in practical exams/execution was utilized separately for correlation. The execution was recorded and was sent to the researcher for rating. Students are restricted and cautioned not to go to school.

Treatment of Data

1. Simple Percentage – this was utilized to determine the percentage scale of the students’ competency in sports class.

A. Instruction	Weighted Mean	Interpretation
1. Instruction is based on local, state and/or national physical education standards	3.55	Very Satisfactory
2. Supports physical education program goals	4.70	Outstanding
3. Lesson introduction and pacing are appropriate	4.10	Very Satisfactory
4. Learning expectations/objectives/instructional goals are clearly communicated to students	4.50	Outstanding
5. Content is accurate and current	4.80	Outstanding
6. Content and tasks are developmentally appropriate and properly sequenced	3.86	Very Satisfactory
7. Content and tasks are presented concisely and clearly, emphasizing key elements	4.84	Outstanding
8. Engages students in learning by enabling all learners to participate through multiple modalities	4.60	Outstanding
9. Instruction is differentiated for all learners	2.40	Fair
10. Specific, meaningful and timely feedback is provided to students	4.40	Outstanding
11. Content is linked to and promotes the transfer of learning within physical education units and among other subject content areas	3.60	Very Satisfactory
12. Student performance is continually assessed to guide instruction	4.40	Outstanding
13. Independent learning is promoted, encouraged, and reinforced through assessments	4.50	Outstanding
OVER ALL WEIGHTED MEAN	4.00	Very Satisfactory

2. Weighted Mean – this was utilized to determine the level of teaching competency among P.E. teachers/Sports teachers.

3. To determine the significant relationship between the two variables Chi-Square was used. The statistical percentage for Social Science (SPSS) Software was employed.

III. Results and Discussion

TABLE 1
TEACHING COMPETENCY BASED ON INSTRUCTION

Table 1 presents the teaching competency based on instruction. Instruction in this research is defined as the knowledge and skills of the physical education teacher in response to the delivery of the subject matter, organize learning concepts and prepare instructional materials, strategies, and assessments. Based on the over-all ratings, the general weighted mean is 4.00 (Very Satisfactory). This means that the physical education teachers were perceived very good in the delivery of instruction.

Based on the evaluation of the students, there were areas that were rated outstanding, these were: Supports physical education program goals; Learning expectations/objectives/instructional goals are clearly communicated to students; Content is accurate and current; Content and tasks are presented concisely and clearly, emphasizing key elements; Engages students in learning by enabling all learners to participate through multiple modalities; . Specific, meaningful and timely feedback is provided to students; Student performance is continually assessed to guide instruction; and Independent learning is promoted ,encouraged, and reinforced through assessments.

TABLE 2
TEACHING COMPETENCY BASED ON EVIDENCE OF STUDENT LEARNING

A. EVIDENCE OF STUDENT LEARNING	WEIGHTED MEAN	INTERPRETATION
1. Assessment is based on mastery of learning expectations which are aligned with local, state and national standards	4.50	Outstanding
2. Grading is based on assessment of student learning	4.60	Outstanding
3. There is ongoing formal and informal assessment	4.40	Outstanding
4. Assessment criteria is communicated to students	4.70	Outstanding
5. Multiple assessment strategies and tools are used (formative and summative) to monitor student learning	4.20	Very Satisfactory
6. Students can self assess and are aware of their own progress toward learning goals	4.00	Very Satisfactory
7. Students are able to articulate relevance and transfer of learning	3.60	Very Satisfactory
8. Students demonstrate creative and critical thinking skills	4.10	Very Satisfactory
9. Evidence of students' independent learning outside of class is part of assessment	2.00	Fair
10. Student progress is documented in a retrievable record-keeping	4.90	Outstanding
OVER ALL WEIGHTED MEAN	4.10	Very Satisfactory

Table 2 presents the teaching competency based on evidence of student learning. Evidence of student learning in this study means the students learning through series and varied assessments prepared and given by the teachers. In physical education, students' learning can be attested

through scores in written exam that measure theoretical knowledge and the other is through practical examinations by performance or execution. Based on the over-all ratings, the general weighted mean is 4.10 (Very Satisfactory). This means that the physical education teachers were perceived very good in the providing multiple assessments to assess the students' learning in sports. The physical education teachers utilized two assessments in sports teaching, one is theoretical examination and the other is practical examination through execution.

TABLE 3
TEACHING COMPETENCY BASED ON MANAGEMENT/ ORGANIZATION

C. MANAGEMENT/ORGANIZATION	WEIGHTED MEAN	INTERPRETATION
1. Lesson plans and curriculum are aligned w/ current local, state, and national standards	4.60	Outstanding
2. Instructional area is safe, orderly, and supports learning activities	4.00	Very Satisfactory
3. Adequate and developmentally appropriate equipment is accessible and utilized	3.00	Satisfactory
4. Instructional support materials are utilized to enhance the lesson.	3.20	Satisfactory
5. Students understand and adhere to class rules, routines and behavioral expectations	4.40	Outstanding
6. Class routines maximize instructional time	3.80	Very Satisfactory
7. There is a behavior management plan that is fair, firm, and equitable	4.20	Very Satisfactory
8. Appropriate behaviors are reinforced consistently	4.20	Very Satisfactory
9. Effective management strategies are used	4.40	Outstanding
10. Students are actively monitored and closely supervised	4.00	Very Satisfactory
11. Students are appropriately grouped	4.70	Outstanding
12. There is a clear plan in all activities.	4.10	Very Satisfactory
OVER ALL WEIGHTED MEAN	4.05	Very Satisfactory

Table 3 presents the teaching competency based on management/ organization. Based on this study, management and organization is the knowledge and skills of the physical education teachers in classroom management. Classroom management comprises the preparation of learning tools, facilities, supervision of class, monitoring of activities and organization of learning content. Based on the over-all ratings, the general weighted mean is 4.05 (Very Satisfactory). This means that the physical education teachers were perceived very good in facilitating classroom monitoring, supervision and activities.

TABLE 4
TEACHING COMPETENCY BASED ON
MOVEMENT AND EXECUTION

D. MOVEMENT & EXECUTION	WEIGHTED MEAN	INTERPRETATION
1. Demonstrate the following movement skills and explain the underlying principles: alignment, balance, fall and recovery	4.20	Very Satisfactory
2. Accurately identify and demonstrate basic steps, positions, routines, and patterns	4.20	Very Satisfactory
3. Accurately transfer patterns and instruction of execution from the aural to kinesthetic	4.00	Very Satisfactory
4. Identify and clearly demonstrate a range of dynamics/movement qualities	4.00	Very Satisfactory
5. Demonstrate accurate memorization and reproduction of movement sequences	4.20	Very Satisfactory
6. Describe the action and movement elements observed using appropriate movement vocabulary	4.20	Very Satisfactory
6. Clearly demonstrate the principles of contrast and transition	4.00	Very Satisfactory
7. Explain possible aesthetic criteria for evaluating execution (such as skill of performers, originality, visual and/or emotional impact, variety and contrast)	3.90	Very Satisfactory
9. Explain strategies to prevent injuries	4.20	Very Satisfactory
10. Explain warm-up and discuss how that warm-up prepare the body and mind for expressive purposes	4.40	Outstanding
OVER ALL WEIGHTED MEAN	4.13	Very Satisfactory

Table 4 presents the teaching competency based on movement and execution. Based on this study, movement and execution refers to the ability of the physical education teachers to demonstrate required and standard steps, routine, position, exercises necessary in sports teaching. The ability of the physical education teachers to transfer the learning through practical executions and movements are necessary to facilitate and promote effective sports teaching. Based on the over-all ratings, the general weighted mean is 4.13 (Very Satisfactory). This means that the physical education teachers were perceived very good in demonstrating and executing fundamental routines and execution in sports teaching. All physical education teachers are graduates of physical education and all are finishing their masters in physical education. This professional qualification strengthened their mastery in sports and physical education. Moreover, all physical education teachers are coaches and referees in all physical activities on the school and district meetings.

TABLE 5
LEVEL OF STUDENTS' PERFORMANCE BASED ON THEORY

Grades/Ratings	Description	Frequency	Percentage
95 – 100	Outstanding	0	0
89-94	Very Satisfactory	10	32
81-88	Moderately Satisfactory	21	68
75-80	Fairly Satisfactory	0	0
74 below	Poor	0	0
TOTAL		0	100 %

Table 5 reveals the level of students 'performance based on theory. The data that was utilized in this table came from the record of the teachers on the written examinations given with regards to sports theory, mechanics, guidelines, routines, steps, scoring and counting. A paper-pencil test was administered to quantify the learning inputs of the students. Based on the data, none got an outstanding grade; 10 (32%) gained a very satisfactory rating; 21 (68%) got a moderately satisfactory rating; and none gained a fairly satisfactory rating and none got a poor rating. The results revealed that most students gained moderately satisfactory ratings. This means that the students performed well in the written examinations. The teachers instruction was clearly provided and review were done to facilitate recall of lessons. Books and written notes were also provided for the students' review.

The result is consistent on the data on the teaching competency of the teachers in instruction. The teachers were effective in performing the following tasks: instruction is based on local, state and/or national physical education standards; lesson introduction and pacing are appropriate; learning expectations/objectives/instructional goals are clearly communicated to students ; content is accurate and current; content and tasks are developmentally appropriate and properly sequenced; content and tasks are presented concisely and clearly, emphasizing key elements; engages students in learning by enabling all learners to participate through multiple modalities; and specific, meaningful and timely feedback is provided to students.

TABLE 6
LEVEL OF STUDENTS' PERFORMANCE BASED ON EXECUTION

Grades/Ratings	Description	Frequency	Percentage
95 – 100	Outstanding	0	0 %
89-94	Very Satisfactory	20	65 %
81-88	Moderately Satisfactory	11	35 %
75-80	Fairly Satisfactory	0	0 %
70-74	Poor	0	0
TOTAL		31	100%

Table 6 reveals the level of students 'performance based on execution. The data that was utilized in this table came from the record of the teachers on the practical examinations given with regards to sports actions and movements, mechanics, guidelines, routines, steps, execution; scoring

and counting. A score sheet was utilized to quantify the execution of the students. Based on the data, none got an outstanding rating; 25 (65%) gained a very satisfactory rating; 11 (35%) got a moderately satisfactory rating and none gained a fairly satisfactory rating. This means that the students performed well in executing sports movements. Most of the students were able to get the standard sports execution and followed the sports guidelines in basketball, volleyball, and soccer football and baseball. Most of the students revealed that performing the routines and executions were way better and easier than the paper-pencil test.

TABLE 7
TEST OF RELATIONSHIPS

Variables Correlated	r values	Computed t Values	Critical Value	Decision on Ho	Interpretation
Teaching Competence and Level of Performance based on Theory	0.34	7.413	5.331	Reject Ho	Significant (Moderate Correlation)
Teaching Competence and Level of Performance based on Execution	0.77	11.278	5.331	Reject Ho	Significant (Very Strong Correlation)

Table 7 shows the data on the test of relationships between the teaching competence and the level of students' performance based on theory and execution. Between the teaching competence and level of students' performance based on theory, the computed value is 7.413 and the critical value is 5.331. Since the computed value is higher than the critical value, the null hypothesis is rejected. There is a significant correlation between the teaching competence and the students' performance in theory. This means that the very satisfactory rating in the teaching performance of the teachers is relevant to the moderately satisfactory rating of the students' performance in written test. This implies that good teaching results to good learning. The correlation is moderate.

Between the teaching competence and students' performance in execution, the computed value is 11.278 and the critical value is 5.331. The computed value is higher than the critical value and so the null hypothesis is rejected. This means that there is a significant correlation between teaching competence and students' performance in execution. The very satisfactory rating of the teaching competence is matched with the very satisfactory rating of the students' performance in sports' execution.

TABLE 8

TEST OF RELATIONSHIPS

Variables Correlated	r values	Computed t Values	Critical Value	Decision on Ho	Interpretation
Level of Performance based on Theory and Execution	0.32	8.413	6.732	Reject Ho	Significant (Moderate Correlation)

Table 8 shows the data on the test of relationships between the students' performance in theory and execution, the computed value is 8.413 and the critical value is 6.732. Since the computed value is higher than the critical value, the null hypothesis is rejected. This means that there is a moderate significant correlation between students' performance in theory and execution. This implies an idea that the two variables are dependent with each other. The student's very good performance in execution means they are also very good in written test. Knowledge on theory and skills in application are two dependent variables.

IV. Conclusion

The teaching competence of the physical education teachers was very satisfactory in four areas: instruction; evidence of students' learning; management and organization; and movements and execution. The students' performance in written test was moderately satisfactory while very satisfactory in sports' execution. The teaching competence of the physical education teachers has significant bearing on the students' performance in both theory and application. There is also a moderate significant correlation between students' performance in theory and execution. This implies an idea that the two variables are dependent with each other. The student's very good performance in execution means they are also very good in written test. Knowledge on theory and skills in application are two dependent variables.

V. Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered for consideration that the School Head and PE teachers should implement the following:

1. The proposed teaching enhancement plan should be utilized;
2. Instruction should be differentiated for all learners. The physical education teachers should take into account the varied styles of the learners. Multiple ways of teaching that targets the multiple intelligence of the learners should be done.

3. Evidence of students' independent learning outside of class should part of assessment. In this case, the teacher should also consider the informal approach in rating the students' progress. Moreover rubrics in performance or practical examinations should be developed. The teachers should explain possible aesthetic criteria for evaluating execution (such as skill of performers, originality, visual and/or emotional impact, variety and contrast).
4. Adequate and developmentally appropriate equipment should be made accessible and utilized and instructional support materials are utilized to enhance the lesson. In this case, budget appropriation to generate and purchase more sports equipment should be realized. Hence, in budget planning, physical education facilities should be considered by the administrators.
5. The physical education teachers should developed a diagnostic examination to facilitate prior learning of the students on sports and to come up with a departmental examination for all 7th grade students.
6. There should be more time for practices and execution to enhance skills among students.

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AUTHOR'S PROFILE**ROVIELYN B. CRUZ**

The author was born on August 10, 1988 at Talisay Barobo, Surigao Del Sur Philippines. She finished her Bachelor of Secondary Education major in Physical Education, Health and Music. She continued her Master's Degree of Arts in Education (MAED) in Administration and Supervision at Western Leyte College University, Ormoc City.

She is currently a teacher III in Baybay National High School, Baybay City. And teaching Music, Arts, Physical Education, Health (MAPEH) and Specialization Program in Gymnastic Sports.

She is the coach, gymnastics coordinator, co-coordinator in school band, and chairperson in grade 7 level of MAPEH Department, and also the UBL, LAS writer, broadcaster in Baybay City Deped sa Kahanginan.

Her previous work background was an English conversation teacher in Nakhon Si Thammarat Thailand for six years and an ASEAN coordinator in Nakhon Si Thammarat Vocational College. Through this, she was able to visit different Asian countries such as Malaysia, Singapore, Laos, Myanmar and Vietnam to facilitate the Thai students for ASEAN competition and other activities.