

Effectiveness Of Explicit Reading Instruction To The Performance Of Grade 3 Pupils in English

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Abstract— This study aimed to determine the Effectiveness of Explicit reading instruction to the performance of the Grade 3 pupils in reading. The findings of the study served as a basis of a proposed intervention plan. This study used the Quasi- Experimental method of research to determine the significant difference of the aforementioned variables. The researcher utilized Universal Sampling in identifying the respondents of the study. The test of difference between the scores in the pre-test and post-test of Grade 3 pupils in English before and after the integration of Explicit reading instruction in teaching different learning competencies in English subject which covers the 4 learning competencies that were delivered for 4 weeks. Based on the table 3, showing the Grade 3 learners' performances, it was revealed that among the 21 total number of Grade 3 learners who are the respondents of the study who are not yet exposed to the explicit reading instruction which means pure learning coming from the learners based from the things that they have learned from the past, they just gained an average weighted mean of 9.86 which is equal to a good level of performance which only focused on the reading performance of the learners.

On the other hand, the posttest performance of Grade 3 pupils in English after the integration of the explicit Reading Instruction in teaching different learning competencies in English which covered the 1 month or 4 weeks competencies which reflects the post test scores performances of the respondents was based from the learning they acquired after the teacher really shared and give ample time to create different learning activities which covers the explicit reading instruction. In teaching reading it is very important for both the learners and teachers to have common knowledge on what to do in order for both parties to meet at the middle and both of them are both learning as the respondent learned the smooth way while experiencing the Explicit teaching in reading and the teacher will give or deliver the topics that could give simple and concise in order for the learners to learn the things that need to be learned for the entire duration of classes. The posttest validation of performance conducted by the teacher- researcher will also give avenue to the teachers as well as parents to make some adjustment based from the performances gained by the grade 3 learners. It will help the teacher on what should be the best approach or strategy that will be embedded in the intervention plan so that other teachers will be able to get some ideas in the delivery of their lessons applying the explicit reading instruction. Based from the results on table 2, it was revealed that among the 21 total number of Grade 3 learners who are the respondents

of the study and already experienced the explicit reading instruction, it was revealed that the grade 3 learners have improved their learning performance and just gained an average weighted mean which is equal to an excellent level of performance. The results in pretest and posttest performances resulted to the computed t value which is said to be highest compared to the critical t value which gives directions in giving decisions on either to reject or accept the hypothesis. In this case, having the scores reflected, the hypothesis which states that there is no significant difference between the pretest and posttest performance before and after the integration of the explicit reading instruction is rejected.

The results in table 3 implied that the integration of the explicit reading instruction is quite effective in improving the literacy performance of the learners considering a vast increase of the test performance showcased by the grade 3 learners before and after the integration of the intervention. The explicit reading instruction really gives the idea of making the learners be guided specially to those learners who have experience difficulties in learning reading as well as those learners who have learning gap to other learning competencies.

**Keywords — Effectiveness Explicit Reading Instruction Performance Grade
3 Learners English**

I. Introduction

Reading is a challenge (Paris, 2006). It is important means of introducing the child to his environment. Hence, it is considered the basic tool for his personal and academic development. Every learner is capable and deserving of good education and learning experiences. One can be literate, but not necessarily a reader because reading is a skill that requires the development of a habit that must be exercised regularly.

Every need of a child regarding reading, this must be assessed thoroughly and provided appropriate and effective implementation. Teacher's prior responsibility is to offer learners various forms of reading interventions that will help them achieve educational goals. For a successful teaching-learning in reading, teachers are expected to use varied, relevant and effective methodologies toward development of teaching reading skills.

As a grade three teacher, the real challenge she has experienced is teaching reading and making sure that every learner's needs are being catered. The ability to read is my priority. The fact that they are not the same in terms of learning levels and styles demands a great impact and challenge for her. In her 5 years of teaching, this is my first time teaching a grade 3 learner with many difficulties in reading. She have tried a lot of methods and approaches in teaching reading especially in developing the literacy skills of the learners.

Explicit Reading Instruction is one strategy she has utilized and its a way to teach reading in a direct, structured way. With this approach, teachers make lessons clear, direct and visible. Learners taught how to start and succeed on a given task. She choose this topic because she is eager to teach my pupils and my son how to read correctly and fluently in the near future.

Teaching children to read accurately, fluently is one of the main goals of early education. It is a dream of any teacher that every single pupil may acquire knowledge and skills in reading with comprehension. Pupil's literacy problems she met in my class hinders their progress in understanding and comprehension that is one of the causes of their poor performance in other learning areas. Some of them omit words and letters when reading, others skip words and reads letters not found in the given words. In my class, there are 10 out of 21 pupils who are poor readers in English. There are also 3 out of 21 who are struggling in writing appropriately and legibly especially in cursive manner.

It is through this, why she decided to conduct this study in order to determine if utilization of Explicit Reading Instruction can address reading and literacy skills problems in her class particularly the Grade 3 pupils.

This study evaluated the effectiveness of Explicit Reading Instruction to the Performance of the Grade 3 Pupils in English in Gaas Elementary School in the Division of Baybay City. The findings of the study were the bases for an Intervention Plan.

Specifically, it sought to answer the following questions:

1. What is the reading performance of the Grade 3 pupils in English before the integration of Explicit Reading Instruction?
2. What is the reading performance of the Grade 3 pupils in English after the integration of Explicit Reading Instruction?
3. Is there a significant difference in the reading performances of the Grade 3 pupils in English before and after the integration of Explicit Reading Instruction?
4. What enhancement plan can be proposed based on the findings of the study?

Null Hypothesis:

HO: There is no significant difference in the reading performances of the Grade 3 pupils in English before and after the integration of Explicit Reading Instruction.

II. Methodology

Design. The study utilized the Quasi Experimental type of research Design to evaluate the effectiveness of Explicit Reading Instruction to the reading performance of the Grade 3 pupils in English based on the different most essential learning competencies for the 1st grading period in Gaas Elementary School. The findings of the study were the bases for an Intervention Plan. The researcher utilized Universal Sampling in identifying the respondents of the study. Quantitative analysis was used to determine the significant difference between the pre-test and post-test mean scores in Gaas Elementary School in the Division of Baybay based from the different most essential learning competencies in first grading period delivered in English subject which purely focused on the different competencies. The main local of the study is in Gaas Elementary School which is located under the in the Division of Baybay City. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher was the Grade 3 learners which was identified based on their test performances prior to the integration of Explicit Reading Instruction in the delivery of the different learning competencies. The assessment given to the respondents was carefully validated by the teacher-researcher himself which are the pretest and posttest test performances of the Grade 3 learners, the different steps in conducting the identified approach were undertaken in order to validate their performances before and after the implementation of Explicit Reading Instruction to the respondents. This study is mainly focus on the results of the different test validation to gather data: The pretest scores performance of the Grade 3 learners before the implementation of the Explicit Reading Instruction in identifying the performance of the respondents, The Posttest scores performance of the Grade 8 learners after the implementation of the Explicit Reading Instruction as well as the significant difference of the pretest and posttest performances before and after the implementation of the Explicit Reading Instruction in the delivery of the most essential learning competencies in teaching English for the first Grading Period. In the Quasi- experimental research design, the researcher prepared the different materials which integrating Explicit Reading Instruction. The focus of this study was the Grade 3 learners and those readers who are in the fair and good level of performance in order to improve their performance those on the average level of performance as well as those learners who were independent learners 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 Intervention Plan was taken based on the findings of the study.

Sampling. There are 21 respondents who are included in the study. There are 11 Male and 10 Females with a 21 total number of respondents. The respondents or the grade 3 learners were being identified based on the performance of learners, and the primary means of reach is during the actual conduct 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 learning materials embedding the Explicit Reading Instruction based from the numeracy test given to the respondents. The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

The researcher sent a letter to the Schools Division Superintendent of Baybay City Division for approval in conducting the study to the said school, After which, the approved letter coming from the Schools Division Office was given to the Public School District Supervisor (PSDS) for his awareness.

The researcher conducted the pretest before the integration of Explicit Reading Instruction in teaching English After conducting the pretest, the researcher now integrating the Explicit Reading Instruction to the different most essential learning competencies (MELCs) in English for 4 weeks. After 4 weeks of integrating the Explicit Reading Instruction to the lesson, the posttest was conducted to validate the learning of the Grade 3 learners..

The results were analyzed and interpreted in order to find out if there were increased on the performance level from the pretest to the posttest. Then after the posttest and pretest were analyzed, the posttest result was treated statistically using the test for mean difference. 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 Enhancement 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 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 reading performance of the Grade 3 pupils.

T-Test For Mean Difference- This tool was used to calculate the significant difference of the reading fluency skills performance of the Grade 3 pupils.

III. Results and Discussion

Table 1
PRE-TEST PERFORMANCE OF THE GRADE 3 LEARNERS IN ENGLISH

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	3	14
9-12	Good	11	52
5-8	Fair	7	33
1-4	Poor	0	0
Total		21	100
Weighted Mean		9.86	Good

Table 1 presents the pre-test performance of Grade 3 pupils in English before the integration of the explicit Reading Instruction in the in teaching different learning competencies in English which covered the 1 month or 4 weeks competencies. This particular table which reflects the test scores performances of the respondents was bases for the different explicit teaching activities to be crafted to catrer the different learning needs or gaps of the identified learners which are the Grade 3 leaners to be received by the chosen intervention by the teacher-researcher. The pretest validation of performance conducted by the teacher- researcher will also give avenue to the teachers as well as parents to make some adjustment based from the performances gained by the grade 3 learners from the pretest performance. This assessment is purely independent in nature because learners was given the researcher test questions which obviously not on their compass of knowledge, meaning they don't have any idea yet as to the different topics to be given to them in the pre- assessment.

Based from the results on table 1, it was revealed that among the 21 total number of Grade 3 learners who are the respondents of the study who are not yet exposed to the explicit reading instruction which means pure learning coming from the learners based from the things that they have learned from the past, they just gained an average weighted mean of 9.86 which is equal to a good level of performance which only focused on the reading performance of the learners. Furthermore, it was revealed that in the excellent level of performance having the scores ranging from 17-20 nobody got the level of excellent with a score ranging to 33-40 from the 21 total number respondents being tested which means that only zero percent gained on this level of performance. In the very good level of performance having a score ranging to 13-16, there were 3 total number of respondents or 14 percent out of the 21 total number of respondents being validated and assessed. In the good level of performance with the scores ranging from 9-12, it was found out that there were 11 total number of respondents having the equivalent percent of 52 percent out of the 21 total number of respondents being tested. Moreover, it was also concluded on this particular level of reading performance that this level of performances was dominated out of the 5 levels of performances being reflected in the table 1 which talks about the pre-test performances of the learners. In the fair level of performance with the scores ranging from 5-8 it was revealed that that out of the 21 total number of respondents being validated by their reading performances, there were 7 total number of respondents belong to this level having an equivalent percentage of 33 percent. Lastly, on the poor level of performance, having the scores ranging from 1-4, it was found out that none from the 21 total of respondents are belong to this level despite of their lack of knowledge of the different topics being given to them in the form of test questionnaire.

Based from the results given in table 1 regarding the pretest performance of the Grade 3 pupils in reading implied that the results gives the idea of the teacher-researcher that there are really have the idea or stack knowledge based from the different learning competencies that covers the entire test questions given by the teacher to the respondents during the pre-test assessment of their literacy skills. The main reasons for this performance that they gained in the pretest validation of performance of reading is that maybe some of the learners are amazed to the new normal that was started for the past 2 semesters which gives them the idea to learn different things even outside on the competencies in the lower levels. Meaning, they grasp things from the past even if they still not yet experience the different lessons in reading from the first grading period. Moreover, we should also not take for granted to those learners that are belong to the fair level of performance because there are tendencies that this competencies that they have learned can go down or their performance will be lessen thus, they should be guided in order for them to improve their reading performance particularly to those learning competencies which caters the basic literacy skills.

Table 2
POST TEST PERFORMANCE OF GRADE 3 LEARNERS IN ENGLISH

Score Range	Description	POST TEST	
		Frequency	%
17-20	Excellent	13	62
13-16	Very Good	8	38
9-12	Good	0	0
5-8	Fair	0	0
1-4	Poor	0	0
Total		21	100
Weighted Mean		16.95	Excellent

Table 2 presents the posttest performance of Grade 3 pupils in English after the integration of the explicit Reading Instruction in teaching different learning competencies in English which covered the 1 month or 4 weeks competencies. In other words the test scores that reflects in the table are the learning gained by the grade 3 learners during the teaching and learning process which they have experience from the 1 month of integration of the teacher in her delivery of the lessons which covers at least 4 learning competencies. This particular table which reflects the post test scores performances of the respondents was based from the learning they acquired after the teacher really shared and give ample time to create different learning activities which covers the explicit reading instruction. In teaching reading it is very important for both the learners and teachers to have common knowledge on what tot do in order for both parties to meet at the middle and both of them are both learning as the respondent learned the smooth way while experiencing the Explicit teaching in reading and the teacher will give or deliver the topics that could give simple and concise in order for the learners to learn the things that need to be learn for the entire duration of classes. The posttest validation of performance conducted by the teacher- researcher will also give avenue to the teachers as well as parents to make some adjustment based from the performances gained by the grade 3 learners. It will help the teacher on what should be the best approach or strategy that will be embedded in the intervention plan so that other teachers will be aboe to get some ideas in the delivery of their lessons applying the explicit reading instruction.

Based from the results on table 2, it was revealed that among the 21 total number of Grade 3 learners who are the respondents of the study and already experienced the explicit reading instruction, it was revealed that the grade 3 learners have improved their learning performance and just gained an average weighted mean of 16.95 which is equal to an excellent level of performance. Furthermore , It was revealed that in the excellent level of performance having the scores ranging from 17-20, there were 13 total number of respondents belong to this level of performance with an equivalent percentage of 62 percent. This level of performance also have found out to be the

dominant in terms of the number of respondents presents on this level of performance. In the very good level of performance having a score ranging to 13-16, there were 8 total number of respondents or 38 percent out of the 21 total number of respondents being validated and assessed after they have experience the explicit reading instruction. In the good level of performance with the scores ranging from 9-12, it was found out that there none of the respondents belong to this level of performance or simply having the equivalent percentage of zero percent out of the 21 total number of respondents being tested. The same happens in the fair level of performance with the scores ranging from 5-8 it having no respondents belong to this level of performance. Lastly, on the poor level of performance, having the scores ranging from 1-4, it was found out that none from the 21 total of respondents are belong to this level.

Based from the results given in table 2 regarding the posttest performance of the Grade 3 pupils in reading implied that the integration of the explicit reading instruction is really significant in improving the reading performance of the learners considering the the fact that the results from the pretest to posttest have a big leap which means that the performance of the grade 3 learners in reading have improved compared to the time that they still do the learning process on their own or depending on the things that they have learned from the past learning session. The main reasons for this improved performance that they gained in the posttest validation of performance of reading is that the explicit teaching is really effective in improving the reading performance of the learners as well give give the idea to the teachers to give more activity that relates the different learning styles connected to the explicit learning technique or approach applied by the teacher.

TABLE 3
Test of Difference Between the Scores in the Pre-test and Post-test of Grade 3 Learner in English

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
GRADE 3 Pupils	Pre	9.86	1.742	0.824	Reject H ₀	Significant
	Post	16.95				

Table 3 presents the test of difference between the scores in the pre-test and post-test of Grade 3 pupils in English before and after the integration of Explicit reading instruction in teaching different learning competencies in English subject which covers the 4 learning competencies that were delivered for 4 weeks. Based on the table 3, showing the Grade 3 learners' performances, it was revealed that among the 21 total number of Grade 3 learners who are the respondents of the study who are not yet exposed to the explicit reading instruction which means pure learning coming from the learners based from the things that they have learned from the past, they just gained an average weighted mean of 9.86 which is equal to a good level of performance which only focused on the reading performance of the learners.

On the other hand, the posttest performance of Grade 3 pupils in English after the integration of the explicit Reading Instruction in teaching different learning competencies in English which covered the 1 month or 4 weeks competencies which reflects the post test scores performances of the respondents was based from the learning they acquired after the teacher really shared and give ample time to create different learning activities which covers the explicit reading instruction. In teaching reading it is very important for both the learners and teachers to have common knowledge on what to do in order for both parties to meet at the middle and both of them are both learning as the respondent learned the smooth way while experiencing the Explicit teaching in reading and the teacher will give or deliver the topics that could give simple and concise in order for the learners to learn the things that need to be learned for the entire duration of classes. The posttest validation of performance conducted by the teacher- researcher will also give avenue to the teachers as well as parents to make some adjustment based from the performances gained by the grade 3 learners. It will help the teacher on what should be the best approach or strategy that will be embedded in the intervention plan so that other teachers will be able to get some ideas in the delivery of their lessons applying the explicit reading instruction. Based from the results on table 2, it was revealed that among the 21 total number of Grade 3 learners who are the respondents of the study and already experienced the explicit reading instruction, it was revealed that the grade 3 learners have improved their learning performance and just gained an average weighted mean of 16.95 which is equal to an excellent level of performance. The results in pretest and posttest performances resulted to the computed t value of 1.742 which is said to be highest compared to the critical t value of 0.824 which gives directions in giving decisions on either to reject or accept the hypothesis. In this case, having the scores reflected, the hypothesis which states that there is no significant difference between the pretest and posttest performance before and after the integration of the explicit reading instruction is rejected.

The results in table 3 implied that the integration of the explicit reading instruction is quite effective in improving the literacy performance of the learners considering a vast increase of the test performance showcased by the grade 3 learners before and after the integration of the intervention. The explicit reading instruction really gives the idea of making the learners be guided specially to those learners who have experience difficulties in learning reading as well as those learners who have learning gap to other learning competencies.

IV. Conclusion

Based from the findings of this research, it can be concluded that there is a significant difference between the pre and post-test scores of grade 3 pupils in reading. Integration of the explicit reading instruction is quite effective in improving the literacy performance of the learners considering a vast increase of the test performance showcased by the grade 3 learners before and after the integration of the intervention. The explicit reading instruction really gives the idea of making the learners be guided specially to those learners who have experience difficulties in

learning reading as well as those learners who have learning gap to other learning competencies. Furthermore, explicit reading instruction addressed the learning gaps of the learners.

V. Recommendations

1. The proposed intervention plan should be utilized by the Grade 3 teachers in order for them to be guided on how to use the intervention plan focusing on the explicit reading instruction.
2. School Heads should Organize of recurring workshops and training sessions for teachers to advance their expertise in explicit reading instruction techniques.
3. School Heads should allocate money or budget as part of the APP or PPMP for the purchase of current reading materials, books, and other resources made especially for explicit reading instruction methods.
4. School Heads should encourage regular classroom observations that are centered on reading instruction following the GIYA and K-FELT tools. Encourage and support educators as they work to enhance their explicit reading instruction strategies.
5. School Heads should establish support systems for students who require additional assistance with their reading abilities, such as peer mentoring programs and reading intervention programs.
6. School Heads and Teachers should give parents tools and advice on how to foster the reading development of their kids at home.
7. District Supervisor should review of Curriculum: work with curriculum writers to make sure that strategies for explicit reading instruction are incorporated into the district's curriculum.
8. PSDS should implement a system for tracking and assessing how well explicit reading instruction is working in all of the district's schools. Utilize data to pinpoint areas that require improvement and best practices.
9. PSDS should support for Teachers: Provide on-going support for teachers through coaching, mentoring, and opportunities for professional growth that are particularly centered on strategies for explicit reading instruction.
10. Master Teachers should take advantage of training sessions and workshops to keep up-to-date on your knowledge of and proficiency with explicit reading instruction methods.
11. Master Teachers should regularly evaluate students' reading proficiency to spot areas that require explicit instruction. Adapt your instructional strategies accordingly.

12. Furthermore, the author encourages future researchers to conduct the same study in order to test the effectiveness of the result of the study.

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The author is born on November 03, 1993 at Brgy Hipusngo Baybay City Leyte, Philippines. She finished her Bachelor’s degree in Elementary Education at Visayas State University – Main Campus. In her high school and college days, she was really into the supervision field. She was a cadet ROTC officer during college designated as S2 for discipline. She was a leader in different organizations when she was a student and that helped her decide to take administration and supervision as her field of specialization for her master’s degree. She is currently finishing her Master’s degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

She is currently a Teacher III in the Department of Education and a Grade – III Teacher at Gaas Elementary School at Barangay Gaas Baybay City, Leyte, Philippines. She is a coordinator in the school namely, Research for teachers and the Girl Scouts of the Philippines for learners. She believes that supervising the young is the foundation of understanding how to supervise the old.