

Effectiveness of Video-Based Learning Materials to The Performance of Grade 10 Students in Science

FRITZIE O. PASTOR

Master Teacher I

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

fritzie.pastor001@deped.gov.ph

Abstract This study aimed to determine Effectiveness of video-based learning materials to the performance of the Grade 10 students in Science. The findings of the study served as a basis of a proposed Enhancement plan. This study used the quasi-experimental method of research to determine the effectiveness of video-based learning materials after the evaluation of their performances based on the pretest and posttest results. The researcher utilized Universal Sampling in identifying the respondents of the study. The test of difference between the scores in the pretest and posttest of grade 10 students in relation to their performance in Science and technology. The Results of the figures in table 3 are coming from the pretest performance of the students who were not yet Exposed to the Video Lessons in the delivery of the most essential learning competencies on the aforementioned subject. This further explains that the knowledge or skills given by the learners in giving the performance is based on their stock knowledge from the things that they have learned from the past lessons during the implementation in the pandemic times or even during the implementation of limited face to face which resulted to the weighted mean of pretest and said to be lower than the posttest performance of the grade 10 students which has an equivalent weighted mean of 19.00. These results are based on the performance of the respondents after they were exposed to video-based learning materials during the delivery of the topics in science for 4 weeks in the implementation of the intervention. Furthermore, the results in the pretest and posttest performance of the grade 10 students also resulted in the computed T value that is literally higher than the critical t value. So, the hypothesis which states that there is no significant difference in the pretest and posttest performance on the performance of the Grade 10 students before and after the integration of the video -based learning materials in Science is rejected.

The results in table 3 on the significant difference of the pretest and posttest performance of the grade 10 students implied that applying the intervention to the independent students like to the respondents of the study is more significant compared to teach them on what is usual that they will be receiving during the delivery of the topics or during the teaching and learning process because it really improves their performance. It also helps them to ignite themselves to learn the topics though Science is considered as one of the difficult topics to learn. Moreover, utilizing intervention

that could the learners learn the subject and help them to showcase their potential could literally help them to be more independent learners compared to those learners who are just receiving the traditional way of learning in the implementation of the new modality in the new normal of delivery of the most essential learning competencies.

Keywords — Effectiveness Video-based Learning Materials Performance Grade 10 Science

I. Introduction

The Department of Education devised different learning modalities to ensure that no learner is left behind in continuing education. My school is using Printed Modular Distance Learning together with Video Instructions. We are using the Asynchronous Learning Approach, wherein the learners are given Learning Activity Sheets good for one week. For those students who have access to the internet and devices, aside from the Learning Activity Sheets we also prepared video instructions uploaded to their group chats in order to maximize learning.

With an estimated 90 percent of all students unable to attend school in person because of the COVID-19 pandemic, many countries are using distance learning methodologies to reach all their students. Interactive audio instruction (IAI), a technology pioneered by EDC, is one such method. (EDC 2020)

It aims to provide learning opportunities to listeners as complimentary learning while using their SLM in the absence of actual face to face interaction. Learners from rural areas reached by radio frequencies benefited from this type of learning. (LRMS SDO Masbate Province n.d.)

Based on the information above-mentioned, these programs can really help not just learners from far flung areas but to all learners who uses TV or radio as their alternative learning source. These programs not only develop the intellect of the learners but also hones the creative mind of the learners, it develops independent learning and boost learners creative thinking skills. Therefore, TV/radio-based instruction is not only effective in times of crisis, but it is applicable at all times and to all types of learners.

March of 2020, the government declared nationwide lockdown due to the widespread of the disease COVID-19 pandemic. As a mother, she felt worried about what will happen to our children who won't be able to finish their study (SY2019-2020). Then the Department of Education declared that all students of SY: 2021-2020 will automatically pass and be promoted to the next year level. Then she heard from television and other social media sites that the Department of Education are looking for ways and won't let that the education of all learners of all levels be jeopardized with the pandemic. She had mixed feelings about all the pronouncements made by the DepEd authorities, because it seems that they are sure of their solutions in just a short span of time. And she just trusts their capabilities and just gave trust to DepEd. And yes, they were able to come up with all the possible solutions where education continues amidst the pandemic.

Based on researched, almost all household all over the Philippines has television set and or radio transistor. Because of this, DepEd bravely launched video-based instruction as a form of alternative learning modality that could bridge the gap between the learners and the school in these trying times. And in my point of view, TV based instruction is a viable alternative modality for the students who are living in a far-flung area of the country, where internet connection also is not possible.

Based on the data gathered from last school year 2021-2022, there were less percentage of turn outs of the modules that resulted to a low mean percentage score gained by the Learners thus, this research could be an avenue to help them improve their performances based on the different learning modules as well as improve their skills using social media support and give feedback on the different instructional videos.

This study evaluated the Effectiveness of video- based learning materials to the performance of the Grade 10 in Science and Technology in Villaba National High School for the S.Y. 2022-2023. The findings were the bases for a proposed Enhancement plan.

Specifically, the study sought to answer the following questions:

1. What are the pre-test scores of the Grade 10 students in Science before the integration of Radio & Video-based learning materials in the delivery of the Most Essential Learning Competencies in Science?
2. What are the posttest scores of the Grade 10 students in Science before the integration of Video-based learning materials in the delivery of the Most Essential Learning Competencies in Science?
3. Is there a significant difference in the pretest and posttest scores before and after the integration of Video-based learning materials in the delivery of the Most Essential Learning Competencies in Science?
4. What Enhancement Plan can be proposed based on the findings of the study?

HYPOTHESIS

Ho : There is no significant difference in the pretest and posttest scores before and after the integration of the Video-based learning materials in the delivery of the Most Essential Learning Competencies in Science.

II. Methodology

Design. This study used the quasi-experimental method of research to evaluate the Effectiveness of Video- based learning materials and academic performance of the Grade 10 in Science. The results were the basis for an Enhancement Plan. The researcher utilized Universal Sampling in identifying the respondents of the study. . In the Quasi- experimental research design, the researcher prepared different validated different video based learning materials that could augment in the delivery of the identified most essential learning competencies in Science 10. The aforementioned Video-based learning materials must still be based on the different most essential learning competencies in Science which was align to the Learners Activity sheets, teacher-made learning materials based on the self-learning modules that were utilized in the implementation of the Video-based Video lessons based on the prepared activity matrix by the teacher and later those results were subjected whether the intervention is significant in the study. The main local of the study is in Villaba National Comprehensive High school under the care of Villabs District in the Division of Leyte. The main respondents that was chosen by the teacher-researcher was the Grade 10 learners which are composed of 30 total number of respondents which were underwent series of evaluation prior to the implementation of the different video-based learning materials in Science subject that was based on the approved activity matrix. This study is mainly focus on the results of the different tests to be given to the Grade 10 learners to gather data: The pretest performance of the Grade 10 learners before the giving of the different validated video-based learning materials based on the identified Approach which most probably crafted based on the different needs of the Grade 10 learners. The Posttest performance of the Grade 10 learners after the implementation of video-based learning materials , as well as the significant difference of the pretest and posttest before and after the implementation of the video-based learning materials as Learning Approach in the delivery of the most essential learning competencies in teaching Science subject for the First Grading Period. The researcher prepared different validated video-based learning materials that were validated by the different experts from the school such as but not limited to the Mater Teacher, Department Head or the School head, then the crafted video-based learning materials were forwarded to the office of the Schools District Supervisor for possible refinement of the materials and if the materials followed the norms or standard in crafting reading materials those were forwarded to the School Division office for possible approval from the Learning Resource management Team and those materials being approved were utilized in the implementation of the intervention based on the prepared activity matrix prepared by the teacher as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that were subjected for decision making whether the results are significant in the study

Sampling. The respondents of the study were the Grade 10 students received the new intervention in delivering the most essential learning competencies in Science using the Video-Based Learning Materials. There were 30 total number of respondents involved in this study. The primary means of reach is through Facebook account of their parents if there are times that during

the gathering of data. The second way of contacting them are through cell phones of their respective parents as well as during limited face to face.

Research Procedure. The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

The researcher sent a letter to the Schools Division Superintendent of Leyte Division for approval in conducting the study to the said school, after which, the approved letter coming from the Schools Division Office was given to the Public School District Supervisor (PSDS) of Villaba District for his awareness. The researcher conducted the pretest before the integration of the video-based Learning materials in teaching Science subject. After conducting the pretest, the researcher now integrating the Video-based Learning materials to the different most essential learning competencies (MELCs) in Science and Technology for 4 weeks. After 4 weeks of integrating the Video-based Learning materials to the lesson, the posttest conducted to validate the learning of the Grade 10 students in following the matrix of schedule

The results were analyzed and interpreted in order to find out if there was increased on the performance level from the pretest to the posttest. Then after the posttest and pretest were analyzed, the posttest result was treated statistically using the test for mean difference.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent, Public School District Supervisor as well as the approval of the School Principal where the study was conducted. Orientation of the respondents, both the learners and the teachers including the School Principal were done. In the orientation, specially to the parents and or guardian, the process of the study were being discuss in order for them to know how and why the study will be done and to reiterate that this study is purely focus on the improvement of the performance of the kindergarten learners. The need for other data that were needed in the study such as the performance of the school in general based on the different performance indicators, a written permission was sought to the principal confidentiality and anonymity was discussed requiring them not to write names on the tools and will have to writer pseudonym instead.

Treatment of Data. The Effectiveness of Video- based learning materials and academic performance of Grade 10 in Science. which focuses on the pretest and posttest performances gained by the Grade 10 students in Science and were treated through a Simple percentage, weighted mean and T-Test of Mean Difference respectively.

III. Results and Discussion

Table 1
PRE-TEST PERFORMANCE OF GRADE 10 STUDENTS IN SCIENCE & TECHNOLOGY

Score Range	Description	PRETEST	
		Frequency	%
21-25	Excellent	0	0
16-20	Very Good	15	50
11-15	Good	14	47
6-10	Fair	1	3
1-5	Poor	0	0
Total		30	100
Weighted Mean		15.53	Very Good

The study was conducted in a Science class Grade 10 taught in the new normal settings of education where limited face to face is being adopted by the school in response to the deterioration of Covid19 cases throughout the country whereby classes are being divided into two and having alternate schedules to provide space that allows minimum contact between the students to protect them from possible contact of the virus from one person to another. Before the research scenario, teacher-researcher conducted lessons the usual ways like Chalk-talk, usage of physical visual aids, and digital ones that are not in the form of videos.

At the start of the research process, a pre-test was conducted and the results are shown in the table above. Table 1 shows the performance of Grade 10 learners in Science subject during the conduct of the pretest where students are randomly selected and were not yet exposed to any video-based lessons in the delivery of the Most Essential Learning Competencies (MELCs) on the aforementioned learning area. These further explains that the knowledge or skills demonstrated by the learners in the contribution to the performance, is based on their prior knowledge of the things they have learned from their past lessons before the announcement of the pandemic by the government or even during the implementation of the limited face to face classes.

Based on the results in table 1 in which the score performance is coming from the responses of the 30 respondents who were randomly picked. Based on the given data in table 1, from the score ranging from 1-5 and described as poor level of performance which is somehow considerable given that there was no intervention given yet to the learners. This particular level of performance is to be expected from the students since the pretest measured only the prior knowledge the students have on that certain topic. Nevertheless in this case, none of the 30 total number of respondents being evaluated by the teacher-researcher belong to this level or belong to the 0 percent category

out of the 100 percent tested. On the fair level of performance in which few of the learners belong to this group before the implementation of any of the interventions, there is only 1 who has attained such result and he/she comprised the 3% of the total respondents in this level of performance. The performance level in which majority of the learners are gathered are in the very good level of performance with a score ranging from 16-20 which could be interpreted that the students have fairly high level of prior knowledge about the subject matter in which in this level of performance, have comprised the 50 percent of the total number of responses tested or as stated in the frequency table, 15 grade 10 students. On the other hand, in the good level of performance having the score ranging from 11-15, there are 14 total number of respondents present in this level of performance or 47 percent as stated in the frequency table above, which is almost the same with the Very good performance level with a difference of only 1 student or as interpreted as 3% of the total respondents. On the highest performance level which is the excellent level of performance, just like the poor level of performance, the result above shows that none of the respondents has attained this level of performance or as interpreted as 0%.

Based on the result in table 1, which caters only those learners who have taken the exam before they experienced the identified intervention by the teacher-researcher on evaluating the level of performance of the grade 10 students implied that learners in this case have already more stock knowledge from the past lessons in Science considering the fact that 50 percent of them are belong to very good level, this connotes that they were already exposed to the different modalities that helped ignite their learning ability and literally learning the different topics presented to them even the school are still implementing the limited face to face classes. This result could also be attributed to availability of learning materials available on the internet which basically benefits those who are more enthusiastic to learn on their own or want to satisfy their cravings for learning. Another reason for their very good results in their performance in Science is that, these students involved in the study are the Grade 10 students though randomly picked is usually considered as independent students and could be considered the cream of the crops as they were able to grasp the topics on their own pace of learning the topics and they can apply any means of learning modality or adapt any modality depending on what type of modality that the school or their science teacher is introducing to them. For the past one (1) year also in the implementation of the modular distance modality, majority of the schools have leveled up already which means that from printed modular approach, they already introduced the different learning modality which likewise learned from the webinars and on the Open Educational Resources that could help ignite their learners to learn the subject such as the crafting of the different video lessons or conducted virtual classes. In other words, the teachers are equipped with knowledge and skills not only applying one modality, but they already adapted blended learning or the Asynchronous or Synchronous learning approach whichever available and applicable to the school.

Table 2
POST-TEST PERFORMANCE OF GRADE 10 STUDENTS IN SCIENCE

Score Range	Description	POST-TEST	
		Frequency	%
21-25	Excellent	7	23
16-20	Very Good	20	67
11-15	Good	3	10
6-10	Fair	0	0
1-5	Poor	0	0
Total		30	100
Weighted Mean		19.00	Very Good

The table above shows the posttest performance of the Grade 10 learners in Science after the introduction of intervention of the video-based instruction. The students in this scenario were already exposed to the different Video Lessons that the teacher-researcher prepared for them in the delivery of the Most Essential Learning Competencies in Science which covers the first Grading period which specifically caters only four (4) weeks of the entire eleven (11) weeks in the implementation of the limited face to face. The entire grading period originally spans 8 weeks, but because of the limited face to face arrangement adopted by the school, it was trimmed down to 4 weeks exposure to the teaching and learning process considering that the classes are split into two groups, the set A and set B. The whole grading period is comprised of one content standard, two performance standards, and finally five most essential learning competencies. This further explains that the knowledge or skills shown by the learners this time is attributed on their knowledge gained from the discussions made by the teacher from the video- lessons presented during the implementation of limited face to face.

Based on the results in table 2 in which the score performances are coming from the responses of the 30 respondents who were exposed to the video-based learning materials in delivering the Most Essential Learning Competencies in Science that caters only 4 weeks based on the activity matrix prepared by the researcher. Based on the given data in table 2, from the score ranging from 1-5 and 6-10 which literally describe as poor level of performance and fair level of performance respectively, which was considered after the intervention was given to the learners, this particular level of performances is expected to be composing of more or less few or even a smaller number of students considering that they have already gained certain knowledge from the subject after the four weeks of exposure to the video-based instruction conducted by the teacher-researcher. Based on the results given, none of the 30 total number of responses being evaluated by the teacher-researcher belong to this level or as interpreted as 0 percent of the 100 percent tested. The performance level in which majority of the learners are gathered are still in the very

good level of performance with a score ranging from 16-20 in which in this level of performance, there were 67 percent of the total number of responses tested or 15 grade 10 students which means that though majority of the learners are still in the very good level of performance but considering and comparing this result to the result during the pre-test, in this level, the number of learners have significantly increased from 50% to 67% and this really showed how effective the intervention was. On the other hand, in the good level of performance having the score ranging from 11-15, there are 3 total number of respondents present in this level of performance or as interpreted as 10 percent of the total respondents. Lastly, in the excellent level of performance, it came out that there was a total of 7 respondents in this level which is interpreted as 23 percent out of the 30 total number of respondents tested or 100 percent. This result shows a significant increase as none of the respondents during the pre-test was categorized as excellent or having achieved a raw score of 21-25.

Furthermore, the result in table 2 which caters 30 randomly picked learners who have taken the exam after they have learned the topics in Science using the video-based instruction conducted by the teacher-researcher on evaluating their level of performance, implied that learners in this case have already gained additional knowledge from the lessons presented by the teacher-researcher in Science showcasing the video-based learning materials considering the fact that the 67 percent of them are belonging to very good level which is increased from the 50 percent in the pretest, this means that after exposing themselves to the identified intervention it helped them to be more acquainted with subject and have sparked their passion to learn by enhancing their learning ability in the field of Science. The second reason for the increasing number of respondents from the very good level of performance based on the results in their performance in Science in table 2 is that these students are more decisive in involving themselves to the different activities and embracing the intervention presented by the teacher-researcher as the stated intervention has appealed to some of the learners learning style which is audio-visual, and has also appealed to their generation which is digital. As it is being said that students learn more if they can relate to it or they find it interesting enough to spark their curiosity and therefore would enhance their chances of achieving higher level in their academic performance. In this case, after they already experience the different topics using the intervention, they already learned the topics independently and trying to also help one another since the subject is also about collaboration of the different activities presented. Moreover, with the aid of video-lesson the students will be learning at their own pace as they can review the video lessons at their free time and automatically apply the different learnings that they have gained from the identified intervention which is the video lesson.

Another considerable reasons for the improvement of their performances from the pretest to the posttest performances that were assessed and validated by the teacher-researcher which happened for 4 weeks is that majority of the students are already exposed to the different lessons on the internet portal and other educational media sources that also helped them cater their needs and have helped them to answer their queries every time there are gray areas that needs to be addressed during the discussions. In other words, introducing this type of intervention helps them

to be more active in learning and thus making them more responsible for their own thinking habits and patterns by giving them the autonomy also in the sense that they can validate the information in the video lessons as well as expand their knowledge by checking this out with the varied resources available offline and online. As a whole, this improved their way of learning that resulted in the improvement of their performances especially their behavior towards learning the topics in science.

Table 2 shows that with the proper use and guidance of the teacher-researcher of video-based instructions, more learners will definitely increase their academic performance towards the subject Science and this would also make them more independent and responsible towards their own learning.

Table 3
Test of Difference Between the Scores in the Pre-test and
Post-test of Grade 10 Students in Science

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade 10 in Science	Pre	15.53	0.841	0.164	Reject H ₀	Significant
	Post	19.00				

Table 3 presents the test of difference between the scores in the pretest and posttest of grade 10 students in relation to their academic performance in science. The results of the figures in table 3 are coming from the pretest performance of the students who were not yet exposed to the Video Lessons in the delivery of the most essential learning competencies on the aforementioned subject. This further explains that the knowledge or skills given by the learners in giving the performance is based on their stock knowledge from the things that they have learned from the past lessons during the implementation of the distance learning delivery mode in the pandemic times, knowledge acquired through self-learning or self-reading, or even during the implementation of limited face to face, or from scenarios prior to the stated situations. This resulted to the weighted mean of 15.53 and could be seen in the table above to be lower than the posttest performance of the grade 10 students which has an equivalent weighted mean of 19.00. The weighted mean of 19.00 was acquired based on the performance of the respondents after they were exposed to video-based learning materials during the delivery of the topics in science and technology for 4 weeks in the implementation of the intervention and was computed by getting the average scores of all 30 respondents. Furthermore, after the computation using t-test of the results in the pretest and posttest performance of the grade 10 students, it resulted to the computed T value of 0.841 that is literally higher than the critical t value of 0.164. So, the hypothesis which states that there is no significant difference in the pretest and posttest performance on the performance of the Grade 10 students before and after the integration of the video -based learning materials in Science is rejected.

The results in table 3 on the significant difference of the pretest and posttest performance of the grade 10 students implies that applying the intervention to the independent students like to the respondents of the study is more significant compared to teach them on what is usual that they will be receiving during the delivery of the topics or during the teaching and learning process because it really improves their performance. It also help them to ignite themselves to learn the topics though Science is considered as one of the difficult topics to learn. Moreover, utilizing intervention that could the learners learn the subject and help them to showcase their potential as it has an ability that motivate students knowing that they can understand the concept that gives more in-depth explanation as well illustrations and examples that are more elaborate to the smallest degree possible. Video lessons also provide strong visual cues that help learners understand what is really happening and the process involved therein. It also provides text overlays that cater not only the audio learners but also the visual type. could literally help them to be more independent learners compared to those learners who are just receiving the traditional way of learning in the implementation of the new modality in the new normal of delivery of the most essential learning competencies. One of the strongest reasons why video lessons, in this sense, was able to help the students, is mainly because of influence of digital videos of our everyday culture, be it in Youtube, Facebook, Tiktok, or any video-streaming sites available online. This truth helped this study find its footing in the myriad of ways of presenting science concepts.

IV. Conclusion

Based on the findings of the study on the integration of the video-based learning materials in the delivery of the learning competencies in Science to the Grade 10 students is more significant compared to teach them on what is usual that they received during the delivery of the topics because it really improves their performance. It also helps them ignite their capacity to learn the topics though Science and technology is considered as one of the difficult subjects to learn. Moreover, utilizing intervention help them showcasing their potential and made them an independent learner compared to those learners who are just receiving the traditional way of learning in the implementation of the new modality in the new normal of delivery of the most essential learning competencies.

V. Recommendations

1. The proposed Enhancement plan should be utilized to the teachers who are handling Science subject specially those teachers who are handling Grade 10 learners.
2. Teachers should integrate video lessons in the delivery of the topics in science specially to those topics who are considered difficult, and it could belong to the least learned competencies.

3. During the 11 weeks of every quarter, the School Head should conduct LAC sessions focusing on the crafting of video-based learning materials which focus on the difficult topics in Science and to other major topics that are difficult to deliver by the teachers and hard to learn by the learners.
4. The School Head should closely monitor the utilization of video-based learning materials by conducting observations to the science teachers and help evaluating the learners learning capacity to learn the subject do that by then, he/she can give proper technical assistance to both teachers and students.
5. In relation to the abovementioned, the researcher is giving the authority to the future researchers to conduct a true experimental design to assess the effectiveness of the video-based learning materials in the delivery of the lessons in Science.

ACKNOWLEDGMENT

I sincerely appreciate the almighty God for His graces, strength, sustenance and above all, His faithfulness and love from the beginning of my academic life up to this masteral level. His benevolence has made me excel and successful in all my academic pursuits. I offer this success all in His glory and I also understand that none of this would have happened without his guidance and divine providence that have helped me in my pursuit of knowledge

My unalloyed appreciation goes to my ever-supportive parents for their voluminous and invaluable contributions throughout my studies since elementary up to this day. I could not have made this far without your moral and financial support. I am very grateful for all your sacrifices for me and my family in all my endeavors.

I would like to acknowledge my indebtedness and render my warmest thanks to my thesis advisor, Dr. Elvin Wenceslao, who made this work possible. His friendly guidance and expert advice have been valuable throughout the stages of the work. I hold your comments and encouraging words close to my heart, they are more than light to my path. Your encouragement and high degree of freedom to me during study is highly appreciated.

I cannot quantify the contributions and support of our agile, nimble and friendly panelists. Even though our modality was online, still the supervision by correspondence has left no vacuum. Your words of hope and encouragement were extremely invaluable, especially in these trying times.

To my immediate school head, Sir Adelo S. Gorillo who in one way or the other supported my endeavor, my sincerest thanks to you sir for the constant reminders you have extended to us your teachers.

To my ever-supportive husband, thank you for all the sacrifices you have extended all through-out the process of the paper, for understanding the nature of my work, and for filling up the gaps it caused in our family.

REFERENCES

- [1] Dep.Ed. Order No. 34 s. 2022 “School Calendar and Activities for the School year 2022-2023.”
- [2] Dep.Ed. Order no. 31 s. 2020 “Interem Guidelines for Assessment and Grading in the light of the basic education Learning continuity Plan.”
- [3] DepEd Order No. 07 s. 2020. Policy Guidelines On The Implementation Of Learning Delivery Modalities For The Formal Education
- [4] DepEd Memorandum No. 162 s. 2020 “ Suggested Learning Modality”
- [5] DepEd Memorandum N0. 173 s. 2019 : Bawat Bata Bumabasa”

AUTHOR’S PROFILE



FRITZIE O. PASTOR

The author is born on May 22, 1972 at Cebu City Philippines. She finished her Bachelor of Science in Secondary Education at Visayas State University (formerly known as Leyte State University). She finished her CAREGIVING NC II at UHA Caregiving Training Center (UCTC) – Ormoc, City. Currently taking her Masteral degree major in Supervision and Management at Western Leyte College.

She is currently a Master teacher I in Department of Education-D and she is assigned at Villaba National Comprehensive High School. She is teaching: Science 7 and Science 10, TLE – Caregiving NCII. . She was a TLE – Curriculum Writer for Caregiving NC II course in the Division of Leyte in the year 2018. She is a Science Coordinator for Junior High School department and also a Research Coordinator.