

Effectiveness of Pull-Out Reading Session to The Reading Performance of The Kindergarten Pupils

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Abstract — This study is conducted to determine the How Pull-out Reading Session to the reading performance of the Kindergarten Pupils in Tambulilid Elementary School in the Schools District III in the Schools Division of Ormoc City. The findings of the study will be the bases for the proposed Enhancement Plan. This study utilized Quasi-Experimental research design to determine the Effectiveness of pull-out reading Session. The test of difference between the scores in the pre-test and posttest reading performances of the Kindergarten learners who are the respondents of the study. The test of difference between the scores in the pre-test and posttest reading performances of the Kindergarten learners who is the respondents of the study. In this table, it reveals how the respondents responded the pre and post validation before and after the integration of the pull-out reading session that was integrated during the teaching and learning reading based on the different most essential learning competencies in teaching specially during the 4th grading period which was lasted for 4 weeks or 1 month. Based on the findings of the study on the integration of the intervention with is the pull out reading sessions there were positive result or significant impact brought about by the pull-out reading sessions during the implementation of the intervention for 4 weeks or 1 month. Based from the results, it was revealed that the pretest scores gained by the Kindergarten learners before they were exposed to the identified intervention is equal to 13.58 which is much lower compared to the scores gained by the respondents after they have received the intervention and it was integrated during the teaching the skills in reading which is equal to 18.55. The pretest and posttest reading performance of the Kindergarten learners have resulted to a computed T value which is equal to 0.824 where in the result in the computed t value is greater than the critical t value of 0.215. These results on the computed t and the critical t value makes the results significant and the hypothesis which states that there is no significant difference between the pretest and posttest reading performance of the Kindergarten pupils before and after the integration of the pull-out reading sessions in the delivery of the most essential learning competencies in reading is rejected.

The results in table 3 implied that integrating the pull-out reading sessions is significantly effective in improving the performance particularly in reading skills of the Kindergarten learners.

This decision makes the intervention significantly effective in which generally it really improves the reading skills of the learners. One of the reasons why learners are also learning more specially in the reading skills compared before that they still exposed to the different learning strategies because they are more guided on what to do in reading the basic words or CBC arrangement of letters that could create a more variety of learning opportunities of learners considering the learning the basic words could lead the learners to learn more and they are more motivated to learn new things because they can already blend letters plus the sounds of that letters or sounds that they have learned. Another reasons of the very good performance gained by the respondents which are the Kindergarten learners is that their parents are also motivated now to help their learners because they are all well-guided on what to do to help improve the reading skills of their respective child and also given them the necessary technical assistance on how to improve the reading performance of the pupils.

Keywords — Effectiveness, Pull-out reading Approach Kindergarten Pupils

I. Introduction

Republic Act No. 10533 or otherwise known as Enhanced Basic Education Act of 2013 was enacted where the state shall create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills, and values for both life-long learning and employment through allowing every student or learner to receive the quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards. With that, the Department of Education (DepEd) is continuously fulfilling its mandate ensures to make every learner a proficient reader, schools across the country are tasked to help learners develop their reading skills as stated in DepEd Memorandum No. 173, s. 2019.

Early literacy instruction gives children a head start on developing their vocabulary, independence, and self-confidence. In addition to helping youngsters develop social-emotional skills and, of course, creativity, it aids in their learning to make sense of both the physical world and other people. With babies and young children, reading and storytelling fosters brain and imagination development, language and emotion development, and relationships. On sometimes, you can read. You can also occasionally listen to music, sing along, or share cultural tales.

This is the reason why I selected this book for my research: to help learners develop strong core reading abilities. Teacher must find techniques to make the reading tactics relevant to children and if you want to inspire the youngster to love reading. The child is actively participating in the reading process when we apply reading techniques. This improves their comprehension of the text and makes reading more enjoyable. Additionally, reading strategies assist the child in expanding their vocabulary, which is crucial for reading comprehension. Phonemic awareness is the first step toward successful reading, including good comprehension abilities. Kindergarten students need to

learn the sounds that each letter produces rather than just reciting it. Children must modify their reading behavior at a young age by using efficient reading techniques.

The kindergarten years are when children's growth and brain development are stimulated. Additionally, this serves as the kids' next step in getting ready for large school. Students will practice the fundamentals of math, reading, writing, shapes, and time in kindergarten.

Reading is one of the most important skills children need to learn in school. Beginning reading instruction for kindergarten students begins with the introduction of phonics and letter sounds. Differentiated activities are given to the students in the kindergarten classroom by the teachers. Songs, nursery rhymes, and tale telling all aid in developing phonemic awareness. Audio visual presentation is also used in the classroom in teaching beginning reading and introducing the letter sounds. The teacher also let the kid practice what he or she is learning by playing.

In kindergarten, students are typically independent, in need of direction, unfocused, and more frequently than not not physically or emotionally prepared. Children have a variety of specific requirements, and beginning readers can benefit greatly from guided reading, one-on-one tutoring, and remedial reading teaching. This study found that pull-out reading practices are more likely to improve kindergarten students' reading abilities.

Teaching has never been simple, particularly in the kindergarten. It has never been easy for teachers to manage students in a public school. It's harder to manage pupils with behavioral issues and poor behavior. Each kindergarten class has about 25 students, and it is to be expected that these students may exhibit a variety of behavioral issues.

The classroom and time management, insufficient preparation of reading materials, because the classroom demands a lot of work from teachers, and the reading habits of learners, who are unresponsive and lack of focus when it comes to reading are the most frequent issues encountered when teaching reading in kindergarten.

To manage the classroom and make the necessary preparations for the reading teaching materials, teachers must put in double the effort.

This study was conducted to determine the effectiveness of Pull-out reading session to the reading performance of the Kindergarten pupils in Tambulid Elementary School in the Division of Ormoc City. The findings of the study were the bases for the proposed In Enhancement Plan.

Specifically, the study sought to answer the following questions:

1. What is the reading performance of the Kindergarten pupils before the integration of Pull-out reading session?
2. What is the reading performance of the Kindergarten pupils before the integration of Pull-out reading session?

3. Is there a significant difference between the performances of the Kindergarten pupils in reading before and after the integration of Pull-out reading session?
4. What improved plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho: There is no significant difference between the pretest and posttest reading performances of the Kindergarten pupils in reading before and after the integration of Pull-out reading sessions for the 4th Grading period.

II. Methodology

Design. This study utilized the Quasi-Experimental research design to determine the Effectiveness of the Pull-out Reading Sessions to the reading Performance of the Kindergarten pupils in Tambulilid Elementary School based from the different most essential learning competencies in 4th grading period delivered in reading. The main local of the study is the Tambulilid Elementary School which is located in Schools District III in the Schools Division of Ormoc City. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher was the Kindergarten learners prior to the inclusion of the Graphic organizer in the delivery of the most essential learning competencies and after the aforesaid intervention were done. The assessment given to the respondents was carefully validated by the teacher-researcher herself which are the pretest reading and posttest reading skills and performances of the Kindergarten pupils, the different steps to conduct the reading approaches were undertaken in order to validate their performances before and after the implementation of the Intervention in reading performances of the respondents. This study is mainly focus on the results of the different reading validation to gather data: The pretest reading performance of the Kindergarten pupils before the implementation of the graphic organizers, The Posttest numeracy performance of the Kindergarten pupils after the implementation of the Pull-out reading approach, as well as the significant difference of the pretest and posttest reading performances before and after the implementation of the Pull-out reading approach in the delivery of the most essential learning competencies in teaching reading for the 4th Grading Period. In the Quasi- experimental research design, the researcher prepared the different reading materials in the implementation of the Pull-out reading approach. The focus of this study was the learners who are experiencing difficulties in learning mathematics as well as those learners who were independent learners as well as facilitating in the giving in the average level of performance. ; The proposed strategic plan was taken based on the findings of the study.

Sampling. There are 40 who are included in the study. 22 respondents of the study were Males and 18 were Females and the primary means of reach is face to face implementation of the

study as well as during the gathering of data in the school where the study was conducted.. Another way of contacting them are through cell phones of their respective parents.

Research Procedure. The researcher prepared the research design which is the quasi-experimental research design and tools which are the different reading materials based from the validated materials such as the consolidated test items from the self-learning materials to utilize in the study. The different tools prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in reading from the Self Learning Modules that were focused on the different competencies in the 4th grading period. The 20 items test questions were used before the integration of the Pull-out reading approach who were given to the pupils. After one month of the intervention, posttest post validation to validate the performances was given to the kindergarten pupils with the same test questionnaire that were given in the pre-test reading assessment. . Prior to the preparation of all validation tools which will be used by the teacher-researcher in determining their performances before and after the integration of the intervention together with the reading materials which were utilized in teaching reading, 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, 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 where the school is located. 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 Experts such as the Master Teacher and in coordination with the school head and lastly to the Education Program Supervisor in Learning Resource 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 problem-based strategic intervention 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 were tallied and tabulated. The data was treated statistically using the following statistical tool. Weighted Mean. This was utilized to assess the performance of the kindergarten learners in Reading. T-Test For Mean Difference- This tool were used to calculate the performance of the kindergarten learners in Reading.

III. Results and Discussion

TABLE 1
PRE-TEST PERFORMANCE OF KINDERGARTEN PUPILS IN READING

Score Range	Description	Experimental Group	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	27	68
9-12	Good	13	32
5-8	Fair	0	0
1-4	Poor	0	0
Total		40	100
Weighted Mean		13.58	Very Good

The table 1 above shows the pretest performances of the Kindergarten pupils in Reading before the respondents are not exposed to the different learning materials that follows norms based from the identified intervention of the learners to experience which is focuses on the pull-out reading session in the delivery of the different learning competencies that the respondents should learn or possess at the end of every session.. This results was based from the results gained by the respondents or to the kindergarten learners based from the validation conducted by the teacher-researcher to the learners or the so called pre-assessment made by the teacher before the identified respondents will be experiencing the chosen intervention which is the pull-out reading session which will be done based from the approval of the school principal or to the Master Teachers. The Assessment made by the teacher to the respondents are based from the learning competencies in 4th grading period which preferably focus on the basic knowledge that the kindergarten should be learned as they will be starting learning in the so called “ formal school. In this validation conducted, the learners are just giving what they have learned or gained during the teacher and learner instruction which they were exposed to the different learning strategies that they have experience during the delivery of the most essential learning competencies. This is also the bases where will be the teacher put on focus on who will be the specific respondents to be monitored and validated based from their performances of the learners in reading.

Based on the results, it was shown in table 1 that the Kindergarten pupils have already gained a very good performance having the overall weighted mean of 13.58 which means that the learners are really creating avenue of learning where they are comfortable in doing things according to their preference. Considering that the results which started with the excellent level of performances with the scores ranging from 17-20,it was found out based from the available data in table 1 that among the 40 total number respondents who took the pre validation assessment conducted by the teacher-researcher, none from the learners belong to this level of performance

meaning zero (0) percent out from the total number of respondents being tested. On the other hand, in the score ranging from 13-16 which is said to be in a very good level performance and considered to be the 2nd to the highest performance, there were 27 respondents which also considered to be the highest number of respondents which mean that they also gaining nice performance even if they did not yet experience the identified intervention in teaching the literacy skills of the learners particularly in the cbc that the learners should learn in testing their reading skills or performances. In the next level of performance which is in the good level of performance and considered to be on the average level of performance, 13 total number of respondents out of the 40 total number of respondents who talk the examinations or those who were validated in terms of their performance which means that there were 32 percent out of the 100 percent who took the examination. In the Fair level of performance which composed of set of scores ranging from 7-12, there were none from the respondents gained from this level out from the total of respondents which has the same number of the poor level of performance.

The result in table 1 implied that learners are already have learned from the traditional way of teaching the teachers to the learners using the available materials or learning materials available on the house. Having the most of the performances gained of the respondents which resulted to a weighted mean of 13.58 is quite good already which means that some of the member of the learners have already gained different learning ways to be able to serve the learners. The results are quit good already maybe because the learners are already aware of the different strategies that the teachers shared to them from the first grading to 3rd grading period. One of the reasons also is that they are already exposed to the different available learning materials that they can easily mind with in their reach. But we cannot deny that we need to introduce another strategy that could uplift the learners reading performance especially those learners. learners who have excellent performance in terms of reading.

TABLE 2
POST-TEST PERFORMANCE OF KINDERGARTEN PUPILS IN READING

Score Range	Description	Experimental Group	
		Frequency	%
17-20	Excellent	35	88
13-16	Very Good	5	12
9-12	Good	0	0
5-8	Fair	0	0
1-4	Poor	0	0
Total		40	100
Weighted Mean		18.55	Excellent

The table 2 above shows the post-test performances of the Kindergarten pupils in relation to their Reading performances after they have experience or expose to the new learning strategy that the teacher-researcher introduce to the class and think that this type of this new learning strategy could create positive changes to the reading performances of the learners specially in learning the different learning competencies that the kindergarten should possess after the integration of the intervention in the delivery of the most essential learning competencies in kindergarten. The above-mentioned results were based on the posttest that was conducted by the teacher researcher after the one month implementation of the intervention to the Kindergarten pupils respondents after they were already exposed to the chosen intervention which is the pull-out reading session. Usually this kind of intervention really helps the leaners and teacher to intensify the strategy to the level where the type of learners who are considered as struggling readers are able to read and write as expected.

Based on the results, it was shown in table 2 that the Kindergarten pupils have already gained excellent in terms of reading performance having an average weighted mean of 18.55. This results brought about the specific level of reading performance which started with the excellent level of performances having the scores ranging from 17-20 have already increased from zero percent to bigger percentage which is equal to 88 percent and having the equivalent number of respondents which is equal to 35 total number of kindergarten pupils who served as respondents of the stusy . it was found out that among the 28 total number respondents who took the posttest or post evaluation or assessment conducted by the teachers. On the other hand, in the score ranging from 13-19 which is said to be in a very good level performance and considered to be the 2nd to the highest performance, there were 5 respondents who were gained during the in testing their reading skills or performances or it has an equivalent percentage of 12 percent. This reading performance level is considered the 2nd of the most present in terms of the number of respondents present in this reading level of performance. In the good level of performance which is also found in the middle of the level of performance, there were none from the respondents who took the post assessment evaluation given by the teacher after given the chosen intervention which were used in improving the reading performance of the Kindergarten pupils. In the Fair level of performance which composed of set of scores ranging from 5-8 the same situation happens in the fair level of performance. It has an equivalent percentage of zero (0) percent out of the 40 total number of respondents who took the evaluation. Lastly, there were none from the 40 respondents who took the examination on the last level of performance which is the poor level of performance which has a scores ranging from 1-4.

The result in table 2 implied that most of the performances of the respondents which resulted to a weighted mean of 18.55 or in a excellent level of performance This could further explain that the intervention given by the teacher is really effective and very significant in improving the reading skills or improve the literacy performances of the kindergarten pupils considering that after they already experienced the intervention which is the pull-out reading sessions that was integrated during the discussion of the different topics in English or in reading

in the fourth grading period which covers for the entire month or 4 weeks is said to be effective in improving the literacy performance of the learners. Another reasons on the increase of the literacy performance of the learners is that for those struggling learners or readers have already given special attention that the main purpose of that special cases is that to let them learn the different literacy activities that could help improve their literacy performance. Moreover, some of the learners have parents to support in their schooling and adds to the motivation felt by the learners in learning the basic reading literacy.

TABLE 3
TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF KINDERGARTEN PUPILS IN READING

Groups	Test Scores		Computed T	Critical T	Decision	Interpretation
	Pre	Post				
Kindergarten Pupils Experimental	13.58	18.55	0.824	0.215	Reject Ho	Significant

The table 3 Presents The test of difference between the scores in the pre-test and posttest reading performances of the Kindergarten learners who is the respondents of the study. In this table, it reveals how the respondents responded the pre and post validation before and after the integration of the pull-out reading session that was integrated during the teaching and learning reading based on the different most essential learning competencies in teaching specially during the 4th grading period which was lasted for 4 weeks or 1 month. Based on the findings of the study on the integration of the intervention with is the pull out reading sessions there were positive result or significant impact brought about by the pull-out reading sessions during the implementation of the intervention for 4 weeks or 1 month. Based from the results, it was revealed that the pretest scores gained by the Kindergarten learners before they were exposed to the identified intervention is equal to 13.58 which is much lower compared to the scores gained by the respondents after they have received the intervention and it was integrated during the teaching the skills in reading which is equal to 18.55. The pretest and posttest reading performance of the Kindergarten learners have resulted to a computed T value which is equal to 0.824 where in the result in the computed t value is greater than the critical t value of 0.215. These results on the computed t and the critical t value makes the results significant and the hypothesis which states that there is no significant difference between the pretest and posttest reading performance of the Kindergarten pupils before and after the integration of the pull-out reading sessions in the delivery of the most essential learning competencies in reading is rejected.

The results in table 3 implied that integrating the pull-out reading sessions is significantly effective in improving the performance particularly in reading skills of the Kindergarten learners.

This decision makes the intervention significantly effective in which generally it really improves the reading skills of the learners. One of the reasons why learners are also learning more specially in the reading skills compared before that they still exposed to the different learning strategies because they are more guided on what to do in reading the basic words or CBC arrangement of letters that could create a more variety of learning opportunities of learners considering the learning the basic words could lead the learners to learn more and they are more motivated to learn new things because they can already blend letters plus the sounds of that letters or sounds that they have learned. Another reasons of the very good performance gained by the respondents which are the Kindergarten learners is that their parents are also motivated now to help their learners because they are all well-guided on what to do to help improve the reading skills of their respective child and also given them the necessary technical assistance on how to improve the reading performance of the pupils.

IV. Conclusion

Based from the findings this study, the integration of the pull-out reading session in teaching reading to the kindergarten learners is significantly effective specially in improving their literacy skills such as reading the basic words or letters (CBC). Furthermore the integration of the intervention could also help the teachers to be more motivated to teach the young ones and exert more effort to let them learn how to read at the same time to write basic letters. Moreover, focusing on the improvement of the literacy skills of the learners could help them boost their motivation to learn the different literacy skills that needs to be developed.

V. Recommendations

1. The proposed Enhancement plan should be utilized by the Kindergarten teachers and integrate it in delivering the different lessons or learning competencies in relation to the improvement or improving the reading performance or literacy performance of the Kindergarten learners specially to those learners who are considered struggling readers.
2. The teachers should apply the best part of the pull-out reading session and identify the weaker part in order to it to improve and apply in the teaching and learning having a more comprehensive and more useful and could positively create positive impact in improving the literacy performance of the learners always see to it to find the strength of the intervention and continue to implement and clarify the weakness or gray areas of the

intervention to perfectly according to norms that could both address to the active and weaker ones.

3. The school head should conduct School-based LAC Session which focuses on the improvement of the learners in literacy and continue to validate the different reading strategies conducted by the teachers towards their respective learners to verify the efficacy of the intervention and find out the effective ones to produce quality performance or reading performance of the learners specially to the kindergarten learners.
4. The School Head should closely monitor the teacher's performance on the integration of Pull-out reading session to validate the effectiveness of the intervention.
5. The School Head should constantly Monitor and validate the type of learning strategies utilized by the teachers if the intervention was integrated to the different lessons and see to it if the pull-out reading session whether effective or not on the certain lessons or competencies shared or delivered by the teacher.
6. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct the same study to test the veracity of the results using the pull-out reading sessions.

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I stand before you today, humbled and honored, to express my heartfelt gratitude to all those who have played an indispensable role in the successful completion of this study. It is with utmost pleasure that I extend my sincere acknowledgments to each and every individual who has contributed to this academic journey.

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AUTHOR'S PROFILE**JONALYN C. ABADIANO**

The author, Jonalyn C. Abadiano, is an accomplished educator who has dedicated ten years of her life to the field of education. Born on December 29, 1980, she has built a solid reputation as a passionate and committed teacher, earning the respect of both her colleagues and students alike. Recently, she was promoted to the esteemed position of Teacher III at Tambulilid Elementary School.

The author's journey in education began when she pursued a Bachelor of Elementary Education degree at Saints Peter and Paul College, where she graduated in the academic year 2000-2001. Throughout her undergraduate studies, she exhibited a deep understanding of educational principles and a strong desire to make a positive impact on the lives of young learners.

Recognized for her exceptional skills and dedication, the author has taken on various important roles within Tambulilid Elementary School. She currently holds the prestigious position of Coordinator for several key areas, including the Child Friendly School program, Early Registration, Canteen Management, and School Treasurer. Through her coordination and leadership, she has been instrumental in ensuring a safe and inclusive learning environment for the students, streamlining administrative processes, and managing the school's financial resources effectively.

The author's commitment to professional growth is evident in her pursuit of higher education. She is currently in the process of completing her Master's Degree in Arts in Education with a major in Administration and Supervision at Western Leyte College. This advanced degree will equip her with the necessary knowledge and skills to take on administrative roles within the education sector, further expanding her influence and impact on the educational landscape.

With her extensive experience and academic background, the author possesses a deep understanding of the challenges and opportunities within the education system. Her years of service have allowed her to develop innovative teaching methodologies, foster a nurturing classroom environment, and establish strong relationships with her students. Her teaching

philosophy revolves around the belief that every child deserves a quality education and that teachers play a pivotal role in shaping the future of society.

As an author, Jonalyn aims to share her wealth of knowledge and experiences with fellow educators, aspiring teachers, and education enthusiasts. She believes in the power of the written word to inspire, inform, and transform educational practices. Through her writing, she hopes to provide practical insights, innovative strategies, and heartfelt anecdotes that will resonate with her readers and empower them to become effective agents of change within the education sector.