Effectiveness Of Interactive Learning Strategies to The Numeracy Performance of Grade 2 Pupils In Mathematics

BEBILOU P. BERJA
Teacher III
Western Leyte College
Master of Arts in Education
Major in Filipino
bebilou.berja@deped.gov.ph

Abstract — This study was conducted in order to evaluate the Effectiveness of Interactive Learning Strategies to the Performance of the Grade 2 pupils in Mathematics. The findings of the study were the bases for a proposed intervention Plan. This research is a quasi-experimental study that used the pre-test - post- test experimental designs to determine the Effect of Interactive Learning Strategies to the Performance of the Grade 2 pupils in the delivery of the most essential learning competencies in 4th grading period in mathematics subject. In the Quasi- experimental research design, the researcher prepared different digital learning materials that were focused on the learning competencies as well as facilitating 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 researcher utilized universal Sampling in selecting the respondents of the study. The test of difference between the pretest and posttest scores performances of the grade 2 pupils in Mathematics subject which were focused on the different learning competencies in the fourth grading period. These results above are from the performance of the identified learners before the integration of the interactive learning strategies in the delivery of the lessons in Mathematics as well as to the results of the Grade 2 learners after they have already gained the knowledge and skills expected from them to gain after the implementation of the integration. The results in table 3 were came from the results of evaluating the learning capacity of the 15 respondents after they have evaluated by the teachers based from the things that they have learned when it comes to how far they have learned the Mathematics subject after implementing the Interactive learning strategies that their teacher offered. Based on the results in Table 3, it shows that the Grade 2 pupils performances in Mathematics in the pretest is 10.27 which is very low compared to the posttest performance of the Grade 2 learners having the result which is equal to 17.33.. These results in performances of the Grade 2 learners created and produced results particularly in the computed t value which is equal to 1.034 which is higher than the critical t value of 0.433 at 0.05 level of significances.

Based from the results in table 3, it can be gleaned that there was really a positive impact brought about the implementation of the new intervention which is the interactive learning

strategies to the performance of the grade 2 pupils in the pretest and posttest considering also that the computed t value is higher than the critical T value which relates to the significance of the study therefore the hypothesis which states that there is no significant difference between the pretest and posttest score performances of the grade 2 pupils in Mathematics before and after the integration of the Interactive learning strategies is rejected. This further explains that the Exposing the Grade 2 pupils to the new learning strategies or method in delivering the lessons or to the different learning competencies could help increase their learning skills and boost learners' self-esteem thus they are eager to learn new things and discover new learning through introducing learning method to them because these type of learners wanted new things almost every moment while learning the subject specially mathematics. Thus applying the aforementioned learning technique is significantly effective and it really helped the Grade 2 learners to help them improve their numeracy performance. Moreover, knowing the basic numeracy skills of the learners could create bridge to connect how they will be creative in learning things specially in improving their academic performance.

Keywords — Interactive Learning Strategies, Numeracy, Performance, Grade 2 Pupils, English Face to Face

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 the Printed Modular Distance Learning together with Audio / 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 internet and devices, aside from the Learning Activity Sheets we also prepared audio / video instructions uploaded to their group chats in order to maximize learning.

According to Guderya's (2004) in his study that E-Learning has become one of the sets of tools for teaching and learning whereby the mere objective is to promote creativity among the student and teachers and how the integration of computers can be a means of improving teaching and learning within a schools system to acquire information through a variety of tools for learning.

One of the emerging technology tools for online learning is web synchronous systems or video conferencing tools (e.g., Blackboard Collaborate, WebEx, Saba Centra, Adobe Connect, Cisco Telepresence). This new technology, which affords a complete suite of communication features, has provided the opportunity for a high level of real-time, students-to-students and students-to-instructor interaction in online learning environments. The potential of these complex communication tools for providing virtual, yet interactive learning experiences that are closer to what is possible in face-to-face learning environments (Rourke, Anderson, Garrison & Archer, 2001a and b; Shi & Morrow, 2006).

Numeracy refers to the ability to understand and use numbers . It is the knowledge, skills, behavior, and dispositions that learners need in order to use mathematics in a wide range of situations. It involves recognizing and understanding the role Mathematics in the world and having the dispositions and capacities to use Mathematical knowledge and skills purposely. Numeracy is indeed important.

Being numerate involves more than mastering basic mathematics. It involves connecting the mathematics that learners learn at school with the out-of-school situations that require the skills of problem solving, critical judgement , and non-making related to applied contexts. In my personal point of view, understanding numeracy and mathematics will make huge difference in all aspects of our life. Because we all know that developing numeracy skills is known to be difficult because majority of the young generations today dislike mathematics. Almost of today's generation struggle with math. They thought math is the most challenging subject for them.

The world is interconnected. Everyday math shows these connections and possibilities. The earlier young learners can put these skills to practice, the more likely they will remain in an innovation society . Numeracy is the capacity , confidence and disposition to use mathematics in a life. As an educator , considering or including mathematics and numeracy in early childhood program important. To make them realized how enjoyable mathematics and numeracy is.

As an educator I want to share to the young generation how important numeracy is in our lives. It will help them achieve a greater understanding with the world of math .As an educator , I want to show to them and help them realize and make numeracy and mathematics easier for them to learn. They will discover the real-life value of math. What math can offers and the real life benefits included in learning numeracy and mathematics.

Numeracy has an increasingly important role in enabling and sustaining cultural , social, economic and technological advances. Numeracy connects this learning with their personal and work lives. We all use mathematics to navigate our everyday life .Understanding and being numerate helps learner to know and describe the world around them and make meaning of these encounters. Numeracy skills support the learners to be confident and capable learners as they navigate the increasingly complex global community of the 21st century.

To help young generation today to make learning numeracy and mathematics easier ,as a catalyst these are some of the problems or factor that hinders learning this subject . This are some common reasons learners struggle with numeracy are mistakes such as numbers in addition, substitution, omissions, recalling numbers. Learners negative attitudes towards the subject , Mathaphobia, attention difficulties , concepts are learned but not understood, fear about mathematics subject. Lack of interest in solving mathematics problems and math anxiety. These are some of the problems every educators encounter in teaching mathematics and developing their numeracy skills.

Hence, this study will be conducted to evaluate whether the blended learning in teaching Mathematics has a positive impact to the numeracy performance of the Grade 2 pupils in Mathematics.

This study was conducted in order to evaluate the Effectiveness of interactive learning strategies to the Numeracy Performance of the Grade 2 pupils in Mathematics. The findings of the study were the bases for the proposed Intervention Plan.

Specifically, the study sought to answer the following questions:

1. What is the performance of the grade 2 pupils in Mathematics before the integration of Interactive learning strategies?
2. What is the performance of the grade 2 pupils in Mathematics after the integration of Interactive Learning strategies?
3. Is there a significant difference between the pretest and posttest numeracy scores before and after the integration of Blended Learning Approach in the delivery of the most essential learning competencies in Teaching mathematics subject for the 4th grading?
4. What improved plan can be proposed based on the findings of the study?

Statement of Hypothesis:

Ho : There is no significant difference between the pretest and posttest numeracy scores before and after the integration of blended Learning Approach in the delivery of the most essential learning competencies in Teaching mathematics subject for the 4th grading.

II. Methodology

Design. This study utilized the Quasi-Experimental research design to determine the effectiveness of Interactive learning strategies To The Performance Of The Grade 2 Learners in mathematics during the delivery of the most essential learning competencies in 4th grading period in mathematics subject. The main local of the study is the Danus Elementary School which is located under the Leyte Leyte District in the Schools Division of Leyte. In the aforementioned locale where the study was conducted, the main respondents that was chosen by the teacher-researcher was the Grade 2 pupils underwent series of evaluation prior to the inclusion of the Interactive Learning Strategies s To The Performance Of The Grade 2 Learners In Mathematics during the face to face classes was done. These 2 stages of assessment was carefully done by the teacher-researcher herself which are the pretest and posttest performances in Mathematics. This is also the time that in between the pretest and posttest, the different inclusion of the interactive

Learning Strategies were undertaken in order to validate their performances before and after the implementation of the inclusion of the synchronous Teaching Strategies With The Use Of Audio-Video Interactive Learning Materials. This study is mainly focus on the results of the different tests to gather data: The pretest performance of the Grade 2 pupils before the implementation of the inclusion of the Interactive Learning Strategies, The Posttest performance of the Grade 2 pupils after the implementation of the inclusion of the Interactive Learning Strategies, as well as the significant difference of the pretest and posttest before and after the implementation of the inclusion of the Interactive Learning Strategies With in the delivery of the most essential learning competencies in teaching Mathematics for the 4th Grading Period. In the Quasi- experimental research design, the researcher prepared different inclusion of the Interactive Learning Strategies that were focused on the learning competencies which are difficult to pass by the respondents as well as facilitating 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 enhancement plan was crafted and taken based on the findings of the study as well as on the recommendations based on the Teacher-researcher findings from the results given by the Grade 2 pupils.

Sampling. There are 15 who are included in the study. 9 respondents of the study were Males and 6 were Females. In gathering of data, the actual meeting of the respondents as well as the given the pretest and posttest assessment were given to the Grade 2 pupils inside the classroom. Another way of contacting them are through cell phones of their respective parents for their awareness regarding the study being conducted.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. The different tools prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in Mathematics subject from the Self Learning Modules of the aforementioned subject that were focused on the different competencies in the 4th grading period. The test questions were used before the inclusion of the Interactive Learning Strategies were given to the pupils. After one month of the intervention of the inclusion of the Interactive Learning Strategies With The Use Interactive Learning Materials, posttest was given to the grade 2 pupils with the same test questionnaire given in the pretest 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 different inclusion of the Interactive Learning Strategies With The Use of Interactive Learning Materials 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, 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 different Experts from the Schools Division Office, District Office and to the Schools where the available personnel such as the Master Teacher and in coordination with the School Head were 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 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 Effectiveness of inclusion of the Interactive Learning Strategies With The Use Of Interactive Learning Materials on the area of focused was 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 2 PUPILS IN MATHEMATICS

Score Range	Description	Experimental Group	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	3	20
9-12	Good	7	47
5-8	Fair	5	33
1-4	Poor	0	0
Total		15	100
Weighted Mean		**10.27**	**Good**

Table 1 shows the pre-test performance in Mathematics of the Grade 2 pupils before the integration of Interactive Learning Strategies in the delivery of the most essential learning competencies particularly on the 4th grading period.

Interactive Learning Strategies are one of the important strategies in the delivery of the lessons in Mathematics. It will help the learners ignite their motivation to learn the different lessons or competencies during the fourth grading period. Creating different learning opportunities to the

learners particularly to the Grade 2 learners is really one of the best actions that could bring positive impact in improving the numeracy performance of the learners specially that in this grade level, it really needs more effort to create avenue or good learning environment for possible positive learning experiences.

Based on the results in table 1, it shows that the score ranging from 17-20 which labeled as Excellent performance level, In this level of performance having the highest performance rating based on the table presented, it was found out there were none from the total number of respondents or 15 respondents while on the other class limit which considered as the 2nd to the highest level pf performance having the score ranging from 13-16, there were 3 respondents or 20 percent who were considered very good in their level of performance in Mathematics. This means that though the learners don't have exposed yet to the new intervention to be given by the teacher, still they have already the idea on how to solve basic mathematical operations based on the different learning competencies in the given grading period. In the Good Level of Performance of the Grade 2 Mathematics in the 4th grading period having a score ranging from 9-12, there were forty (47) percent or having 7 total number of respondents out of the 15 total number of respondents presents and tested in this study. In this level of performance, it is considered to be in the average level of performance in terms of number of respondents involved in the study. On the other hand, in the fair level of performance which is considered as the 2nd to the lowest rating of performance and having a class interval of 5-8, it was found out that in this class limits it considered to be the 2nd to the highest or majority of the respondents were concentrated considering that there are 5 respondents or 33 percent out from the total number of respondents gained in the different mathematical examinations conducted. Lastly, in the poor level of performance and considered to be the lowest in terms of performance level and in this case, there are no respondents out of the fifteen total number of respondents who are belong to the score ranging from 1-4.

The results in table 1 which primarily focus on the performance of the Grade 2 learners before they will be experiencing the intervention in the delivery of the lessons in the fourth grading period. As we glance to the results showcased by the learners in the table above, we can conclude that some of the learners if not all have already the idea of the topics to be presented by the teacher-researcher because it resulted to the overall weighted mean of 10.27 which means that in a glance it could be explained or further discussed that the results was above the fair level of performance which means that the learners are belong to the good level of performance having the weighted mean of 10.27 and describe as good level of performance. This Further explains that even though the teacher-researcher not yet introducing the identified intervention to the learners in the delivery of the lessons in the fourth grading the focus or attention of the learners is already good considering that the pretest performance of the Grade 2 pupils in Mathematics particularly on the competencies in the 4th grading period having no intervention given to the aforementioned learners are already good.

The pretest result in table 1 implied that the grade 2 learners prior to that start on the delivery of the different learning competencies in the fourth grading period have experience some difficult times considering that there are the learners who are belong to the fair level of performance. Considering also that the score they gained or majority of them gained or belong in the good level of performance. In other words, the Grade 2 learners through they are in the good level of performance we cannot deny the fact that they really need another intervention that could make their performance increase particularly on the numeracy performance of the learners.

The result also in table manifest that another intervention should be given or be experienced to the identified learners in order for them to increase their performance level.

Table 2
POST TEST PERFORMANCE OF GRADE 2 PUPILS IN MATHEMATICS

Score Range	Description	Experimental Group	
		Frequency	%
17-20	Excellent	10	17-20
13-16	Very Good	5	13-16
9-12	Good	0	9-12
5-8	Fair	0	5-8
1-4	Poor	0	1-4
Total		26	Total
Weighted Mean		**17.33**	**Excellent**

Table 2 shows the posttest performance in Mathematics of the Grade 2 pupils. This results was being determined through the conduct of the posttest examination of the learners after the 4 weeks implementation of the intervention which is the Interactive learning strategies which the learners experience during the delivery of the most essential learning competencies in Mathematics for the 4th grading period that were being delivered by the teachers to the learners. Based from the experience gained by the teacher-researcher, she describes the intervention which is the Interactive Learning Strategies as one of the important strategies in the delivery of the lessons in Mathematics specially during the fourth grading period which labeled to be as one of the difficult subjects to be thought by the teacher to the learners. It will help the learners ignite their motivation and increase their enthusiasm to do more and to focus to the different mathematical problems identified by the teacher and learners to learn the different lessons or competencies during the fourth grading period. Creating different learning opportunities to the learners particularly to the Grade 2 learners is really one of the best actions that could bring positive impact in improving the numeracy performance of the learners specially that in this grade level, it really needs more effort to create avenue or good learning environment for possible positive learning experiences.

Based on the results in table 2, it can be gleaned that from the Excellent performance level having a score ranging from 17-20, there were ten leaners being tested (10) respondents or 67 percent who showed up excellent performance as they gained highest scores after the given of intervention to the leaners in the fourth grading period which could bridge also on how to improve the learning gap and maintain the excellent performance of the Grade 2 learners specially in their mathematical skills which resulted after the giving of strategic learning strategies which was given to them by the teacher-researcher. In the Very Good Level of Performance having a score ranging from 13-16, which was also considered as second highest performance among the 5 level of performances identified. Based from the results given, it shows that there were 5 respondents and has an equivalent percentage of 33 percent while in the good level of performance having a score ranging from 9-12, there were none of the total number of respondents out of the 15 total respondents validated or zero percent, Lastly, in the poor and fair level of performance having the scores ranging from 5-8 and 1-4 respectively, there were none or 0 percent of the Grade 2 pupils belong to these level of performances.

The results in table 2 which focused on the posttest performance of the Grade 2 pupils in Mathematics in the 4th Grading period in which the results in evaluating their performance skills was after the integration of the Strategic Intervention Strategies in the delivery of the most essential learning competencies implied that the grade 2 learners are really learning the different topics shared by the teacher-researcher or the teachers really made the difference in improving the performances of the learners which resulted to the overall weighted mean of 17.33 or it has described as excellent level of performance that were gained by the learners. The results shows also that the different expected skills to be mastered were gained by Grade 2 learners which means that in the 4th grading competencies were being mastered by the learners and they are already ready to step into the next level or stages of learning. The results could further explain that after the grade 2 pupils who were experiencing the new technique or strategy introduced by the teacher to the respondents in the delivery of the most essential learning competencies have really brought about big impact in improving the numeracy performance of the learners. Some of the identified factors regarding the increase of performances of the learners is that they already started to appreciate the learning strategy applied by the teacher and in return, they will be doing well in improving the performance of the learners.

TABLE 3
TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF GRADE 2 PUPILS IN MATHEMATICS

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade 2 Pupils Experimental	Pre Post	10.27 17.33	1.034	0.433	Reject Ho	**Grade 2 Pupils Experimental**

Table 3 shows the test of difference between the pretest and posttest scores performances of the grade 2 pupils in Mathematics subject which were focused on the different learning competencies in the fourth grading period. These results above are from the performance of the identified learners before the integration of the interactive learning strategies in the delivery of the lessons in Mathematics as well as to the results of the Grade 2 learners after they have already gained the knowledge and skills expected from them to gain after the implementation of the integration. The results in table 3 were came from the results of evaluating the learning capacity of the 15 respondents after they have evaluated by the teachers based from the things that they have learned when it comes to how far they have learned the Mathematics subject after implementing the Interactive learning strategies that their teacher offered. Based on the results in Table 3, it shows that the Grade 2 pupils performances in Mathematics in the pretest is 10.27 which is very low compared to the posttest performance of the Grade 2 learners having the result which is equal to 17.33.. These results in performances of the Grade 2 learners created and produced results particularly in the computed t value which is equal to 1.034 which is higher than the critical t value of 0.433 at 0.05 level of significances.

Based from the results in table 3, it can be gleaned that there was really a positive impact brought about the implementation of the new intervention which is the interactive learning strategies to the performance of the grade 2 pupils in the pretest and posttest considering also that the computed t value is higher than the critical T value which relates to the significance of the study therefore the hypothesis which states that there is no significant difference between the pretest and posttest score performances of the grade 2 pupils in Mathematics before and after the integration of the Interactive learning strategies is rejected. This further explains that the Exposing the Grade 2 pupils to the new learning strategies or method in delivering the lessons or to the different learning competencies could help increase their learning skills and boost learners' self esteem thus they are eager to learn new things and discover new learning through introducing learning method to them because these type of learners wanted new things almost every moment while learning the subject specially mathematics. Thus applying the aforementioned learning technique is significantly effective and it really helped the Grade 2 learners to help them improve their numeracy performance. Moreover, knowing the basic numeracy skills of the learners could create bridge to connect how they will be creative in learning things specially in improving their academic performance.

IV. Conclusion

Based from the findings of the study, it can be concluded that there is a significant difference between the pre and post-test scores of grade 2 pupils in Mathematics. Thus, the integration of Interactive Learning Strategies in the delivery of the most essential learning competencies in Mathematics is significantly effective in improving the performance of the Grade 2 pupils in the delivery of the most essential learning competencies as well as to those least learned competencies in the 4th Grading period.

V. Recommendations

1. The proposed intervention plan should be utilized in order to create or multiply its significance in improving the performance of the learners.

2. Administrators or school head should include in their respective work and financial plan the different supplies and materials in the delivery of the different lessons in mathematics using the interactive learning strategies.

3. School Heads should encourage teachers in all subject areas to apply interactive learning strategies in the delivery of the most essential learning competencies specially in Mathematics subject.

4. Based from the results of the study having the excellent and good performances level, teachers should continue to utilize during the discussion of the different topics in Mathematics through the implementation of the interactive learning strategies to maintain or improve the performance for those learners who are really need help in improving their mathematical skills while those in the below average level of performance, teachers should conduct different learning options focus of SLAC and embed it during LAC sessions as well as during the midyear and year end break sessions such as inset of training workshop in order for them to be mor familiar on how to address the gaps and helps those learners in needs.

5. In relation to the abovementioned, the researcher is giving the authority to the future researcher to conduct the same study to validate the significant findings of the study.

ACKNOWLEDGEMENT

The completion of this study will not be possible without the participation and assistance behind this study. Their contribution is sincerely appreciated and gratefully acknowledge. I would like to express my deep appreciation and gratitude to the invaluable help of the following people who make this study possible. First and foremost, I would like to praise and thank God, the

almighty, who has granted countless blessing, knowledge, and opportunity given to me to be able to pursue the graduate studies.

I take this opportunity to express my gratitude to the people who have been instruments in the successful completion of this thesis.

I would like to acknowledge and give my warmest thanks to Dr. Bryant C. Acar, Dean of Graduate School, for his motivation and immense knowledge in helping and imparting his expertise in allowing us to grow professionally in the field of teaching and also to improve the study.

I would like to express my deep and sincere gratitude to my research adviser Dr. Elvin H. Wenceslao for devoting his time, effort and resources in all activities, and the encouragement, enthusiasm and guidance throughout this research and writing of this thesis. I can't say thank you enough for his tremendous help.

I would like to thank the rest of the thesis committee Dr. Jasmine B. Misa and Dr. Annabelle A. Wenceslao for giving their assistance and recommendations toward the realization of this study.

I wish to acknowledge the help provided by my co- Teachers on the distribution and retrieval of the Pre-test and Post Test to the pupils.

I would also like to show my deep appreciation to the pupils and the parents in guiding their children in answering the Activity Sheets.

Last but not least, I will forever be thankful to my family who are in one way or another who shared their support and encouragement morally, financially, and physically, I thank you. Your prayer for me was what sustained me this far .Finally, to the almighty Father, the source of all knowledge and strength , for making all things possible.

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. 20201"Interem Guidelines for Assessment and Grading in the light of the basic education Learning continuity Plan."
[3] DepEd Order 30 s. 2021. Interem guidelines for Assessment and Grading in light of the Basic Education Learning Continuity Plan.

AUTHOR'S PROFILE

BEBILOU P. BERJA

The author is born on December 22, 1989 at Poblacion , Leyte, Leyte, Philippines. She finished with flying colours her Bachelor's degree in Elementary Education Major in General Education at Naval State University (NSU) , now Biliran Province State University (BIPSU) , Naval Biliran – Main Campus. In the next school year she took up an 18 units for Pre-School Education (PSed) at the same University. In her high school and college days, she joined different organizations when she was a student and that helped her decide to take her Master's Degree. She is currently finishing her Master's degree of Arts in Education major in Filipino at Western Leyte College of Ormoc City.

She is also an awardee as one of the Outstanding Abot-Alam Volunteer (DepEd ALS) , in Leyte I District as an ALS Volunteer . She is currently a Teacher III in the Department of Education and a Grade – II Teacher at Danus Elementary School at Barangay Danus, Leyte, Leyte, Philippines. She is a coordinator in school organization for learners , Girl Scouts of the Philippines. She is the Vice-President in their School Teachers Association.