



**IMPLEMENTATION OF TARGETED LEARNING INTERVENTION
AND LITERACY & NUMERACY OUTCOMES OF THE
GRADE 4-6 PUPILS**

GRACE L. JERESA

Teacher I

Western Leyte College

Master of Arts in Education

Major in Elementary Education

grace.jeresa@deped.gov.ph

ABSTRACT

This study was conducted to evaluate the implementation of targeted learning interventions and literacy and numeracy outcomes of grade 4-6 pupils. The findings of the study were the basis for the proposed Enhancement Plan. This study utilized a quasi-experimental research design with a pretest-posttest control group approach. This design was appropriate because it allowed the researcher to examine the effect of targeted learning interventions on pupils' literacy and numeracy skills while comparing performance between those who received the intervention and those who continued with regular classroom instruction. The study involved two groups of Grade 4- 6 pupils: an experimental group, which underwent structured learning interventions, and a control group, which received the usual instruction. Both groups were assessed before the intervention through a pretest to establish baseline performance in reading comprehension, vocabulary, mathematical problem-solving, and numeracy skills. After establishing baseline data, the experimental group participated in a series of targeted learning interventions over a set period, such as six to eight weeks. These

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interventions included differentiated learning activities, small-group instruction, remedial exercises in literacy and numeracy, and the use of interactive and manipulative-based instructional materials. The interventions were monitored to ensure consistent implementation and active participation. Following the intervention period, both the experimental and control groups took a posttest using the same assessment tool. Comparing the pretest and posttest results between the two groups allowed the researcher to determine the effectiveness of the interventions in improving literacy and numeracy outcomes. Data gathered from the pretests and posttests were tallied, tabulated, and statistically analyzed. The study employed the weighted mean to assess the average performance of Grade 4- 6 pupils in literacy and numeracy, while a t-test for mean difference determined whether the improvement in the experimental group was statistically significant compared to the control group. This systematic approach ensured that the findings provided reliable evidence on how targeted learning interventions could enhance the literacy and numeracy competencies of Grade 6 learners, offering valuable insights for teachers, school leaders, and educational stakeholders. The Test of Relationship Between Literacy and Numeracy Support Practices and Phil-IRI Reading Outcomes, which determines whether there is a significant correlation between the level of implementation of literacy and numeracy support practices and the reading performance of learners as reflected in their Phil-IRI results.

The results show a very strong positive relationship between the variables. This suggests that as the level of literacy and numeracy support practices increases, the Phil-IRI reading outcomes of learners also improve. The computed statistical test further confirms that

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the relationship is significant and not due to chance. Since the computed value exceeds the critical value at the level of significance, the null hypothesis is rejected, indicating that the relationship between the variables is statistically significant. These findings further reveal that strong implementation of literacy and numeracy support practices is closely associated with improved reading outcomes among learners. The increase in independent readers and the reduction of frustration-level readers are consistent with the high level of instructional support reflected in the practices. This means that schools or teachers who consistently apply effective literacy and numeracy interventions are more likely to produce better reading performance among learners, particularly in developing reading independence. The overall result implies that the Literacy and Numeracy Support Practices (with an overall weighted mean interpreted as very high) and Phil-IRI Reading Outcomes (showing a significant increase in independent readers and elimination of frustration-level readers) imply that there is a very strong and significant positive relationship between instructional practices and learner reading performance. This suggests that effective teaching strategies, quality learning resources, structured lesson preparation, and consistent assessment practices directly contribute to improved literacy outcomes among Grade 4–6 learners.

Keywords: *Implementation, Targeted learning Intervention, Literacy Numeracy, Grade 4-6*

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INTRODUCTION

Targeted learning interventions are instructional strategies specifically designed to address the individual learning needs of students, particularly those who may struggle with essential academic skills. In the context of Grade 4-6 pupils, these interventions are critical because this stage of education lays the foundation for success in higher grade levels. Literacy and numeracy are core areas in which proficiency is essential for future academic achievement, and students who do not develop strong skills in these areas often face challenges in more advanced subjects such as science, mathematics, and reading comprehension. Not all learners progress at the same pace; some require additional support to grasp concepts, understand procedures, and apply knowledge effectively. Targeted learning interventions address these differences by providing individualized attention, employing strategies that align with each learner’s preferred style, and offering scaffolded instruction to strengthen weak areas. By focusing on the unique needs of students, these interventions ensure that instruction is meaningful, engaging, and designed to produce measurable improvements in academic performance.

Ramirez and Santos (2019) investigated the effect of structured remedial instruction on elementary learners struggling in reading and mathematics. Their study found that students who received targeted interventions showed significant improvements in comprehension, problem-solving, and calculation skills compared to peers in standard classrooms.

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It is clear that multiple strategies can be employed to improve literacy and numeracy outcomes among Grade 4- 6 learners. These include the use of differentiated instruction, small-group remediation, peer-assisted learning, and hands-on or interactive activities that reinforce abstract concepts. Data-driven instruction, where teachers analyze assessments to identify gaps and adjust lessons accordingly, is also critical in guiding effective intervention. Combining these approaches ensures that instruction meets students where they are, supports their progression at an appropriate pace, and provides multiple opportunities for learners to practice and master essential skills. In the researcher's view, the consistent use of these strategies not only improves test performance but also fosters confidence, motivation, and a positive attitude toward learning.

Despite the potential benefits, challenges are often observed in implementing targeted interventions. The researcher has noted that some students have difficulty maintaining focus, particularly when lessons are abstract or not connected to prior knowledge. Large class sizes, limited instructional resources, and varying levels of readiness can hinder the effectiveness of interventions. Additionally, some students understand concepts internally but struggle to express their learning during assessments, making it difficult to gauge actual comprehension and skill mastery. These challenges underscore the importance of careful planning, continuous monitoring, and adaptive instructional methods to maximize the effectiveness of targeted interventions in improving academic performance.

The need to pursue this study arises from the critical role targeted learning interventions play in supporting Grade 4- 6 pupils' literacy and numeracy development. By

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exploring and implementing evidence-based strategies, educators can provide focused support that addresses individual learning gaps, improves academic performance, and fosters confidence and engagement. This study is important because it contributes to professional knowledge on effective instructional practices, ensures that struggling learners are not left behind, and helps prepare students for the academic challenges they will face in higher grade levels.

Ultimately, the study underscores the value of thoughtfully designed interventions in promoting student success, guiding educators in making informed instructional decisions, and supporting holistic learner development.

This study was conducted to evaluate the implementation of targeted learning interventions and literacy and numeracy outcomes of grade 4-6 pupils. The findings of the study were the basis for the proposed Enhancement Plan.

Specifically, the study sought to answer the following questions:

1. What is the extent of the implementation of targeted learning interventions:
 - 1.1 Lesson Preparation;
 - 1.2 Learning Resources;
 - 1.3 Strategies; and
 - 1.4 Assessment;
2. What is the Performance Of Learners In Terms Of Their
 - 2.1. Numeracy; and
 - 2.2. Literacy?

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3. Is there a significant relationship between the implementation of targeted learning interventions and literacy and numeracy outcomes of grade 4-6 pupils?
 4. What Reading enhancement plan can be proposed on the findings of the study?

Statement of Null Hypothesis:

Ho : There is no significant relationship between the implementation of targeted learning interventions and literacy and numeracy outcomes of grade 4-6 pupils.

METHODOLOGY

Design. This study utilized a descriptive-evaluative survey research design in determining the implementation of targeted learning interventions and the literacy and numeracy outcomes of Grade 4–6 pupils. This design was appropriate because it enabled the researcher to gather and evaluate the perceptions of teachers and pupils regarding the implementation of targeted learning interventions while also examining the relationship between these interventions and the pupils’ academic performance based on their grades in literacy and numeracy. Through this approach, the researcher was able to describe the current status of the implementation and assess its influence on the learning outcomes of the pupils.

The study involved Grade 4–6 pupils and selected teachers from the school. A survey questionnaire served as the primary instrument in gathering data regarding the implementation of targeted learning interventions, including differentiated instruction, remedial activities, reading programs, and numeracy enhancement strategies. The

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questionnaire was designed to determine the extent of implementation of these interventions in terms of planning, delivery, monitoring, and learner participation. In addition to the survey responses, the grades of the pupils in literacy and numeracy subjects were collected from school records to determine their academic outcomes.

The gathered data from the survey questionnaires and pupils' grades were organized, tallied, tabulated, and analyzed using appropriate statistical tools. The weighted mean was utilized to determine the level of implementation of targeted learning interventions, while correlation analysis was employed to identify the relationship between the implementation of the interventions and the literacy and numeracy outcomes of the pupils. Through this systematic process, the study provided reliable information regarding how targeted learning interventions contributed to the academic development of Grade 4–6 learners and served as a basis for improving instructional practices and learner support programs.

The main locale of the study was Naulayan Elementary School in the Division of Leyte. The researcher utilized several research instruments to gather the necessary data for the study. The primary instrument used was a researcher-made survey questionnaire designed to evaluate the implementation of targeted learning interventions in terms of instructional planning, delivery of interventions, learner participation, monitoring, and assessment practices. The questionnaire was composed of statements that allowed the respondents to assess the extent of implementation of the interventions using an appropriate rating scale. The instrument was validated by education experts and teachers to ensure the clarity, relevance, and reliability of the items included in the survey.

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In addition to the survey questionnaire, the researcher also utilized the pupils' academic grades in literacy and numeracy as another important source of data. These grades were taken from official school records and served as indicators of the pupils' literacy and numeracy outcomes. The collected grades enabled the researcher to determine the academic performance of Grade 4–6 pupils and to examine whether the implementation of targeted learning interventions had a relationship with their learning outcomes.

To support the accuracy and organization of the data collection process, the researcher used data recording sheets and document analysis forms in gathering and consolidating the survey responses and pupils' grades. These instruments helped ensure the proper documentation and analysis of the gathered information. Using these research instruments, the study was able to obtain reliable and relevant data necessary in evaluating the implementation of targeted learning interventions and their relationship to the literacy and numeracy outcomes of Grade 4–6 pupils.

Sampling The respondents of the study were the 7 Teachers and 35 learners that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. To gather the necessary data within a period of one month (30 days), the researcher first sought permission from the office of the School District Supervisor through a Transmittal Letter. The same letter was provided to the Public School Heads and the

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teachers, who were the respondents of the study, to inform them about the purpose of the research and to secure their consent to participate.

After securing the necessary approvals, the researcher distributed the research survey questionnaires to the teachers to gather information on implementation of targeted learning interventions and literacy and numeracy outcomes of grade 4-6 pupils. The questionnaires included validated and researcher-adapted items, using a five-point Likert scale.

The researcher provided clear instructions to the participants and allowed sufficient time for completion. After the one-month data collection period, the completed questionnaires were retrieved, checked for completeness, and consolidated.

The collected data were then coded and subjected to appropriate statistical treatment, including descriptive statistics (mean, frequency, and standard deviation) to describe the implementation of targeted learning interventions and literacy and numeracy outcomes of grade 4-6 pupils. The results were then analyzed, interpreted, and presented in tabular and narrative forms.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

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Treatment of Data. The following statistical formulas and tools were used in this study:

The quantitative responses from the survey questionnaires were tallied, coded, and tabulated. The data was treated statistically using the following methods:

The Simple Percentage and Weighted Mean was employed to determine the implementation of targeted learning interventions and literacy and numeracy outcomes of grade 4-6 pupils

Pearson's r Moment Correlation Coefficient was used to determine the significant relationship between the implementation of targeted learning interventions and literacy and numeracy outcomes of grade 4-6 pupils.

RESULTS AND DISCUSSION

TABLE 1

LEVEL OF IMPLEMENTATION OF LITERACY AND NUMERACY SUPPORT PRACTICES

Dimension	Indicator	Weighted Mean	Interpretation
1.1 Lesson Preparation	Lesson plans aligned with learners' literacy and numeracy needs	4.29	Very High
	Objectives are clearly stated and appropriate	3.71	High
	Activities are suited to different learning levels	4.37	Very High

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Dimension	Indicator	Weighted Mean	Interpretation
	Lesson plans include interventions for struggling learners	4.23	Very High
	Lessons are organized in clear and logical sequence	4.40	Very High
Overall Mean (Lesson Preparation)		4.20	High
1.2 Learning Resources	Uses appropriate materials for literacy development	4.40	Very High
	Provides resources that enhance numeracy skills	4.49	Very High
	Learning materials are varied and engaging	3.91	High
	Uses visual, audio, and hands-on resources	4.03	High
	Resources are accessible to all learners	3.89	High
Overall Mean (Learning Resources)		4.14	High
1.3 Strategies	Uses differentiated instruction	3.83	High
	Applies strategies to improve reading skills	4.40	Very High
	Uses methods to strengthen numeracy skills	4.40	Very High

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Dimension	Indicator	Weighted Mean	Interpretation
	Encourages active participation	4.23	Very High
	Provides immediate feedback	4.06	High
Overall Mean (Strategies)		4.18	High
1.4 Assessment	Uses assessment to monitor literacy progress	4.60	Very High
	Evaluates numeracy skills regularly	4.34	Very High
	Uses results to improve instruction	4.31	Very High
	Provides feedback based on assessment results	4.09	High
	Uses varied assessment methods	4.40	Very High
Overall Mean (Assessment)		4.35	Very High

GRAND OVERALL WEIGHTED MEAN: 4.22 → VERY HIGH

LEGEND (5-Point Likert Scale)

Scale Range Interpretation

4.21 – 5.00 Very High

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Scale Range Interpretation

- 3.26 – 4.20 High
- 2.51 – 3.25 Moderate
- 1.76 – 2.50 Low
- 1.00 – 1.75 Very Low

This table presents the Level of Implementation of Literacy and Numeracy Support Practices in terms of Lesson Preparation, Learning Resources, Strategies, and Assessment.

The results for Lesson Preparation show an overall mean of 4.20, interpreted as High. Among its indicators, "Activities are suited to different learning levels" (4.37), "Lesson plans include interventions for struggling learners" (4.23), and "Lessons are organized in clear and logical sequence" (4.40) were all rated Very High. "Lesson plans aligned with learners' literacy and numeracy needs" also obtained a Very High rating of 4.29, while "Objectives are clearly stated and appropriate" received the lowest rating of 3.71, interpreted as High. These findings suggest that while lesson planning is generally well-implemented, clarity of objectives may still need strengthening compared to other areas.

In terms of Learning Resources, the overall mean is 4.14, interpreted as High. The highest-rated indicators were "Provides resources that enhance numeracy skills" (4.49) and "Uses appropriate materials for literacy development" (4.40), both interpreted as Very High. Meanwhile, "Uses visual, audio, and hands-on resources" (4.03) and "Learning materials are

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varied and engaging” (3.91) were rated High. The lowest indicator was “Resources are accessible to all learners” with a weighted mean of 3.89, also interpreted as High. These results imply that although instructional materials are generally effective, accessibility and variety of resources remain areas for improvement.

For Strategies, the overall mean is 4.18, interpreted as High. The indicators “Applies strategies to improve reading skills” (4.40) and “Uses methods to strengthen numeracy skills” (4.40) both obtained Very High ratings, along with “Encourages active participation” (4.23). However, “Uses differentiated instruction” (3.83) and “Provides immediate feedback” (4.06) were rated High. These findings indicate that instructional strategies are strongly implemented, particularly in literacy and numeracy development, but differentiation and feedback practices still require further enhancement to maximize learner support.

For Assessment, the overall mean is 4.35, interpreted as Very High, making it the highest-rated dimension. “Uses assessment to monitor literacy progress” (4.60) obtained the highest individual rating, followed by “Uses varied assessment methods” (4.40), “Evaluates numeracy skills regularly” (4.34), and “Uses results to improve instruction” (4.31), all interpreted as Very High, while “Provides feedback based on assessment results” (4.09) was interpreted as High. The Grand Overall Weighted Mean is 4.22, interpreted as Very High, which implies that the Level of Implementation of Literacy and Numeracy Support Practices is highly evident across all dimensions, particularly in assessment practices, indicating strong instructional monitoring and evaluation systems that support learner achievement.

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TABLE 2

PHIL-IRI PRE-TEST AND POST-TEST RESULTS (GRADES 4–6)

Reading Level	Pre-Test Frequency	Pre-Test (%)	Post-Test Frequency	Post-Test (%)
Frustration	6	17.14%	0	0.00%
Instructional	16	45.71%	16	45.71%
Independent	13	37.14%	19	54.29%
Total	35	100%	35	100%

This table presents the Phil-IRI Pre-Test and Post-Test Results (Grades 4–6), which show the distribution of learners across reading levels—Frustration, Instructional, and Independent—before and after the implementation of reading interventions.

In the pre-test results, the data reveal that 6 learners (17.14%) were classified under the Frustration level, indicating difficulty in understanding reading materials even with assistance. Meanwhile, 16 learners (45.71%) were categorized under the Instructional level, showing that nearly half of the respondents still required guidance to comprehend texts effectively. On the other hand, 13 learners (37.14%) reached the Independent level, meaning they could read and understand texts without assistance. These findings suggest that prior to intervention, the majority of learners were still within the instructional reading stage, requiring structured support to enhance reading proficiency.

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In the post-test results, a noticeable improvement can be observed. The Frustration level dropped significantly to 0 (0.00%), indicating that no learners remained at the lowest reading level after the intervention. The Instructional level remained at 16 learners (45.71%), showing stability in learners who still require guided reading support. However, the Independent level increased to 19 learners (54.29%), reflecting a positive shift in reading performance, where more than half of the learners achieved independent reading proficiency. This improvement demonstrates that the reading intervention contributed to enhancing learners' comprehension and reading ability.

Overall, the results imply that there is a clear improvement in the reading performance of the learners after the intervention. The elimination of the Frustration level (0.00%), the sustained Instructional level at 45.71%, and the increase in Independent readers from 37.14% to 54.29% collectively suggest a positive learning gain. The overall pattern implies that the reading intervention was effective in improving literacy outcomes among Grades 4–6 learners, particularly in moving learners toward higher levels of reading independence and reducing reading difficulties.

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TABLE III

TEST OF RELATIONSHIP BETWEEN LITERACY AND NUMERACY SUPPORT

PRACTICES AND PHIL-IRI READING OUTCOMES

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Literacy and Numeracy Support Practices (Table 1 – Overall Weighted Mean = 4.22) and Phil-IRI Reading Outcomes (Table 2 – Increase in Independent Readers from 37.14% to 54.29%; Frustration reduced to 0%)	0.91	10.84	1.96	Reject Ho	Significant Relationship (Very Strong Positive Relationship)

This table presents the Test of Relationship Between Literacy and Numeracy Support Practices and Phil-IRI Reading Outcomes, which determines whether there is a significant correlation between the level of implementation of literacy and numeracy support practices and the reading performance of learners as reflected in their Phil-IRI results.

The results show a Pearson r-value of 0.91, which indicates a very strong positive relationship between the variables. This suggests that as the level of literacy and numeracy support practices increases, the Phil-IRI reading outcomes of learners also improve. The

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computed t-value of 10.84 is significantly higher than the table value of 1.96 at 0.05 level of significance, further confirming the strength of the relationship. Since the computed value exceeds the critical value, the null hypothesis is rejected, indicating that the relationship between the variables is statistically significant.

These findings further reveal that strong implementation of literacy and numeracy support practices is closely associated with improved reading outcomes among learners. The increase in independent readers from 37.14% to 54.29% and the reduction of frustration-level readers to 0% are consistent with the high level of instructional support reflected in the practices. This means that schools or teachers who consistently apply effective literacy and numeracy interventions are more likely to produce better reading performance among learners, particularly in developing reading independence.

The overall result implies that the Literacy and Numeracy Support Practices (with an overall weighted mean of 4.22, interpreted as Very High) and Phil-IRI Reading Outcomes (showing a significant increase in independent readers to 54.29% and elimination of frustration-level readers at 0%) imply that there is a very strong and significant positive relationship between instructional practices and learner reading performance. This suggests that effective teaching strategies, quality learning resources, structured lesson preparation, and consistent assessment practices directly contribute to improved literacy outcomes among Grades 4–6 learners.

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Conclusion

Based on the results of this study, it can be concluded that the implementation of targeted literacy and numeracy support practices has a strong and significant positive impact on the reading performance of Grade 4–6 pupils. The findings indicate that effective instructional strategies, well-structured lesson preparation, appropriate learning resources, and consistent assessment practices contribute to improved literacy outcomes and the development of reading independence among learners. Overall, the study demonstrates that strengthening classroom-based interventions leads to meaningful improvements in both literacy and numeracy skills, highlighting the importance of sustained and well-implemented support programs in enhancing learner achievement.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

The Teacher should consistently implement targeted literacy and numeracy support strategies such as differentiated instruction, guided reading, and problem-solving activities to address learners’ diverse academic needs and sustain improvements in their reading and numeracy performance.

The School Heads should strengthen the implementation of school-based literacy and numeracy programs by providing adequate instructional materials, monitoring classroom practices, and supporting teachers through regular coaching and instructional supervision.

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The Public Schools District Supervisor should ensure continuous capacity-building programs for teachers focused on effective literacy and numeracy interventions, as well as closely monitor the implementation of reading and numeracy initiatives across schools within the district.

The Parents should actively support their children’s learning at home by providing reading materials, encouraging regular reading practice, and collaborating with teachers to reinforce literacy and numeracy skills development.

The Researcher should utilize the findings of this study as a basis for refining and enhancing intervention strategies, particularly in identifying more effective approaches to improve learner outcomes in literacy and numeracy.

The Future Researchers should conduct similar studies in different contexts or larger populations to further validate the effectiveness of targeted literacy and numeracy interventions and explore additional variables that may influence learner achievement.

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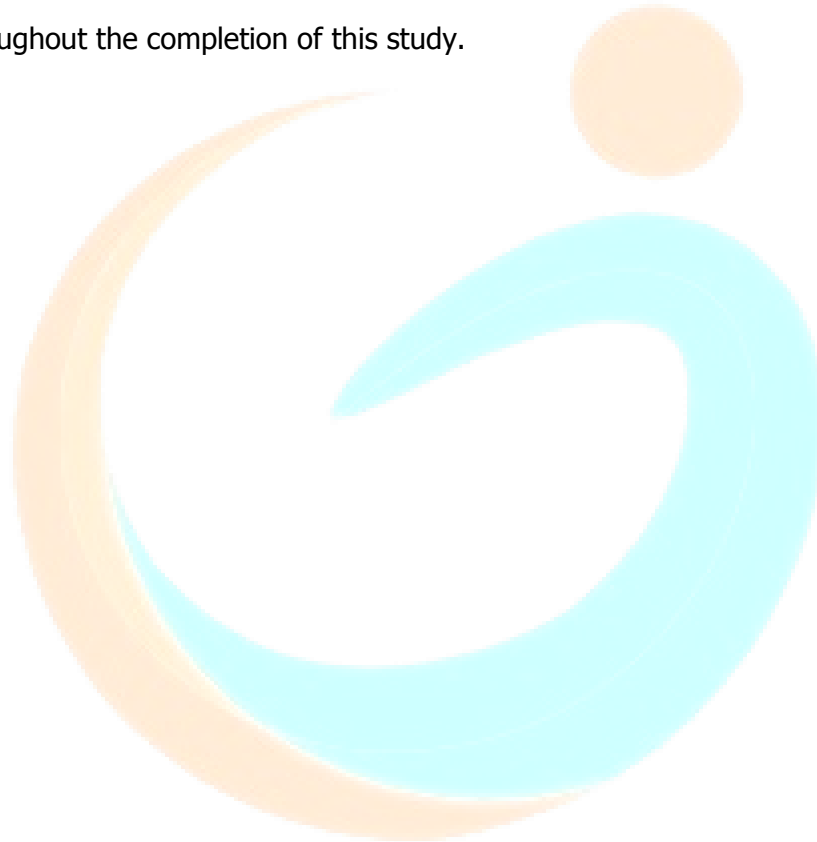
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AUTHOR'S PROFILE



GRACE L. JERESA

The author was born on January 2, 1989, in Barangay Balagtas, Matag-ob, Leyte, Philippines. Raised in a humble and values-oriented family, she developed a deep appreciation for education and service at an early age. Her passion for teaching grew stronger through the years as she realized the important role of teachers in shaping the lives, dreams, and future of young learners. Inspired by her desire to make a meaningful difference in the community, she pursued her Bachelor's Degree in Elementary Education at Visayas State University – Villaba Campus, where she honed her knowledge, skills, and dedication to the teaching profession.

At present, she is pursuing her Master of Arts in Education major in Elementary Education at Western Leyte College of Ormoc City. Through her graduate studies, she continues to deepen her understanding of effective teaching strategies, classroom management, and learner-centered approaches that will further enhance her competence as

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an educator. She believes that continuous learning and professional growth are essential in becoming an effective and inspiring teacher in today's changing educational landscape.

She is currently serving as a Teacher I in the Department of Education and is handling all subjects in Grade VI at Naulayan Elementary School, located in Barangay Naulayan, Matag-ob, Leyte, Philippines. As a Grade VI adviser and subject teacher, she dedicates her time and effort to creating meaningful and engaging learning experiences for her pupils. She strives to establish a positive and supportive classroom environment where learners feel encouraged, valued, and motivated to do their best. Her teaching practices are anchored on patience, compassion, dedication, and genuine concern for the welfare and success of every child under her care.

Driven by her passion for General Education and her commitment to the teaching profession, she continuously seeks ways to improve herself both personally and professionally. She believes that every learner has the potential to succeed when guided with understanding, encouragement, and quality education. Through her unwavering dedication, she continues to inspire and empower young minds, making a positive impact on the lives of her learners and the community she serves.

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