

Philippine K To 12 Implementation: Difficulties, Coping Strategies, And Insights of Public School Teachers

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Abstract — K to 12 curriculum created novel challenges among educators, parents, students, school teachers, and stakeholders. Thus, this study described the difficulties and coping strategies of elementary school teachers in dealing with the K to 12 program implementation. This study employed the qualitative phenomenological research design, which included twelve (12) school teachers in Ubalde Elementary School, Agdao, Davao City. Interviews were utilized to gather necessary data to bring out the difficulties and coping strategies of elementary school teachers on the K to 12 implementations. Results revealed that participants experienced scarcity of learning materials, lack of training and orientations, low-quality materials, and additional workload. When asked about their difficulties experienced in the implementation of the K to 12 curricula, there emerged from the participants' responses which were made the bases for the following themes: scarcity of necessary materials, lack of essential training and orientation, low quality of needed materials, and additional workload for school teachers. Despite the challenges, school teachers find ways to mitigate their current situation, such as employing innovative strategies, social support systems, and personal coping strategies. The results of this study would bridge to future research about the experiences of other school teachers, teachers, and students who had undergone the K to 12 curriculum.

Keywords — : *Education, K to 12, school administrators, coping, insights, phenomenology*

I. Introduction

The implementation stages difficulties have never been contemporary in Asian countries (Cheung & Man Wong, 2019). It only led principals and teachers to compliance, examination, and pedagogic culture of dilemma (Law, 2019). The need for more understanding of curriculum implementation (Cheung & Man Wong, 2019) had been principals' sentiments in Hong Kong. Several principals were dissatisfied and lacked confidence in the central agencies' competence in supporting the curriculum reform (Adamson, Tak-Shing, Wai-Ming, Kin-Sang, Hau-Fai & Wai-Lun, 2020). These reasons led to many unsuccessful curriculum reforms in education.

Teachers shouldered problems and implementation issues in the Philippines' K to 12 curriculum, though Okabe (2019) articulated that the curriculum was timely and admirable. To

mention these problems: there were an insufficient knowledge and experiences of the school leaders (Guru & Abulad, 2019), as the front line of the schools' entirety, schools in rural areas did not receive much support from the government (Durban & Catalan, 2019), as noticed in the lack of quality school supplies, limited resources, and inadequate technology infrastructure (Brooks & Sutherland, 2019) in the secondary level.

These were among the issues that school teachers faced from their day-to-day living to realize the reform. However, despite these challenges, they sorted out strategies that somehow alleviated their present situation. They changed their previous and usual practices in several ways (Husband & Hunt, 2019). Mokhele (2019) concluded in his study that school teachers were motivated by their principals and engaged the society in fulfilling the implementation, while Zhan, So, Winnie, Cheng & Irene (2019) added that they too changed their teaching approaches and materials used in the teaching and learning process. On the other hand, when teachers showed idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation (Arokiasamy, Abdullah & Ismael, 2019), it demonstrated satisfaction among teachers. It resulted in better performance of the implementation

Teachers' skills need to equate to the needs of the curriculum. Still, studies globally, regionally, and locally showed that school teachers encounter difficulties implementing a new curriculum. Though few studies identified the obstacles as mentioned earlier linked teachers' efforts towards program implementation improvement, such a link seemed plausible in most cases. And such barriers could be symptoms of a more fundamental problem yet uncovered. Geographically, only a few studies were conducted on teachers' struggles and mainly focused on secondary schools' perspectives.

For this reason, I felt that there was a need to explore Filipino public elementary school teachers' efforts regarding the implementation of the K to 12 program in the Philippines and their coping strategies with the challenges they met through this qualitative study.

This phenomenological qualitative study aimed to explore elementary school teachers' difficulties, coping strategies, and insights in dealing with the K to 12 program implementation in the Department of Education. This study will add to the literature and will help teachers in their further endeavors to implement the new curriculum.

The study is guided by the following research questions.

1. What are the difficulties experienced by the public elementary school teachers in implementing the K to12 curriculum?
2. What are the coping strategies of the public elementary school teachers in dealing with the difficulties encountered in implementing the K to12 curriculum?
3. what are the insights of teachers in implementing the K to 12 curriculum?

School teachers were seen and expected to function most of their duties as instructional leaders, but Smith (2019) stated that they must also possess important characteristics being the classroom manager. This type of leaders had effects on satisfaction among students and better performance at school. However, García-Morales, Jiménez-Barrionuevo, and Gutiérrez-Gutiérrez (2020) contended that there were no studies conducted in knowing the interrelations between types of classroom management and improving organizational performance. Therefore, a strong foundation of instruction is necessary, especially in the field of education.

More vivid concerns elicit school teachers' anxiousness and struggle to set their roles as instructional leaders. Principals faced the challenge of how best to meet the expectation set forth by the No Child Left Behind (NCLB) policy in the USA. Pepper (2020) concluded that their ability to balance their instructional leadership styles skillfully would pave the way to achieving the law's goals. Similarly, school teachers in the UAE had the same difficulty as discovered by Ishimaru (2019). They struggled to navigate a clear understanding of their conflicting teaching role expectations from higher ranks and a link on the same ground of concern. Thus, the school teachers' leadership in curriculum implementation had a substantial reason for the undertaking's success or failure.

When China used curriculum reform as a critical strategy to counter manpower-related global challenges and empower the country in the 21st century (Law, 2019), there was an apparent failure of the curriculum reform that took root in schools (Walker, Haiyan, & Shuang, 2019). Hong Kong teachers also noticed the insufficiencies in the preparation of the implementation. These have been a challenging factor, just like what happened when the National Secondary School Curriculum (NSSC) was introduced (Adamson et al., 2020). Despite these views, Karami (2020) stated that educational reformers worldwide were willing to reinvent their practice and search for new platforms for growth for reforms and positively affect students' learning. Hence, teachers' strong leadership is the key to how and why changes in the educational system failed or succeed, whether in instructional or transformational terms.

The Philippines' K-12 curriculum aims to address the Philippine educational system's deficiency, particularly in basic education. It also sought to respond to the international education criteria standards and be leveled with the students in neighboring countries (Okabe, 2019). To achieve this, the Department of Education (DepEd) laid the new curriculum's salient features. The universal kindergarten (children at the age of five years old would start schooling), and Mother Tongue Based- Multilingual Education (MTB-MLE) as the medium of instruction in all learning areas except English and Filipino from kindergarten to grade three from its bilingual aspect (Filipino and English language) in the previous curriculum. MTB had also been added as a learning area in grades one to three. Another feature was contextualization and enhancement. The instructions' content was in spiral progression, contextualized, and indigenized based on the learners' schema.

Though the government held a firm stance that the new curriculum would be the immediate solution to the enduring crises facing the country's basic education, Alegado (2020) concluded that many doubted this reform's capacity to bring forth change. Some of the reasons for these doubts as discovered were: schools in rural areas do not receive much support from the government (Durban & Catalan, 2019), as noticed in the lack of quality school supplies, limited resources, and inferior technology infrastructure (Brooks & Sutherland, 2019). Ferreol and Gutierrez (2019) added that even school teachers had inadequate training, especially content and pedagogy-related matters. It transpired on exerting much of their time in teaching practices (Tito & Perez, 2019) and insufficient knowledge and experiences of the school leaders (Guru & Abulad, 2019). From these pieces of evidence, teachers and school administrators were facing an extraordinary burden and heavy loads in realizing the thrust of DepEd in its new educational system.

Challenges of School Teachers

As a response and articulation to globalization, educational systems change (Lingard, 2019). Due to differences, school teachers faced challenges in professional development, scheduling and workloads, lack of support, cultural diversity, and financial responsibility.

Professional development. School systems expected school teachers to have extraordinary credentials, experience, and dispositions to modernize the visions and enable change and engage in instructional leadership (Richardson, Watts, Hollis & McLeod, 2019). Studies of effective teachers revealed that the significant reason for their failure in curriculum implementation was the inability to deal with people (Lunenborg, Muse & Abrams, 2019). Teachers often felt the lack of professional development during curriculum reforms, as shown by China's educational leaders. They had limited teaching experience and had low levels of formal education with little training and professional development (Militello & Berger, 2020), all of which the reform needed. They were unsure if they had the necessary knowledge and skills to do the new work (Phillips, 2019).

Furthermore, some teachers opposed principals' leadership in modifying their teaching strategies (Madsen & Mabokela, 2019), while others had shown low commitment towards reforms. Unfortunately, some school teachers admitted that they lack the skill to address it (Bala, 2019). Their community relationships also struggled because they gave an increasing focus on test pressures (Husband & Hunt, 2019) brought by the reform rather than on strengthening their collaboration effort with the community. Thus, this gives the idea that leading the reform also means teaching people to change.

Scheduling and workloads. Teachers felt frustrated during the implementation of curricular reforms. They thought the lack of time in the initial implementation year concerning learning requirements, rubrics, and evaluation in the new system and some program components are still in the design phase (Derrington & Campbell, 2019). Bridges and Searle (2019) and Cheung et al. (2019) concluded in their studies that the conception of teachers of having a stabilized, reduced, and more manageable workload during reforms were hopeless because they were working 55 hours

a week, which was a 10% increase than before when the reform bedded in. After seven years, Phillips (2019) still discovered the same phenomenon where teachers felt frustrated because there was not even enough time to complete their work in a day. Teachers claimed that they have increased responsibilities and accountabilities (Ng & Pun, 2021). It left them the feeling of consumed and sandwiched by and between the competing demands (Lindberg, 2019). These workloads were unreasonable as they added their time spent in school and took away their time (Bridges & Searle, 2019). Moreover, Lingam, Lingam & Sharma (2019) concluded on their study on the implication of the educational reforms that school teachers' difficulty in balancing their workloads and that of the teachers primarily to schools with fewer teachers, was common in developed countries. Time management and balancing the teachers' responsibilities were factors in implementing a curriculum reform at its best.

Lack of Support. Support from the government and agency leading the reform was essential to the school teachers, and most of them agreed that they did not receive much (Cheung & Man Wong, 2019; Durban & Catalan, 2019; Phillips, 2019). The support needs referred to were mostly in addressing teachers' claims to their school leaders. To mention, scarcity of resources, heavy workloads, learners' diversity (Cabili, Sequete & Capilitan, 2019; Cheung et al., 2010; Nahal, 2020) were the everyday needs that agencies should consider in addressing (Kovačević, Rahimić & Šehić, 2019). Moreover, agencies must address insufficient teacher training on pedagogy and understanding the whole concept of the reform. These were essential in a workplace as they laid the foundation of an employee's new career (Oregon State University, 2019). When a professional employee performs their jobs according to standards, they contributed to a group's success.

Cultural diversity. There was a need to develop the knowledge of school teachers on cultural diversity (Backor & Gordon, 2019) that begins in understanding one's own culture before the preceding others (Kovačević et al., 2019). Philippine K to 12 program addressed this concern as reflected in the law's statement where learning materials and medium of instruction to the primary levels would be in Mother Tongue Based (MTB). However, school teachers assigned in schools were not locals who had no or less background of the learners and community's culture.

Financial responsibility. Principals suffered constraints in financial responsibility issues (Walker et al., 2019). This responsibility is time-consuming (Lindberg, 2019) because principals needed to attend to many acute problems. It was evident in the division of Davao del Sur wherein principals consumed much of their time in monthly liquidating the government's monetary subsidy to every school, namely: Maintenance and Other Operating Expenses (MOOE) and the School-Based Feeding Program (SBFP).

Failure to do so, the division would forfeit the school's budget for that specific month, which would result in the unavailability of the needed resources for the month and would further affect the performance-based bonus of teachers. Malito (2019) stated that most public-school teachers spent their own money on school supplies. Ninety-four percent of public-school teachers

have spent their own money for school purposes without being reimbursed, according to research conducted by the National Center for Education Statistics between 2014 and 2016.

Coping Strategies of School Teachers

Despite challenges experienced by school teachers during educational settings, they could mitigate their current situations through different strategies.

Emotional coping strategy. School teachers were effective when they were able to influence their teachers to believe what they believe. Bonifacio (2019) concluded that teachers would achieve it with the support given by teachers, superiors, and the government. However, as other teachers observed, they sometimes inhibited their emotions to preserve a harmonious school climate (Poirel & Yvon, 2019). Meanwhile, teachers in Ireland reflected their feelings and others, engaged in emotional learning, and understood other teachers' strengths and limitations (Brennan & Ruairc, 2019).

Moreover, in his study, Miller (2019) stated the importance of motivation as a driving force of an individuals' action in reaching goals. It was the reward for achieving the goals that motivate or the feeling of fulfillment given by the accomplishment that drives. According to Ivy Exec Inc. (2019), body language is a valuable tool to inspire and encourage. Hence, body language was more influential than talk.

Communication. Imparting and exchanging information was essential in building and maintaining relationships, especially in significant changes like educational reforms. Teachers explained that the new reform requirements were reasonable and achievable if they consider their attitudes and needs considering the externally imposed instructions (Brezicha, Bergmark, & Mitra, 2019). Communication was used to develop shared meanings and created visions to enhance an organization's future and guided through times of change.

Personal coping. Individuals adopted various coping strategies on their own (Xiao & Cooke, 2019) when stoked with challenges. Helitzer, Graeber, Lanoue, and Newbill (2019) stated that they involved generating, implementing, and evaluating personal actions to solve the problem. School teachers demonstrated a sound understanding of the necessity to change first and assess the entire school's needs to lead the change (Ibrahin & Al-mashhadany, 2019). Such positive attitude in manifesting individual coping had a significant impact on persons' well-being and Somech & Drach-Zahavy (2020) proved that is a better approach to mitigating work-family conflicts.

Delegation of responsibility. Delegation is assigning responsibility or chunking work and giving authority how to do the task (Huang et al., 2016). Research has shown that teachers who delegate had higher rates of effectiveness (Drescher, 2019). Rogers (2019) also added that influential teachers delegate works, allowing themselves to have more time to strategize and plan while providing new avenues to develop their skills and confidence. When done successfully, this would be beneficial to both parties.

Building connections with people. Schools do not exist in isolation, and they needed the support and help of the whole community. The African proverb which says, "It takes a village to raise a child" sounded to be true. As a child needs love and relationships with lots of different people (McBain, 2019) which is same as true in schools. School-community collaboration established an educative community composed of educating entities such as home, school, religious places, and agencies. According to Usigan (2019), building trust and community networks involved a sense of transparency and shared responsibility among parents, teachers, staff, principals, and the community. Teachers should not take it lightly when it comes to transparency of the school aspect.

Hence, the literature mentioned above, such as the need for professional development, frustration in workload distribution, lack of support from the government, dealing with diverse learners, and financial responsibility constraints, explained the school teachers' vast responsibility. School teachers must be aware of how to assume their responsibilities, address their needs for them to function well, and be conscious enough of several areas and rooms for improvement in dealing with such difficulties. The mentioned expected responsibilities of teachers warranted immediate response and attention. In return, they could successfully implement the curriculum's desired changes as directed by our educational system.

The K-12 provides numerous benefits with aspiring opportunities.

Self-development. It dominates conventional education system, as it focuses on the thinking abilities, high mental functioning through academic activities, and making self-explanatory conclusions of various concepts. The assignments given to students develop an intellectual and learning habit and become a means of revising topic taught in class. Longer educational cycle of k to 12 gives ample time to master basic academic skills and participate in co-curricular and community activities.

Enhances education quality. Teachers give individual attention to every student and make them understand all subjects. Like a conventional education system, a every student bring their books material, get notes, and submit assignments, but in addition, K-12 classes encourages students to take part in the lecture by questioning and sharing their vision on discussed topics. Students join different forums and educational clubs as per interests and improve their skills by observing everyone's view point.

Top infrastructure. To provide students an opportunity to utilize the system in best possible way, schools employ foremost infrastructure. It motivates students to use their full potential in understanding and learning complex subjects.

Door to professional courses. This innovative education system is superior in its merits. K-12 system helps students work individually and find solutions on their own. They become self-determining, confident, and indulgent. Students start to discover their capabilities and become confident in choosing their career paths. An extra 2 years makes them matured enough to realize

their capabilities. At times, students want to work along with studying in college. It enables the graduates to join the work force after the high school.

Pre-college education. The senior high school years provide prior technical or related [knowledge](#) to the students. With the k-12 system, students don't rush to get an admission in an institution, but find the complete college information. K-12 program provides them with time to think of specific working field and choose colleges/institutions. It gives them prior knowledge of specific fields including arts, [science](#), and commerce among others. This way, students don't feel new to the education provided in national colleges.

For some students and regions, K-12 might prove unrewarding. Here are negative effects of K to 12.

Delayed working experience. A traditional educational system constitutes 10 grades as compared to 12 in the k to twelve program. The additional years create obstacle in working earlier, which means a student starts to earn at a time succeeding few years of technical course. K-12 might prove unsuitable for the poor children, who need to give an earning hand to their parents at a young age. Also, students stay in dilemma regarding their career and keep changing courses.

Increases Inequality. In several developing nations, most education institutions and local government bodies find it difficult to afford an expensive education system. Thousands of institutions are still operating with traditional methods. This has increased inequality among the students of different regions.

Assignments load. Lots of assignments foster a burden on students that can hamper their prime focus of learning and skill development. The priority becomes completing the assignment and students might lose actual meaning of studying and taking classes. This leads to the vanishing prime aim of producing excellent human resources for the nation growth and progress, through such education systems.

K-12 system brought revolution in the Indian education system. At the time of independence, India's literacy rate was 12% and today, it has reached 74%, owing to the effective educational system. Most of the educational institutions in India have introduced this methodology and results include improved students' performance. Various governments and policymakers are working toward making their K-12 system qualitative by including digital means and professionals through trade in services. Today, the world needs high knowledgeable human resource, who can benefit in limiting the hazardous weaponry environment and rapid climate change with the advanced technology usage.

This study was from the lens of the Complexity Theory of Cowan (1980). Complexity theory developed by Cowan in the 1980s could best explain that school teachers have coping strategies despite the challenges they had. This theory was drawn from research in the natural

sciences that examined uncertainty and non-linearity used in strategic management and organizational studies.

In this theory, as used in sciences, an organism senses and responds to its environment, thereby changing its environment changes the organism, reacting actively, proactively, and reactively to the changes and its environment. Any organization and institution employed adjustments and developments to survive in the changing external environment.

In this study, this theory explained that during reforms or changes in the educational system, school teachers struggle in many ways but could find the keys of unfolding the light of their teaching in the implementation. Understanding how school teachers adapted to their environments and how they coped with uncertainty and the multifaceted problems involving change could best resolve the difficulties they experienced.

II. Methodology

This study used a qualitative method using a phenomenological approach. It is an approach that aims to describe, understand and interpret the meanings of experiences of a specific group of participants. It seeks to understand participants' observation, in-depth interviewing, and others that yield descriptive data through the qualitative method (Townsend, Cox & Li, 2020).

The participants of the study were twelve (12) public school teachers who shared their experiences and thoughts as school teachers implementing the Department of Education's curriculum reform - the Enhanced Basic Education Act of 2013 known as the K to12 Curriculum. They were those who could give the best information as stated in the research questions. In a qualitative method using the phenomenological process, five (5) up to twenty-five (25) participants shall be selected who could best give their shared experiences in the phenomenon (Creswell, 2013; Alase, 2019). In determining the participants in this study, the established criteria were: Current public elementary school teachers in Davao City division with at least three (3) years of experience as school teachers. They were teaching in either central or big schools as identified by the division of Davao City.

This study used a purposive sampling technique. It is a type of sampling helpful in studying and gathering information on understanding the search problem and context of the present study's phenomenon (Palinkas, Horwitz, Green, Wisdom, Duan, & Hoagwood, 2019). Purposive sampling is widely used in qualitative studies because it involved the importance of the informants' availability and cooperation to participate and communicate experiences and opinions in an articulate, expressive, and reflective manner (Etikan, Musa & Alhassim, 2019).

To collect the needed data for this study, a selection of the participants was done, as suggested by Creswell (2007), considering the inclusion and exclusion criteria set for this study. As the researcher, I sent the letter of permission to the Schools Division Superintendent (SDS)

office to conduct the study. I sent letters of authorization to conduct the study to the different individuals for approval: the Dean of the RMC Graduate School and the principal of Ubalde Elementary School.

Upon their approval, informed consent was sent to the participants selected through the inclusion criteria. In the given informed consent to the participants, proper explanation of the study's purpose and significance were stressed out, including the importance of their participation and the time they willingly contributed and, above all, the assurance of their identity's confidentiality on the duration of the study. They were also informed and thoroughly explained that their participation was voluntary and that they might opt not to continue their involvement if they felt uncomfortable during the interview process.

This study used thematic analysis. It encodes qualitative information that requires explicit codes that may be in the form of a list of causally related themes and may be directly or indirectly observable in the information (Boyatzis, 1998 cited in Heath, 2020). Joffe (2019) added that the themes formed are implicit or explicit patterns of responses. The gathered data were analyzed using the method of Collaizi (1998).

III. Results and Discussion

Difficulties experienced by public elementary school teachers in implementing the K to12 curriculum

When asked about their difficulties experienced in the implementation of the K to 12 curriculum, there emerged from the participants' responses which were made the bases for the following themes: *scarcity of necessary materials, lack of essential training and orientation, low quality of needed materials, and additional workload for school teachers.*

Coping strategies of public elementary school teachers in dealing with the difficulties encountered in implementing the K to12 curriculum

The following themes emerged when asked about the participants' coping strategies in dealing with the difficulties on the implementation of K to 12 – *(1) innovative strategy, (2) social support system, and (3) personal coping strategy.*

Insights of teachers in implementing the K to 12 curriculum

The goal of implementing the K - 12 Basic Education Program is to create a functional basic system that will produce productive and responsible citizens equipped with the essential learning and employment.

the K to 12 program will help them become equipped with the skills, competencies, and receive recognized certificates equivalent to a two-year college degree.

to standardized the educational system of the country where it strengthened the academic subjects and prepared students' work readiness as skills were enhanced and developed.

Discussion

The full implementation of the new K to 12 system showed unprecedented change for Philippine education, shaped by aggressive reform measures from within. The implementation of the K-12 plan in the Philippine Basic Education Curriculum is the key to our nation's development.

Though the government faces many problems as it implements the program over the course of several years, it is a necessary improvement since increasing the quality of our education is critical to our nation's success.

The government to ensure that students will have sufficient instructional time for subject-related tasks, making them more prepared in every subject area. Ensure teachers' training to achieve the envisioned K-12 curriculum which is designed to be learner-centered, which will greatly encourage students to be more engaged in their learning process.

Because the learning is focused on the individual preferences of each student, the process of acquiring new information and skills that are useful for daily life and for the future will become more beneficial and enjoyable for students. Further researches must be conducted to identify and to keep on track the progress on this new curriculum.

IV. Conclusion

Leading academe has never been easy, most especially in times of curriculum change. Though both the government and its governing agency- DepEd, spawned their efforts to be armed before the new curriculum bedded in, still challenges in the implementation were undeniable. School teachers with their teachers were confronted with a scarcity of learning materials during the implementation of the new curriculum. They lacked essential training and orientations that would serve as their foundation for the new curriculum. Although it is very vivid that schools needed good quality learning materials, the participants still noticed poorness in the quality of textbooks and electronic materials handed by the government. Surprisingly, school teachers did not anticipate the additional workloads they needed to implement the new curriculum. It made them feel guilty because of the many other jobs and thrusts of the government entrusted to them, which made them left behind their primary function of being instructional leaders. However, these difficulties did not hinder the school teachers from backing off from their duties and responsibilities.

Despite the difficulties of implementing the K to 12 curriculum, school teachers' coping strategies were discovered, which helped them get through on their present situation. They coped using their social support systems and innovative strategies; however, some were good at working individually or employing self-coping strategies. These coping strategies geared the school teachers to the well-being of the entire school and served as their weapon on strengthening the implementation of the new curriculum.

The difficulties mentioned above and the coping strategies of school teachers on implementing K to 12 curriculum gave us a realization that overcoming these struggles during change could not be done alone. It is a shared responsibility and could not be achieved without the cooperation among teachers, students, and school teachers. If done, a sound and conducive learning community could be propagated.

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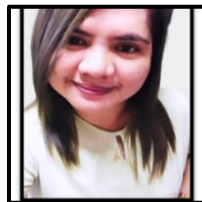
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AUTHOR'S PROFILE



ANNALOU I. RAS

Annalou I. Ras, born on February 18, 1988 at Agdao Davao City, Philippines. She is the fifth child among the seven siblings in the family of Victoriano P. Ras Sr. and Paulina I. Ras. She is currently living at Blk. 17, Lot 20 YCF Village Brgy. San Antonio Agdao, Davao City.

She finished her Bachelor's degree in Elementary Education Major in General Education at University of Southeastern Philippines located in Obrero, Davao City. She took the Licensure Examination for Teachers in April, 2011 and luckily passed it.

With her four years of experience as a private school teacher at Davao Marianne Preschool in Davao City, she now teaches at Ubalde Elementary School, serving as a Grade 4 Adviser, School Statistician, GSA, PL and LLC Coordinator and the Treasurer in their Teachers Club Association.

In addition to her teaching responsibilities, Anne is passionate in nurturing young minds. She is currently pursuing a Master's degree in Educational Management at Rizal Memorial Colleges, Inc. in Davao City, Philippines, a testament to her commitment to continuous learning and professional growth.

Outside of her professional duties, Anne finds joy in traveling. She loves to travel other places and experience their culture and traditions. She loves to explore and discover new things. That's one way of her self-expression and relaxation.

She also believed that In life there should be a step by step process for us to proceed to the next level of success.