Effectiveness Of the Pull-Out Reading Intervention in Improving the Performance of The Grade 3 Pupils

DONNABELLE S. MELLIJOR
Teacher III
Western Leyte College
Master of Arts in Education
Major in School Administration and Supervision
donnabelle.mellijor@deped.gov.ph

Abstract — This study aimed to determine the Effectiveness of Pull-out Reading intervention to the performance of the Grade 3 pupils in reading. The findings of the study served as a basis of a proposed Enhancement plan. This study used the Quasi- Experimental method of research to determine the 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 posttest reading performances of the Grade 3 learner-respondents before and after the integration of the Pull-out reading intervention that were introduced for 1 month during the delivery of the most essential learning competencies in teaching Reading. Based on the findings of the study the intervention was really effective considering that the trends in terms of performance of the Grade 3 learners are really improving or increasing and not going downward, in other words, the learners are really happy and motivated while learning the different competencies because the pre-reading assessment gained by the grade 3 learners which were the respondents having a good level of reading performance and when we compared it to the results in the posttest reading performance of the Grade 3 learner respondents is lower considering that the posttest performance and resulted to the computed T value which is greater than the critical t value and the hypothesis which states that there is no significant difference between the pretest and posttest reading performance of the grade 3 pupils before and after the integration of the pull-out reading intervention in reading is rejected meaning the intervention is significantly effective in improving the reading performance of the Grade 3 learners and it really drag to the pinnacle in terms of reading performance specially to those learners who are belong to the poor to fair level of performances as reflected in the pre-reading assessment. The rejection of the null hypothesis suggests that there is a significant difference between the pre-test and post-test scores of Grade 3 pupils in reading. This further explains that the intervention applied during the 1 month integration was resulted in a statistically significant improvement in the reading skills of the Grade 3 pupils being tested.

The results further implied that since majority of the grade 3 pupils who took the post-reading assessment have already improved their reading performance and as a matter of fact they were already belong to the excellent level of performance meaning that the intervention given to

the learners which are the Grade 3 learners by the researcher is greatly achievable and commendable because it made a remarkable changes to the learning performance of the learners and addresses the learning gap of the learners in reading and for those learners who are to the good level before the intervention was being implemented, they also improved. Moreover, the intervention is really effective in bridging the gap and maintaining to those who have already belong to the good to excellent level of performance.

Keywords — Effectiveness, Pullout Reading Intervention, Performance, Grade 3 Learners

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.

The researcher decided to conduct this study on the effectiveness of pull-out reading intervention because literacy skills play a crucial role in a child's academic success and overall development. As a lifelong learner and an advocate for quality education, she firmly believe that every child deserves an equal opportunity to acquire strong foundation on literacy skills. By focusing on grade 3 pupils, who are critical stage of their education, this study aims to address the potential gaps in their reading abilities and provide evidence-based strategies to enhance their literacy performance.

As a teacher, conducting this study on the effectiveness of pull-out reading intervention for Grade 3 pupils is important for some reasons. Firstly, Grade 3 is a critical period when students transition from learning to read to reading to learn. It is crucial to identify and address any reading difficulties at this stage to further academic challenges in later grades. Secondly, pull-out reading interventions have been implemented in many educational settings as a targeted approach to struggling learners. However, the effectiveness of these intervention may vary, and its essential to gather factual evidence to determine the impact on improving literacy performance. This study aims to contribute to the existing body of knowledge by examining the specific benefits and challenges associated with pull-out reading interventions for grade 3 pupils.

The presence of non-readers in Grade 3 highlights the urgency and importance of conducting the study on the effectiveness of pull-out reading intervention in improving the literacy

performance of grade 3 pupils. Non-readers refers to students who have not yet acquired basic reading skills, face significant challenges in their educational journey and are at risk of falling behind their peers in terms of literacy development.

By specifically focusing on grade 3 pupils, who are typically expected to have acquired foundational reading skills, the study aims to address the needs of non-readers within the specific group. The pull-out reading intervention is designed to provide targeted support and intensive instruction to non-readers, with the objective in helping them develop essential reading skills and catch up with their peers.

Conducting a study on the effectiveness of a pull-out reading intervention for grade 3 is essential due to the identified educational need, the potential to contribute to evidence-based decision making, the implications for educational policies, the impact on individual student success, and the long-term benefits for the society. By exploring the efficacy of this intervention, we strive to improve literacy and enhance their overall educational journey.

Based on the records gathered by the researcher, those are the reasons why the researcher is trying to pursue his study on finding strategies that could enhance the reading level of the Grade 3 learners.

This study was conducted to determine the effectiveness of THE Pull-out reading intervention to the performance of the Grade 3 Pupils in English in Baybay I Central School in the Division of Baybay City. The findings of the study were the bases for the proposed Enhancement Plan.

Specifically, the study sought to answer the following questions:

1. What is the performance of the Grade 3 pupils before the integration of Pull-out reading Intervention?

2. What is the performance of the Grade 3 pupils after the integration of Pull-out reading Intervention?

3. Is there a significant difference between the performances of the Grade 3 pupils before and after the integration of Pull-out reading intervention.

4. What enhancement plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho : There is no significant difference between the performances of the Grade 3 pupils before and after the integration of Pull-out reading intervention.

II. Methodology

Design. This study utilized Quasi-Experimental research design to determine how the pull-out reading intervention to the literacy performance of the grade 3 pupils in the 4th grading period. The output of this study is to create enhancement plan that will help the teachers specially to the Grade 3 leaners or those learners who are identified struggling learners. 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 Baybay I Central 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 Baybay I Central 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 Pull-out Reading Intervention 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 Pull-out Reading Intervention 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 Pull-out Reading Intervention in identifying the performance of the respondents, The Posttest scores performance of the Grade 8 learners after the implementation of the Pull-out Reading Intervention as well as the significant difference of the pretest and posttest performances before and after the implementation of the Pull-out Reading Intervention 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 Pull-out Reading Intervention. 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 Enhancement Plan was taken based on the findings of the study.

Sampling. There are 34 respondents who are included in the study. There are 15 Male and 19 Females with a 34 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 Pull-out Reading Intervention 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 Pull-out Reading Intervention in teaching English After conducting the pretest, the researcher now integrating the Differentiated Reading Instruction to the different most essential learning competencies (MELCs) in English for 4 weeks. After 4 weeks of integrating the Pull-out Reading Intervention 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 will be tallied and tabulated. The data were treated statistically using the following statistical tool.

Weighted Mean. This tool was utilized to assess the performance of the Grade 3 learners in literacy performance.

T-Test for Mean Difference- This tool was used to calculate the literacy performance of the Grade 3 learners.

III.   Results and Discussion

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

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	8	24
13-16	Very Good	11	32
9-12	Good	3	9
5-8	Fair	10	29
1-4	Poor	2	6
Total		34	100
Weighted Mean		**12.06**	**Good**

The table 1 above shows the pretest performances of the Grade 3 pupils in Reading before the respondents. The reflected results in the first table was only based on the knowledge that they have gained from their previous level where they learned competencies in the Grade 2 level of the same Key Stage which is the Key Stage 1. Meaning, the scores reflected in the table 1 were based on the learning that they have learned from their own particularly to the things that they should learned which is focus on the improvement of learning in reading by the learners. Moreover, those learners were not yet experienced the pull out reading interventions procedures and how it should be done to make the learners learned and be motivated identified learners in this study, which are the Grade 3 learners. Furthermore, they are strategy or strategies that they have learned from their peers, family and other people that they socialized including social media, Television, videos, radio and other sources of information's may it be personal or social in nature.

Based on the result in table 1 which focuses on the pre-reading performance of the Grade 3 pupils before the pull-out reading intervention was being introduced to the identified respondents which are the Grade 3 learners and act on the different learning procedures which will be determined by the teachers whether those identified learning procedures are fitting to the type of learners thy are in. Based from the results shown in table 1 which is focused on the Pretest Reading performance of the Grade 3 pupils, it was found out that from the score ranging from 17-20 in the excellent level, there were 8 total number of respondents or 24 percent from the 34 total number of identified respondents who took the pre-reading assessment. In the very good level of performance having the ranging from 13-20, there were 11 total number of respondents from the Grade 3 learners or 32 percent out of the 34 total number of respondents who took the pre-reading assessment or validation of performance. This particular level of reading performance is considered to the highest number of learners who gained in this level. Furthermore, in the score ranging from 9-12 which is in the good level of reading performance, there were 3 total number of respondents which are the Grade 3 learners. In the good level of performance of learners, this is identified as the least in terms of number of respondents present which means not so many leaners are really good in in terms of their reading performance while in the fair of performances having the score ranging from 5-8, out of the 34 respondents who took the pre-reading assessment, there were 10 respondents belong to this level of reading performance. In the last reading performance having the score ranging from 1-4, there were only 2 learners or respondents belong to this level of performance or it has an equivalent percentage of 6 percent out of the 100 percent of 34 total number of respondents .

The result in table 1 implied that there are grade 3 leaners having difficulties in learning the different reading stages but there are also other percent of learners who have also good in their learning performance in reading considering that the general or average weighted mean is equal to 12.06 which has an equivalent description of reading performance equal to Good level of performance before learned the different learning processes in reading using the pull-out reading intervention. In other words, some learners really need to have a new strategies that could uplift their reading performance specially that this learners are belong to the key stage 1 which means that they really need to be given special attention for them to be more creative in learning the different learning competencies and be experiencing new learning styles in improving the reading skills specially to those learners who have difficulty in reading. Other explanations which relates to the performances of the grade 3 learners which reflected in the table 1 since some of the Grade 3 learners are belonging to the very good and excellent level reading performances, which means that some of the respondents have gained enough skills and knowledge in reading considering that they gained very good to excellent level of performances thus, they were able to learn and comprehend the different text and passages.

The results further explain that the grade 3 pupils performance should be given ample time for the teachers and recognize that there are really need to address the learning gap of each respondent based on their learning performance and address this diversity in reading abilities

within the classroom. Thus, the identified intervention which is the pull-out reading intervention is very important and significant to address the learning gaps among the grade 3 learners which happens to be the respondents who will be experiencing the identified intervention and aiming to improve their reading skills and ensuring that those identified learners specially to those learners who are identified are non-readers to have the opportunity to achieve their full potential in reading comprehension and other reading skills that should be learned before they proceed to another level.

Table 2
POST TESTPERFORMANCE OF GRADE 3 LEARNERS   IN READING

Score Range	Description	POST TEST	
		Frequency	**%**
17-20	Excellent	23	68
13-16	Very Good	11	32
9-12	Good	0	0
5-8	Fair	0	0
1-4	Poor	0	0
Total		34	100
Weighted Mean		**18.01**	**Excellent**

The table 2 above shows the posttest performances of the Grade 3 pupils in Reading after the respondents experienced the new introduced intervention in reading which is the pull-out reading intervention. The results in table 2 were based or patterned on the acquired knowledge of the identified learner-respondents which are the Grade 2 learners that they have gained from the 1 month integration of the intervention to the different delivered competencies. Meaning, the scores reflected in the table were based on the learning that they have learned from the things that they have acquired from the teachers for 4 week's time that is intended for them to learn and they should learned in order to help the learners improved their skills in reading as well as address their learning gap in reading. Moreover, those learners were already capacitated or experienced the pull out reading interventions procedures and how it should be done to make them independent learners in the future as they will traverse to the next key stage.

Based on the result in table 2 which focuses on the post reading performance of the Grade 3 pupils after the pull-out reading intervention was being introduced to the identified respondents which are the Grade 3, it was found out that from the score ranging from 17-20 in the excellent level, there were increased in the posttest scores compared in the pretest scores before and after the integration of the intervention which is the pull-out reading intervention to the learners, which means that there are 23 total number of respondents or 68 percent from the 34 total number of identified respondents who took the post-reading assessment. In the very good level of

performance having the score ranging from 13-20, there were 11 total number of respondents from the Grade 3 learners or 32 percent out of the 34 total number of respondents who took the post-reading assessment or validation of performance. This particular level of reading performance is considered maintained , considering that the percentage or the number of the learners in the pre-reading assessment is the same number of respondents after the respondents have experience the pull-out reading intervention which have an equivalent of 11 total number of respondents or 32 percent. Furthermore, in the score ranging from 9-12 which is in the good level of reading performance, there were none or zero percent total number of respondents which are the Grade 3 learners. In the good level of performance of learners, this is identified as the same in the good level of performance in terms of number of respondents present which means not so many leaners are already very good in in terms of their reading performance while in the fair of performances having the score ranging from 5-8, out of the 34 respondents who took the pre-reading assessment, there were none respondents belong to this level of reading performance. In the last reading performance having the score ranging from 1-4, there none also out of the 100 percent of 34 total number of respondents .

The result in table 2 implied that the grade 3 leaners having difficulties in learning the different reading stages in the pre-reading assessment have had already improvement compared to the results shown in the pretest reading assessment meaning, there were really significant improvement in reading skills across all learning reading performances. Notably, a substantial 68% of students achieved excellent scores, falling within the score range of 17-20. An additional 32% of the students demonstrated very good reading skills, with scores ranging from 13-16. It is noteworthy that all learners or respondents which are the   grade 3 learners have range achieved scores at the "Excellent" or "Very Good" levels in the post-reading assessment considering that there was a comprehensive enhancement in their reading abilities based from the results they have shown after a month of integrating pull out reading intervention. The absence of students in the lower score ranges (Fair and Poor) in the post-test signifies the effectiveness of the interventions and teaching strategies implemented between the pre-test and post-test assessments. In other words, some learners really improved to have a new strategies given by the teacher-researcher and help uplift their reading performance.

The results further explain that the intervention that was given to the grade 3 pupils really address the learning gaps of learners in terms of their reading performance and recognize that this intervention really address the learning gap of each respondent based on their learning performance and address this diversity in reading abilities within the classroom. Thus, the identified intervention which is the pull-out reading intervention is very important and significant to address the learning gaps among the grade 3 learners which happens to be the respondents who will be experiencing the identified intervention and aiming to improve their reading skills and ensuring that those identified learners specially to those learners who are identified are non-readers to have the opportunity to achieve their full potential in reading comprehension and other reading skills that should be learned before they proceed to another level. The results further explain that

the grade 3 pupils have experiencing great impact on the type of learning experiences from the school.

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

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
GRADE 3 Pupils	Pre	12.06	1.955	1.664	Reject H_o	Significant
	Post	18.01				

The Table 3 presents The test of difference between the scores in the pre-test and posttest reading performances of the Grade 3 learner-respondents before and after the integration of the Pull-out reading intervention that were introduced for 1 month during the delivery of the most essential learning competencies in teaching Reading. Based on the findings of the study the intervention was really effective considering that the trends in terms of performance of the Grade 5 learners are really improving or increasing and not going downward, in other words, the learners are really happy and motivated while learning the different competencies because the pre-reading assessment gained by the grade 3 learners which were the respondents gaining 12.06 only or having a good level of reading performance and when we compared it to the results in the posttest reading performance of the Grade 3 learner respondents is lower considering that the posttest performance is equal to 18.01 and resulted to the computed T value of 1.955 which is greater than the critical t value of 1.664 and the hypothesis which states that there is no significant difference between the pretest and posttest reading performance of the grade 3 pupils before and after the integration of the pull-out reading intervention in reading is rejected meaning the intervention is significantly effective in improving the reading performance of the Grade 3 learners and it really drag to the pinnacle in terms of reading performance specially to those learners who are belong to the poor to fair level of performances as reflected in the pre-reading assessment. The rejection of the null hypothesis suggests that there is a significant difference between the pre-test and post-test scores of Grade 3 pupils in reading. This further explains that the intervention applied during the 1 month integration was resulted in a statistically significant improvement in the reading skills of the Grade 3 pupils being tested.

The results further implied that since majority of the grade 3 pupils who took the post-reading assessment have already improved their reading performance and as a matter of fact they were already belong to the excellent level of performance meaning that the intervention given to the learners which are the Grade 3 learners by the researcher   is greatly achievable and commendable because it made a remarkable changes to the learning performance of the learners and addresses the learning gap of the learners in reading and for those learners who are to the good

level before the intervention was being implemented, they also improved. Moreover, the intervention is really effective in bridging the gap and maintaining to those who have already belong to the good to excellent level of performance.

IV. Conclusion

Based on the findings this study the integration of Pull-out reading intervention is significantly effective in improving or enhancing the reading skills or performance of the grade 3 learners and even addressing the learning gap of learners in terms of their reading level. Furthermore, Pull-out reading intervention really created an avenue to the learners considering that it has statistically significant improvement in the reading skills of Grade 3 pupils after the intervention, suggesting that the teaching methods or interventions implemented were effective in enhancing the students' reading abilities.

V. Recommendations

1. The proposed enhancement plan should be utilized by the Grade 3 teachers in order for them to be guided on what should be the right thing or process to do in order to create an avenue to the learners specially to the learner who are struggling in reading.

2. The school head should conduct INSET or LAC Session to all the teachers in order for them to be guided on what to do if they have learners that are really struggling in terms of reading or the learning gap is really visible. It is also an avenue for the teachers to showcase their skills and talents or best practices in teaching the reading processes.

3. The teachers should genuinely choose and identify learners that are really struggling in reading so that they will be catered and their learning gap will be addressed as soon as possible from the time they already identified and also for them to be put in ready mode for the next grade level.

4. The School Head should closely monitor the teacher's performance on the integration of the Intervention and give technical assistance specially to those teachers who have more learners that needs more help compared to other teachers.

5. 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.

ACKNOWLEDGEMENT

The making of this study would not be successful without the support and guidance and inspiration of the following personalities who shared their moments and expertise in helping this modest piece of work and output of reality.

The researcher would like to express her heartfelt gratitude to the following and entities who have been contributed to the success of the study:

Dr. Bryant C. Acar, Dean of Graduate School, for his encouragement and untiring effort in improving and providing the necessary resources and support to make this research possible;

Dr. Annabelle A. Wenceslao, the writer's research adviser for her valuable suggestions, full support and encouragement;

Dr. Jasmine B. Misa and Dr. Elvin H. Wenceslao, as members of the Panel of Examiners for giving their professional suggestions and recommendation for the realization of this study;

Dr. Marilou M. Soria District Principal In-charge, for giving permission to conduct the study in Baybay 1 Central School in Baybay 1 District.

To the respondents of Baybay 1 Central School pupils, for their honesty and cooperation in completing the data needed.

To the fellow masterands for their camaraderie and shared experiences.

The researcher's family, whose unconditional love and understanding inspired her to finish this book;

Above all, to God Almighty for the blessings and opportunity given to be able to pursue the graduate studies thus gaining professional development. More importantly, thanks to His guidance and enlightenment.

To all those who helped make this research paper done.

Each of you has played a significant role in researchers' academic journey, and profoundly grateful for the contributions and support.

This collaborative spirit and shared commitment to knowledge and progress embody the strength of teamwork, reminding us that great achievements are often result of the collective efforts of many dedicated individuals. As this project concludes, we are reminded of the enduring impact of collaboration and pursuit of knowledge. Thank you all for being part of this rewarding journey.

REFERENCES

[1] Benjamin, A., (2006) Valuing differentiated instruction. *Education Digest*, 72(1), pp.57-5

[2] Dep.Ed. Order No. 34 s. 2022 "School Calendar and Activities for the School year 2022-2023."

[3] DepEd Order No. 07 s. 2020. Policy Guidelines On The Implementation Of Learning Delivery Modalities For The Formal Education

[4] Dep.Ed. Order no. 31 s. 20201"Interem Guidelines for Assessment and Grading in the light of the basic education Learning continuity Plan."

AUTHOR'S PROFILE

DONNABELLE S. MELLIJOR

The author is born on January 03, 1991 at Baybay City, Leyte, Philippines. She earned her Bachelor's degree in Elementary Education in Franciscan College of the Immaculate Conception in Baybay City, Leyte, a Catholic institution known for its commitment to academic excellence and values-based education.

As a dedicated professional, she is actively involved in educational initiatives. She is a member of the "Dibuhista Baybayanon" pool of illustrators within DepEd Baybay City Division, where she contributes her artistic talents to enhance learning materials for learners.

She is a Teacher III in the DepEd Baybay City Division, where her dedication to teaching and nurturing young minds has earned her a reputation as an inspiring educator. Currently, she imparts knowledge and instills values in Grade 3 students at Baybay 1 Central School in Baybay City, Leyte fostering their intellectual and personal growth.

Driven by a commitment to continuous improvement, Donnabelle is simultaneously pursuing her Master's degree in Arts Education, with a major in Administration and Supervision, at Western Leyte College in Ormoc City, Leyte. Her academic pursuits reflect her unwavering commitment to enhancing the quality of education and making a profound impact on the field of teaching. She recognizes that educational systems are constantly evolving, and effective leadership and innovative approaches are essential for creating a nurturing and progressive learning environment.

She believes that teaching is an art, and a good administration and supervision provide the canvas on which educators paint a brighter future.