

# Effectiveness Of Teacher-Initiated Learning Activity Sheets to The Test Performance of Grade 5-6 Pupils In Teaching English

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**Abstract** — This study was conducted to evaluate the Effectiveness of Teacher-initiated learning activity sheets to the Performance of the Grade 5-6 learners in English. The findings of the study were the bases for the proposed Improvement Plan. This study utilized the Quasi-Experimental research design to determine the effectiveness of the intervention. The results which based on the test of significant difference in the pretest and posttest scores of the Grade 5-6 respondents in the performance in English before and after the implementation of the teacher-initiated learning activity sheets. The result implied that before the intervention was given it was really proven that learners are not really gaining good results because as mentioned in table 1 maybe some of the competencies are not really carried out during the teaching and learning process in the level where they belong for the past school year considering that the means of sharing or delivery of the most essential learning competencies in English. There are also reasons why the learners gaining that results maybe because considering that the subject is one of the difficult subjects taken by the learners it was also considerable to gain also low performance during the pretest. Another reasons for the results is that, some of the parents are not really familiar with the topics presented or competencies delivered during the teaching and learning process thus, it is also difficult for the learner to learn the subject considering that during the time the limited face to face is still implemented and not all the time they can ask if they have experienced gray areas about the particular topic/s delivered by the teachers. When the learners experience the intervention, , it was clearly shown that the intervention given to the learners are very significant to them specially to their learning performance as they have already increased when it comes to their learning skills or performance because majority of the Grade 5 and 6 learners are really gaining excellent results based from the assessment given to them on the different learning competencies based from the table of specification in English. In other words, the learners are really gaining positively as they are learning new topics in English even for just a 4 weeks of the delivery of the intervention. Another reasons why the learners are gaining positively because though we can consider that the subject is one of the difficult subjects taken by the learners we need also to put into consideration that since during this time the teaching and learning process or the delivery of the learning competencies were done in a face to face bases, the learners have already the chance to ask the teachers if they have difficult competencies to learn or gray areas that needs to be clarified thus,

the posttest assessment conducted by the teacher turn to be excellent. Another reasons for the results is that, some of the parents can also pay visit to the teachers and ask them what should be the things to be done if they have some things to be clarified or if they will passing topics presented or competencies delivered during their evaluation about their children's performance.

Based from the results given in table 3 as well as the different reasons before and after the integration of the intervention vis a vis to the results given, the hypothesis which states that there is no significant difference between the pretest and posttest performance of the Grade 5-6 learners in English is rejected thus, the utilization of the intervention is significantly effective in improving the performance of the learners. Moreover, In order for the teacher-researcher to address this specific issues and concerns experience by the learners, they really need to experience new strategies in which they will be gaining motivation to learn the topics or competencies.

**Keywords — *Effectiveness, Teacher-Initiated Learning Activity Sheets, Performance, Grade 5-6 Pupils***

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## I. Introduction

In the Philippines, students are subjected to a reading assessment using the Philippine Informal Reading Inventory (Phil-IRI) at the start of each school year and will be re-assessed after the teacher has taught all the required learning competencies found in the Curriculum Guide (CG). In the opening of the new normal delivery of the learning competencies in each of the quarter of every level, the modular distance learning or blended type of learning is being implemented in which the teachers prepare and distribute the modules at the same time conducted or delivered the most essential learning competencies in a limited face to face where there is limited time in delivering the lessons.

It is critical to understand the students' reading abilities because this skill is regarded as the key to gaining knowledge. One reads to gain knowledge that can be used to build new knowledge. The creation and re-creation of meaning from printed materials is referred to as comprehension (Alonzo, 2005 as cited in Gillaco, 2014). There has been significant progress in the concept of reading comprehension. It occurs not only through semantic (word meaning), syntactic (word order), and phonetic/gramophonetic cues (sound-word relationship), but also through the text's, context's, or situation's interaction with the reader's prior knowledge and experience.

Children starts to learn reading in an early age, it started at home and in the community. Learning however during the modular distance learning specially the possible respondents to this study is quite difficult to handle considering the that their reading abilities are very different compared to those students having experience the straight teaching and learning for 1 week thus, they can read and experience the basic foundation in learning because the teachers can facilitate learning and if there are struggling readers they can easily facilitates moreover, the reading ability of the learners will be developed.

Based on the premise of the researcher, the learners really need another strategy/ies in teaching English subject. The teacher-initiated learning materials to be crafted by the researcher will be to supports each reader's development in processing new text and increase the level of reading difficulty and improved performance in English subject. This method in teaching the subject can cater the diversity of the learners because the goal is to learn how to read and understand the subject in order to increase their literacy.

The problem on literacy is a major and critical challenge for the school in Campurog Elementary School, where the researcher is currently connected with, the Phil-IRI results show that the majority of students are frustrated (frustration level) in English. As a teacher, the researcher believes that students' academic performance in all subjects suffers as a result of their poor reading comprehension. This motivated the researcher to conduct this study to determine whether teacher-initiated learning materials improve the English performance of Grade 5 and 6 students.

This study evaluated the effectiveness of Teacher-initiated Learning Activity Sheets to the Performance of the Grade 5-6 Pupils in teaching English in Campurog Elementary School in the Division of Leyte. The findings of the study were the bases for an Improvement Plan.

Specifically, it sought to answer the following questions:

1. What is the test performance of the Grade 5-6 pupils in English before the integration of Teacher-initiated Learning Activity Sheets?
2. What is the test performance of the Grade 5-6 pupils in English after the integration of Teacher-initiated Learning Activity Sheets?
3. Is there a significant difference in the test performance of the Grade 5-6 pupils before and after the integration of Teacher-initiated Learning Activity Sheets?
4. What improvement plan can be proposed based on the findings of the study?

Null Hypothesis:

HO: There is no significant difference in the test performance of the Grade 5-6 pupils before and after the integration of Teacher-initiated Learning Activity Sheets.

## II. Methodology

**Design.** This study utilized the Quasi-Experimental research design to determine the Effect Teacher Initiated Learning Activity Sheets to the test Performance of the Grade 5-6 pupils in the delivery of the most essential learning competencies in 2<sup>nd</sup> grading period in teaching English subject. The main local of the study is the Campurog Elementary School which is located under the Villaba South District in the Division of Leyte. In the aforementioned locale, the main respondents that was chosen by the teacher-researcher was the Grade 5-6 pupils that were received the identified intervention to the chosen subject focused of the study. The assessment or examinations given by the researcher was carefully crafted and validated by the teacher-researcher herself to use in assessing the pretest and posttest performances of the Grade 5 and Grade 6 learners. This is also the time that in between the pretest and posttest where the different steps or procedures on what to do to implement the different learning competencies in English was undertaken in order to validate their performances before and after the implementation of the Intervention. This study is mainly focus on the results of the different tests to gather data: The pretest performance of the Grade 5-6 pupils before the implementation of the Teacher Initiated Activity sheets, The Posttest performance of the Grade 5-6 pupils before the implementation of the Teacher Initiated Activity Sheets, as well as the significant difference of the pretest and posttest before and after the implementation of the Teacher Initiated Activity Sheets in the delivery of the most essential learning competencies in teaching English for the second Grading Period. In the Quasi- experimental research design, the researcher To gather the necessary data needed in the study, the researcher utilized the test questionnaires in English based on the Self-Learning modules particularly on the formative test questions to test the performance of the Grade 5-6 pupils. Another Materials utilized are the crafted Teacher-initiated learning materials of the researcher to help implemented the different learning competencies in English subject in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study; The proposed Intervention was taken based on the findings of the study as well as on the recommendations based on the Teacher-researcher findings of the study on the effectiveness of the Teacher Initiated Learning Activities.

**Sampling.** There are 20 who are included in the study. 5 respondents of the study were Males and 3 were Females in the Grade 5 and 10 Males and 2 females for the Grade 6 level. The main strategy to communicate the respondents is through the face to face contact with the learners in the school where the learners were located. . Another way of contacting them are through cell phones of their respective parents.

**Research Procedure.** The researcher prepared the research design. In this time, the quasi-experimental research design was utilized throughout the conduct of the study. The tools utilized in the study were the Test Questionnaires in English prepared by the Teacher-researcher. This is the validated Summative Test Questionnaire in English subject from the Self Learning Modules that were focused on the different competencies in the 2<sup>nd</sup> grading period. The 20 items test

questions were used before the intervention were given to the pupils. From the 4 weeks in the implementation of the intervention or 1 month. After one month of the intervention, the posttest assessment was given to the grade 5-6 pupils with the same test questionnaires given from the pretest assessment. Prior to the preparation of all validation tools which will be used by the teacher-researcher in determining their pretest and posttest performances before and after the integration of the intervention together with the different Teacher Initiated Learning Activity Sheets which were utilized for the identified approach in teaching, The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee of the Schools Division of Leyte, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through the Learning Experts such as the Master Teacher and in coordination with the school head was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Improvement Plan.

***Ethical Issues.*** The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both the learners and the teachers including the School Principal was done.

***Treatment of Data.*** The following statistical formulas were used in this study: The quantitative responses will be tallied and tabulated. The data was treated statistically using the following statistical tool. Weighted Mean. This was utilized to assess the performance of the Grade 5-6 pupils. T-Test For Mean Difference- This tool was used to calculate the significant difference of the pretest and posttest performances of the Grade 5-6 pupils.

### III. Results and Discussion

**Table 1**  
**Pre-Test Performance of Grade 5-6 Pupils in English**

Score Range	Description	Experimental Group	
		Frequency	%
33-40	Excellent	0	0
25-32	Very Good	5	17
17-24	Good	5	17
9-16	Fair	17	56
1-8	Poor	3	10
Total		30	100
Weighted Mean		15.90	Fair

Table 1 presents the pretest performance of the Grade 5-6 learners before the integration of the Teacher-Initiated Learning Activity Sheets to the Test Performance of the Grade 5-6 Pupils in Teaching English during the Second Grading Period which focuses on the different learning competencies that falls on the prepared timelines and usually conducted for 4 weeks prior to the conduct of the pretest examination. In this table, the researcher is really see to it that prior to the conduct of the intervention, all identified learners or respondents have no knowledge of the intervention, thus prioritizing on the level of learning to the learners regarding the different learning that they have learned prior to the intervention is very significant for study. The learning or outcome of the learners on the pretest is based on the skills or knowledge they gained from the past or from the grade level where they were came.

Based from the results table 1 on the different level of test score performances specifically on the class limits from the different values or scores gained by the learners particularly on the Grade 5 and 6 learners. The scores of the respondents then be grouped according to the class limits and was identified based on the specific scores of the learners. These group of limits were identified based on solving the frequency distribution table that was crafted or answered or solved by the statistician. This result were gathered and treated to evaluate their reading performances. Before the actual application of the intervention. The result shown in table 1, on the highest level of performance which is in the excellent level having the score ranging from 33-40, there were none of the Grade 5-6 identified respondents, in other words, the learners did not perfectly gained the idea of the different learning competencies given the teachers before they are entering on the present level. In the very good level of performance which was considered as the highest reading performances identified on this study is on the score ranging from 25-32, there were 5 respondents or 17 percent out of the 30 total number of respondents being tested for performance in English. While in the very good level of performance having the score ranging from 17-24, the same performance skills meaning, there are the same number of learners in the very good to the good level of performance. In the fair level of performance having the score ranging from 9-16, in this level, there were 17 respondents or 56 percent out of the 35 total number of respondents evaluated.

So far this level has the highest number of frequency compared to the other level of performances. Lastly, on the poor level of performance having the score ranging from 1-8, there were 3 total number of respondents only or 10 percent out from the 35 total number of respondents being tested.

Based from the result in table 1 having the average weighted mean of 15.90 and has an equivalent percentage of Fair level of performance which was the bases are from the comprehensive report or output on the skills of the learners implied that among all the 30 total number of respondents in the Grade 5-6 levels tested and evaluated on their level of performance, it was clearly gleaned that majority of the learners are not really gaining good results because maybe some of the competencies are not really carried out during the teaching and learning process in the level where they belong for the past school year considering that the means of sharing or delivery of the most essential learning competencies in English. There are also reasons why the learners gaining that results maybe because considering that the subject is one of the difficult subjects taken by the learners it was also considerable to gain also low performance during the pretest. Another reasons for the results is that, some of the parents are not really familiar with the topics presented or competencies delivered during the teaching and learning process thus, it is also difficult for the learner to learn the subject considering that during the time the limited face to face is still implemented and not all the time they can ask if they have experienced gray areas about the particular topic/s delivered by the teachers. In order for the teacher-researcher to address this specific issues and concerns experience by the learners, they really need to experience new strategies in which they will be gaining motivation to learn the topics or competencies.

**Table 2**  
**Post-Test Performance of Grade 5-6 Pupils in English**

Score Range	Description	Experimental Group	
		Frequency	%
33-40	Excellent	29	97
25-32	Very Good	1	3
17-24	Good	0	0
9-16	Fair	0	0
1-8	Poor	0	0
Total		30	100
Weighted Mean		33.27	Excellent

Table 2 presents the posttest performance of the Grade 5-6 learners after the teacher-researcher is already integrating the identified intervention which is the Teacher-Initiated Learning Activity Sheets in order to test the performance of the identified learners or respondents after they have already experienced the type of learning and teaching strategies and which are new to them as they learn new topics in English subject for the second grading period in the delivery of the most essential learning competencies. For the birds eye view, the result shown in table 2 are those results or effect of learning prior to the integration of the intervention to the different lessons.

In this table, the researcher is really see to it that all identified respondents or learners identified in this study are already experiencing prior to the conduct of the intervention, thus prioritizing them to experience the new strategies. The learning or outcome of the learners on the posttest assessment is based on the skills or knowledge they gained from the new learning that they gained for the past 4 weeks on the implementation of the intervention.

Based from the results in table 2 on the different learning competencies delivered by the teacher integrating the intervention which is the teacher-initiated learning activity sheets to deliver the different topics on English. In this table, it shows the same class limits from the different values or scores gained by the learners particularly on the Grade 5 and 6 learners. The scores of the respondents then be grouped according to the class limits and was identified based on the specific posttest scores of the learners. This result were gathered and treated to evaluate their performances after 1 month or 4 weeks that they have experience different learning level of strategies.

The result shown in table 2, on the highest level of performance which is in the excellent level having the score ranging from 33-40, it was found out that majority of the learners are belong to this class limits or level of performance in which there are 29 total number of Grade 5-6 identified respondents or 97 percent out of the overall total number of respondents having the total number of respondents which are equal to 30 respondents, in other words, the learners almost perfectly gained the idea of the different learning competencies given the teachers after they really experience the intervention. In the very good level of performance which was considered as the 2nd to the highest performance in English identified on this study, having the score ranging from 25-32, there was 1 respondent or 3 percent out of the overall 30 total number of respondents being tested for performance in English. While in the good level of performance having the score ranging from 17-24, the same performance skills gained In the fair level of performance having the score ranging from 9-16, in which none from the respondents belong to this level. Lastly, on the poor level of performance having the score ranging from 1-8, there were none also of the respondents out from the 30 total number of respondents being tested.

Based from the result in table 2 having the average weighted mean of 33.27 and has an equivalent percentage of Excellent level of performance which was the bases from the comprehensive assessment conducted by the teacher-researcher to the identified learners from the Grade 5 and Grade 6 levels on the skills of the learners results implied that among all the 30 total number of respondents in the Grade 5-6 levels tested and evaluated on their level of performance after they have experience or gained from the new intervention given to them, it was clearly shown that the intervention given to the learners are very significant to them specially to their learning performance as they have already increased when it comes to their learning skills or performance because majority of the Grade 5 and 6 learners are really gaining excellent results based from the assessment given to them on the different learning competencies based from the table of specification in English. The results are seemingly excellent or improved maybe because majority of the competencies are carried out during the teaching and learning process. In other words, the



learners are really gaining positively as they are learning new topics in English. Another reasons why the learners are gaining positively because though we can consider that the subject is one of the difficult subjects taken by the learners we need also to put into consideration that since during this time the teaching and learning process or the delivery of the learning competencies were done in a face to face bases, the learners have already the chance to ask the teachers if they have difficult competencies to learn or gray areas that needs to be clarified thus, the posttest assessment conducted by the teacher turn to be excellent. Another reasons for the results is that, some of the parents can also pay visit to the teachers and ask them what should be the things to be done if they have some things to be clarified or if they will passing topics presented or competencies delivered during their evaluation about their children's performance.

**Table 3**

**Test Of Difference Between The Scores In The Pre-Test And Post-Test Of Grade 5-6 Pupils**

Groups	Test Scores		Computed T	Critical T	Decision	Interpretation
Experimental	Pre	15.90	6.223	1.243	Reject Ho	Significant
	Post	33.27				

Table 3 presents the test of difference between scores in the pretest and posttest of the Grade 5 & 6 learner respondents in the in English subject before and after the integration of the identified intervention in the delivery of the most essential learning competencies in English. The test of significant difference is based on the scores gained by the grade 5-6 leaners based on the pretest and posttest performance of the respondents before and after the integration of the Teacher-initiated learning activity sheets. Based from the results in table 3, it shows that the results of the pretest and posttest scores of the grade 5 & 6 learners in English before and after the integration. Table 3 shows that before they experience the teacher-initiated Learning Activity Sheets or with their pretest performance having the score of 15. 90 is lower than the scores after they received the intervention with the score equal to 33. 27. With the results given, it shows that there is really a big leap compared to the pretest which resulted to the computed t value of 6.223 which is higher considerably higher than the critical t value of 1.243.

The results which based on the test of significant difference in the pretest and posttest scores of the Grade 5-6 respondents in the performance in English before and after the implementation of the teacher-initiated learning activity sheets. The result implied that before the intervention was given it was really proven that learners are not really gaining good results because as mentioned in table 1 maybe some of the competencies are not really carried out during the teaching and learning process in the level where they belong for the past school year considering that the means of sharing or delivery of the most essential learning competencies in English. There are also reasons why the learners gaining that results maybe because considering that the subject

is one of the difficult subjects taken by the learners it was also considerable to gain also low performance during the pretest. Another reasons for the results is that, some of the parents are not really familiar with the topics presented or competencies delivered during the teaching and learning process thus, it is also difficult for the learner to learn the subject considering that during the time the limited face to face is still implemented and not all the time they can ask if they have experienced gray areas about the particular topic/s delivered by the teachers. When the learners experience the intervention, , it was clearly shown that the intervention given to the learners are very significant to them specially to their learning performance as they have already increased when it comes to their learning skills or performance because majority of the Grade 5 and 6 learners are really gaining excellent results based from the assessment given to them on the different learning competencies based from the table of specification in English. In other words, the learners are really gaining positively as they are learning new topics in English even for just a 4 weeks of the delivery of the intervention. Another reasons why the learners are gaining positively because though we can consider that the subject is one of the difficult subjects taken by the learners we need also to put into consideration that since during this time the teaching and learning process or the delivery of the learning competencies were done in a face to face bases, the learners have already the chance to ask the teachers if they have difficult competencies to learn or gray areas that needs to be clarified thus, the posttest assessment conducted by the teacher turn to be excellent. Another reasons for the results is that, some of the parents can also pay visit to the teachers and ask them what should be the things to be done if they have some things to be clarified or if they will passing topics presented or competencies delivered during their evaluation about their children's performance.

Based from the results given in table 3 as well as the different reasons before and after the integration of the intervention vis a vis to the results given, the hypothesis which states that there is no significant difference between the pretest and posttest performance of the Grade 5-6 learners in English is rejected thus, the utilization of the intervention is significantly effective in improving the performance of the learners. Moreover, In order for the teacher-researcher to address this specific issues and concerns experience by the learners, they really need to experience new strategies in which they will be gaining motivation to learn the topics or competencies.

#### **IV. Conclusion**

Based on the findings of the study on the integration of the Teacher-initiated Learning Activity Sheets is significantly effective in improving the test scores performance of the Grade 5-6 learners in English thus, the utilization of intervention in integrating the topics to be delivered to the learners is highly indorsed for continuous application. Furthermore, it was also found that when the learners are exposed to the new intervention during the delivery of the most essential learning competencies have gained enthusiasm to learn the subject, thus they have positive test scores results.

### **V. Recommendations**

1. The improvement plan should be utilized by the Grade 5 & 6 teachers in order to maximally utilized the intervention and if give suggestions for improvement if deemed necessary;
2. In order to significantly give the importance of the intervention, the constant usage of the learning materials which is the activity sheets will be utilized to maintain or increase the performance of the learners. Moreover, teachers should integrate the different contextualized reading materials in the aforementioned intervention in order to maximally deliver the competencies.
3. The School Principal should conduct LAC sessions or In Service Training during 11th week in order to validate the importance of the intervention to the teaching skills of the teachers and improves learning performance of the Grade 5-6 learners.
4. The School Head should monitor on the constant utilization as well as the crafting of the different activity sheets which could be an additional materials to test the literacy skills of all the learners from grade 5-6 learners.
5. Furthermore, the researcher allows future researchers to conduct the same study to test the effectiveness of the teacher-initiated learning activity sheets in validating the learning skills of the Grade 5-6 learners in English.

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#### AUTHOR’S PROFILE



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She was nominated as an Outstanding Employee of Villaba South District in the school year 2021-2022 in the field of academic competitions being a 2<sup>nd</sup> Placer Class Adviser/Subject Teacher in Numeracy Post-Test Grade Five, district level competition based on Project KNARF (Knowledge of Numeracy an Avenue for Remembering Facts) during the District Pasidungog: Araw ng Paranagl 2022.

In addition, she was an outstanding Employee of Villaba South District for the school year 2020-2021 in the field of scouting being the member of the winning team of BSP Scout Masters

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Furthermore, she was awarded as an Outstanding Employee of Villaba South District for school year 2019-2020 for her exemplary accomplishments as Multigrade LAS Contextualizer in Villaba South District under the New Normal.