



IMPLEMENTATION OF GUIDED READING APPROACH IN THE COMPREHENSION SKILLS OF GRADE 1 LEARNERS

ANA DANISHCA S. GECONG

Teacher III

Western Leyte College

Master of Arts in Education

Major in Elementary Education

anadanishca.gecong@deped.gov.ph

ABSTRACT

This study determines the significant relationship between the extent of implementation of guided reading approach in teaching in terms of grouping and planning, before reading (orientation), during reading (reading the text), after reading (comprehension and discussion), word and language development and instructional support and environment and level of reading performance of grade 1 learners in Comprehensive Rapid Learning Assessment (CRLA). The study employed a descriptive-correlational research design utilizing a study from Fountas & Pinnell (2017) on "Guided Reading: Responsive Teaching Across the Grades". The three (3) teachers, and 78 grade 1 learner were involved in the study. The findings of the study revealed that the extent of implementation of guided reading approach in teaching in terms of grouping and planning, before reading (orientation), during reading (reading the text), after reading (comprehension and discussion), word and language development and instructional support and environment is Very High while the level of reading performance of grade 1 learners in Comprehensive Rapid Learning Assessment (CRLA) falls on developing, transition and reading at grade level. It was also revealed that there is a significant relationship between the extent of implementation of guided reading approach in teaching in terms of grouping and planning, before reading (orientation), during reading (reading the text), after reading (comprehension and discussion), word and language development and instructional support and environment and academic performance of learners in Comprehensive Rapid Learning Assessment (CRLA). This suggests that teachers

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are consistently applying the guided reading framework in their classroom instruction and are well-versed in its processes. Such a high level of implementation demonstrates teachers' strong commitment to differentiated, learner-centered reading instruction that provides learners with systematic support before, during, and after reading activities.

Keywords: *Implementation, Guided Reading Approach, Comprehension Skills, Grade 1 Learners*

INTRODUCTION

Reading comprehension is a crucial skill that enhances language and literature proficiency while also developing critical thinking, memory, attention, and problem-solving abilities for learners (Mariecarrier, 2023). Teachers play a vital role in instilling this skill by imparting knowledge and understanding about reading comprehension to their learners. To be effective in this role, teachers need to be competent and well-informed, as they are central figures in education (Barberos et al., 2019). The utilization of appropriate strategies and approaches in teaching reading comprehension is essential for learners to acquire this skill successfully.

Despite numerous strategies and approaches, the education sector in the Philippines faces difficulties in teaching reading comprehension. According to the result of the pre-reading assessment conducted by the researcher, it was quite alarming that most of the learners have difficulty in understanding the text read especially if the paragraph is long and needs in depth understanding of the terms used. This highlights the need for all educators to become proficient "reading teachers" (Roper, 2019). Teachers in all subjects must be equipped with reading instruction strategies to improve learners' reading comprehension skills (De Ocampo, 2024).

Guided reading instruction is a strategy used by teachers in teaching reading or a small group, differentiated, instructional approach which is essential to meet the needs of the

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learners in a grade. The essential goal of guided reading is to teach learners reading strategies to help enhance the comprehension and fluency skills. For guided reading to be successful, the classroom environment should be inviting and engaging with the presence of differentiated and varied reading materials and activities to help build a community of readers.

Guided reading or small group is a reading strategy which focused on developing the early reading skills, phonics, phonemic awareness, phonological awareness, fluency, vocabulary, and comprehension. The learners are grouped based on their intellectual capability and needs then teacher must formulate reading activities which are differentiated and conducted individualized or small group discussion helping the learners to acquire skills in reading.

During Guided Reading, teachers should focus on foundational and comprehension skills when using text. Readers who struggle often have difficulty with both skills, so it is essential that they are focused upon providing balanced reading instruction (Solari, Denton, & Haring, 2017). If a teacher focuses on only one of these skills, students may struggle to either correctly read the text or understand the story. Foundational skills are considered alphabet knowledge, print concepts, phonological awareness, phonics, decoding, and fluency. Instruction should be challenging and progress from simple to more difficult concepts (Morris, 2015; Solari, Denton, & Haring, 2017). Comprehension skills should start with easy strategies and gradually move on to harder ones throughout the year. According to research, teachers should spend at least two weeks on a strategy before moving on, and it is recommended to teach these strategies to students in a whole group and then provide additional practice during Guided Reading (Solari, Denton, & Haring, 2017). Vernon-Feagan et al. (2012) suggest "helping classroom teachers offer individualized reading instruction for their struggling readers resulted in large reading gains for the students". Implementation of guided reading has been controversial to some of the teachers. Unfortunately, in the locale where this study will be conducted, all teachers had implemented the guided reading approach for it was found to be effective in addressing literacy gaps among learners. Hence, this study was formulated to

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determine the significant relationship between the extent of implementation of guided reading approach in the performance of Grade 1 learners in reading. A proposed improvement plan was formulated based on the findings of the study.

Therefore, it is in the rationale that the researcher who is currently a classroom teacher in the above mentioned local, would like to delve worthy research undertaking that would benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study determines the significant relationship between the extent of implementation of guided reading approach in the performance of Grade 1 learners of Kansungka Elementary School, Baybay 1 District, Baybay City Division. The findings of the study were basis for the proposed improvement plan.

Specifically, this study sought to answer the following questions:

1. What is the extent of implementation of guided reading approach in teaching?
2. What is the performance of the grade 1 learners in reading?
3. Is there a significant relationship between the extent of implementation of guided reading approach in teaching and reading performance of Grade 1 learners?
4. What improvement plan can be proposed based on the findings of this study?

METHODOLOGY

Design. This study adopted a descriptive-correlational research design to determine the significant relationship between the extent of implementation of guided reading approach and level of performance of grade 1 learners. This study is descriptive because it describes the

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variables- extent of implementation of guided reading approach and level of performance of grade 1 learners. Further, this is also correlational because it finds the relationship between the dependent and independent variables. This study was conducted in Kansungka Elementary School, one of the public schools under Baybay City District I, Schools Division of Baybay City. The three (3) teachers, and 78 grade 1 learner were involved in the study. The research surveys used to gather the data from the respondents were of two parts. Part 1 of the instrument is adapted from the study of Fountas & Pinnell (2017) on "Guided Reading: Responsive Teaching Across the Grades". The survey describes the extent of implementation of guided reading approach in teaching comprehension skills like the Grouping and Planning, Before Reading (Orientation), During Reading (Reading the Text), After Reading (Comprehension and Discussion), Work and Language Development and Instructional Support and Environment. Further to determine the level of performance on reading comprehension skills of the learners, the researcher will gather the result of the Comprehensive Rapid Learning Assessment (CRLA) recently conducted by the researcher taken from DM-CT-2024-284.

Sampling. The three (3) teachers, and 78 grade 1 learner were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

Research Procedure. Upon securing a research permit, data gathering was initiated. Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor and School Principals of the identified schools in the district. After getting the approvals, the researcher conducted data-gathering activities. An orientation was also held for the respondents, and their agreement through permits was to participate in the research. Then, survey questionnaires were handed out, and the researcher accompanied the respondents as they filled out the questionnaires. Researcher gathered the result of the CRLA conducted in the pre-test. Once the survey was done, data were gathered, counted, and handed over for statistical processing.

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Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While developing and checking the survey used in the study, the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean assessed the extent of implementation of guided reading approach in teaching comprehension skills and level of performance of grade 1 learners. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

RESULTS AND DISCUSSION

Table 1
Extent of Implementation of Guided Reading Approach in Teaching

Indicators		Weighted Mean	Description	Interpretation
A. Grouping and Planning				
1	assess learners' reading levels to form small, flexible guided reading groups.	5.00	Always	Very High
2	use running records or other assessment tools to monitor reading progress.	5.00	Always	Very High
3	plan guided reading lessons based on learners' specific reading needs.	5.00	Always	Very High

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4	update groupings regularly based on assessment results.	5.00	Always	Very High
5	prepare leveled texts appropriate for each group's reading level.	5.00	Always	Very High
Mean		5.00	Always	Very High
B. Before Reading (Orientation)				
6	introduce the text by discussing the title, cover, and illustrations.	5.00	Always	Very High
7	activate learners' background knowledge related to the text.	4.00	Often	High
8	pre-teach key vocabulary that might affect comprehension.	4.00	Often	High
9	help learners set a purpose for reading.	5.00	Always	Very High
10	make predictions with the learners about the text.	5.00	Always	Very High
Mean		4.60	Always	Very High
C. During Reading (Reading the Text)				
11	allow learners to read the text quietly or softly at their own pace.	3.00	Sometimes	Average
12	prompt learners to use decoding strategies (e.g., chunking, blending sounds).	5.00	Always	Very High
13	guide learners in using context and picture clues for understanding.	4.00	Often	High
14	provide immediate support when a learner encounters a difficult word.	5.00	Always	Very High
15	observe and note learners' reading behaviors during the session.	5.00	Always	Very High
Mean		4.40	Always	Very High
D. After Reading (Comprehension and Discussion)				
16	lead discussions about the text's meaning and structure.	4.00	Often	High
17	ask open-ended comprehension questions (literal and inferential).	4.00	Often	High
18	let learners retell the story or summarize main ideas.	3.00	Sometimes	Average

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19	connect the text to learners' real-life experiences.	5.00	Always	Very High
20	revisit parts of the text for deeper understanding.	4.00	Often	High
Mean		4.00	Often	High
E. Word and Language Development				
21	conduct phonics or word study activities related to the text.	5.00	Always	Very High
22	use guided writing activities following reading sessions.	4.00	Often	High
23	help learners build vocabulary based on words from the story.	4.00	Often	High
24	reinforce high-frequency words through guided reading texts.	4.00	Often	High
25	integrate sentence construction or grammar activities related to the reading material.	4.00	Often	High
Mean		4.20	Often	High
F. Instructional Support and Environment				
26	allocate regular time for guided reading in my weekly schedule.	4.00	Often	High
27	provide a print-rich and well-organized guided reading corner.	5.00	Always	Very High
28	use guided reading journals or logs to track learner progress.	4.00	Often	High
29	adjust my teaching based on learners' reading behaviors.	5.00	Always	Very High
30	collaborate with colleagues to improve guided reading instruction.	4.00	Often	High
Mean		4.40	Always	Very High
Grand Mean		4.43	Always	Very High

Legend:

RANGES

4.21-5.00

3.21-4.20

2.61-3.40

1.81-2.60

1.00-1.80

DESCRIPTION

Always

Often

Sometimes

Rare

Never

INTERPRETATION

Very High

High

Average

Low

Very Low

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Table 1 assesses the extent of implementation of guided reading approach in teaching in terms of grouping and planning, before reading (orientation), during reading (reading the text), after reading (comprehension and discussion), word and language development and instructional support and environment. It was revealed on the table that the extent of implementation of guided reading approach in terms of grouping and planning receives an average mean of 5.00 (Very High). All indicators like flexible guided reading groupings, using other assessment tools to monitor progress, planning for guided reading lessons, and preparing appropriate text for group reading has a weighted rating of 5.00 (Very High). This means that teachers are very particular in grouping the learners based on their levels and planning for the reading materials that will suit their level. This implies that teachers are highly competent and intentional in organizing learners according to their reading levels and in systematically planning reading instruction. This suggests that guided reading is being effectively utilized as a differentiated instructional strategy that meets learners' diverse literacy needs.

Moreover, it was also revealed on the table that the extent of implementation of guided reading approach in teaching before reading (orientation) approach receives an average weighted mean of 4.60 (Very High). The indicators where the teacher introduces the text by discussing the title, cover, and illustrations; help learners set a purpose for reading and make predictions with the learners about the text receives an average weighted mean of 5.00 (Very High). This indicates that teachers consistently employ preparatory strategies that effectively set the stage for comprehension. This very high implementation reflects teachers' strong adherence to the principles of guided reading, where activating prior knowledge, setting a purpose, and previewing texts are essential for scaffolding learners' understanding (Fountas & Pinnell, 2017). On the other hand, the indicators where teachers activate learners' background knowledge related to the text and pre-teach key vocabulary that might affect comprehension receive an average weighted mean of 4.00 (High). Activating schema and introducing essential vocabulary are crucial components of guided reading, as they help

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learners overcome linguistic barriers and understand textual meaning more deeply (Tompkins, 2019).

Further, the table shows that the extent of implementation of guided reading approach during reading (reading the text) receives an average weighted mean of 4.40 (Very High). This indicates that teachers are highly effective in facilitating the actual reading process. This suggests that teachers consistently provide structured and responsive support as learners engage with the text, a hallmark of effective guided reading practice (Fountas & Pinnell, 2017). The “very high” implementation level reflects that teachers are successfully scaffolding students’ reading behaviors through active monitoring, prompting, and immediate feedback — key components that foster reading fluency and comprehension. The indicators where teachers prompt learners to use decoding strategies, provide immediate support when learner encounters a difficult word and observe and note learners’ reading behaviors during the session receives an average mean of 5.00 (Very High) demonstrate exemplary teacher performance in facilitating individualized support. These practices indicate that teachers are responsive to learners’ needs in real time, ensuring that reading difficulties are addressed promptly. According to Rasinski, Padak, and Fawcett (2021), such strategies enhance learners’ word recognition skills, fluency, and confidence — leading to better overall comprehension. Additionally, teachers’ attention to learners’ reading behaviors provides valuable diagnostic data that inform post-reading interventions and future lesson planning. On the other hand, the indicator which states that teachers allow learners to read the text quietly or softly at their own pace received a weighted mean of 3.00 (Average). This result implies that opportunities for independent or whisper reading may not be consistently practiced. Allowing learners to read softly at their own pace is essential in guided reading sessions, as it fosters autonomy, self-monitoring, and internalization of decoding and comprehension strategies (Tompkins, 2019). Meanwhile, when teachers guide learners in using context and picture clues for understanding has a weighted mean of 4.00 (High). This shows that teachers frequently use contextual and visual support to aid comprehension, but there remains room for improvement. Guiding learners to effectively use picture and context clues is particularly important for early

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readers and struggling learners, as it encourages meaning-making and strategic thinking during reading (Clay, 2016).

Additionally, the table assesses the extent of implementation of guided reading approach after reading (comprehension and discussion) receives an average weighted mean of 4.00 (High). This suggests that teachers frequently employ post-reading activities that promote comprehension and engagement among learners. However, variations among indicators indicate areas of strength and those needing improvement. It was shown on the table that the indicator with the lowest mean of 3.00 (Average) which states that teachers let learners retell the story or summarize main ideas. This indicates that opportunities for learners to demonstrate comprehension through retelling or summarizing are only occasionally practiced. Further, the indicator that receives the highest mean of 5.00 (Very High) states that teachers connect the text to learners' real-life experiences. This implies that teachers are highly effective in making leaning meaningful and relevant. The rest of the indicators receives a weighted mean of 4.00 (High) which demonstrate that teachers consistently facilitate discussion and comprehension activities after reading, showing a commendable level of implementation but with room for enhancement. The fact that grade 1 learners are under study, it is still very hard for them to be able to fully comprehend and able to discuss the story listened to.

Moreover, the table shows the extent of implementation of guided reading approach in terms of word and language development receives an average mean of 4.20 (High). The indicator which states that teachers conduct phonics or word study activities related to the text receives a weighted mean of 5.00 (Very High). Other indicators where teachers use guided writing activities following reading sessions, help learners build vocabulary based on words from the study, reinforce high-frequency words through guided reading texts and integrate sentence construction or grammar activities related to the reading materials received an average mean of 4.00 (High).

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Finally, the data shows the extent of implementation of guided reading approach in terms of instructional support and environment receives an average mean of 4.40 (Very High). The indicators which state that teachers provide a print-rich and well-organized guided reading corner and adjust my teaching based on learners' reading behaviors received a weighted mean of 5.00 (Very High). Further, the indicators which state that teachers allocate regular time for guided reading in my weekly schedule, use guided reading journals or logs to track learner progress and collaborate with colleagues to improve guided reading instruction has a weighted mean of 4.00 (High).

Overall, the extent of implementation of guided reading approach in teaching in terms of grouping and planning, before reading (orientation), during reading (reading the text), after reading (comprehension and discussion), word and language development and instructional support and environment receive an average mean of 4.43 (Very High). This means that teachers are not only using guided-reading routines but are doing so with frequency and depth sufficient to be considered a well-established practice in the observed classrooms. This level of implementation suggests likely positive effects on learners' comprehension, fluency, and oral language—provided the quality of those practices remains high.

Table 2
Academic Performance of Learners

Reading Profile	Grade 1A	Grade 1B	Grade 1C	Total	%
Low Emerging Reader	0	0	0	0	0
High Emerging Reader	0	1	1	2	3
Developing Reader	22	15	13	50	63
Transitioning Reader	2	3	5	10	13
Reading at Grade Level	5	3	8	16	21
Total	29	22	27	78	100

Table 2 presents the evaluation of the academic performance of learners in Comprehensive Rapid Learning Assessment (CRLA) for the pre-test. It was revealed on the

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table that among the 78 Grade 1 learners assessed, 16 (21%) are reading at their grade level, 10 (13%) are transitioning reader, 50 (63%) are developing reader and 2 (3%) are high emerging readers. The results indicate that while most pupils have moved beyond the emergent stage, a substantial proportion have yet to reach grade-level proficiency. The predominance of developing readers points to the need for differentiated, small-group instruction and systematic interventions (targeted phonics, fluency practice, vocabulary development and guided reading) supported by regular progress monitoring and teacher coaching to accelerate learning and move students into higher proficiency bands.

Table 3
Test of Relationships

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Implementation of Guided Reading Approach in Teaching vs Reading Performance of Grade 1 Learners	0.59	1.776	1.243	Reject Ho	Significant Relationship (Moderate)

Table 3 shows the outcomes of tests, checking the correlations between the degree and difficulties of the extent of implementation of guided reading approach in teaching in terms of grouping and planning, before reading (orientation), during reading (reading the text), after reading (comprehension and discussion), word and language development and instructional support and environment and academic performance of learners in Comprehensive Rapid Learning Assessment (CRLA) for the pre-test. It was revealed on the table that the extent of implementation of guided reading approach in teaching in terms of grouping and planning, before reading (orientation), during reading (reading the text), after reading (comprehension and discussion), word and language development and instructional

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support and environment and academic performance of learners in Comprehensive Rapid Learning Assessment (CRLA) for the pre-test got a calculated value of t (1.776), which is higher than the table value (1.243) at 0.05 level of significance; hence, the null hypothesis is rejected. This means that there is a significant relationship between extent of implementation of guided reading approach in teaching in terms of grouping and planning, before reading (orientation), during reading (reading the text), after reading (comprehension and discussion), word and language development and instructional support and environment and academic performance of learners in Comprehensive Rapid Learning Assessment (CRLA) for the pre-test. The correlation coefficient (r) of 0.59 indicates a moderate correlation between the extent of implementation of guided reading approach in teaching in terms of grouping and planning, before reading (orientation), during reading (reading the text), after reading (comprehension and discussion), word and language development and instructional support and environment and academic performance of learners in Comprehensive Rapid Learning Assessment (CRLA) for the pre-test. The results imply that guided reading is not merely an instructional routine but a comprehensive approach that drives reading achievement. Its systematic structure—grouping based on ability, scaffolding before reading, monitoring during reading, and reflective discussion after reading—ensures that learners are engaged in meaningful literacy experiences. The significant relationship found between implementation and performance indicates that the quality and consistency of guided reading implementation can directly influence learners' academic growth in reading.

Conclusion

The findings of the study revealed that the the extent of implementation of guided reading approach in teaching in terms of grouping and planning, before reading (orientation), during reading (reading the text), after reading (comprehension and discussion), word and language development and instructional support and environment is Very High while the level of reading performance of grade 1 learners in Comprehensive Rapid Learning Assessment (CRLA) falls on developing, transition and reading at grade level. It was also revealed that

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there is a significant relationship between the extent of implementation of guided reading approach in teaching in terms of grouping and planning, before reading (orientation), during reading (reading the text), after reading (comprehension and discussion), word and language development and instructional support and environment and academic performance of learners in Comprehensive Rapid Learning Assessment (CRLA). This suggests that teachers are consistently applying the guided reading framework in their classroom instruction and are well-versed in its processes. Such a high level of implementation demonstrates teachers' strong commitment to differentiated, learner-centered reading instruction that provides learners with systematic support before, during, and after reading activities. This implies that learners' reading achievement tends to improve as the quality and consistency of guided reading implementation increase. In other words, teachers' effective use of guided reading strategies—through flexible grouping, targeted instruction, and scaffolded comprehension support—positively influences learners' reading outcomes. The finding confirms that guided reading serves as a vital instructional approach in developing early literacy and promoting gradual improvement in reading proficiency.

Recommendations

1. Apply the recommended improvement plan to attain the research goal.
2. Teachers must sustain and strengthen the implementation of the guided reading approach.
3. Enhance differentiation through flexible grouping and continuous assessment.
4. Intensify instruction in word and language development.
5. Maximize after-reading activities for comprehension and retention
6. Leverage instructional support and classroom environment.

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7. School heads must provide continuous professional development on guided reading pedagogy.

8. Strengthen instructional supervision and feedback mechanisms.

9. Institutionalize reading intervention programs within the school.

10. Ensure provision of adequate learning resources, and

11. Future researchers are encouraged to replicate this study to incorporate other locales and other variables beyond the ones identified in this study.

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AUTHOR'S PROFILE



MS. ANA DANISHCA S. GECONG

Ana Danishca S. Gecong, born on November 4, 1995, in Baybay City, Leyte, is a passionate and dedicated educator committed to fostering meaningful learning experiences among young learners. She was raised in Brgy. Kansungka, Baybay City, where her passion for teaching and service began.

She completed her elementary education at Kansungka Elementary School and her secondary education at Baybay National High School, where she actively participated in various school programs such as dance and choir, helping shape her confidence and leadership at an early age. Through hard work and perseverance, she secured a college scholarship that allowed her to pursue higher education.

Ana earned her Bachelor of Elementary Education from Visayas State University in 2017. The following year, she successfully passed the Licensure Examination for Teachers (LET) in 2018, which marked the official start of her career in the teaching profession.

Her work experience includes teaching Grade 1 at Bright and Glorious School of the Philippines Inc. from 2018 to 2019, where she developed foundational skills in teaching beginning reading and handling primary learners. She later worked at Visayas State University as part of the Bids and Awards Committee (BAC) Secretariat from 2019 to 2020, where she

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enhanced her intrapersonal and computer skills, showcasing her flexibility and commitment to growth.

In 2021, Ana joined the Department of Education, where she continues to serve as a dedicated teacher. Her various professional experiences have helped her grow into a competent and compassionate educator.

Driven by her desire for continuous learning and leadership in education, Ana pursued a Master of Arts in Education (MAEd), major in Elementary Education, at Western Leyte College. In 2024, she successfully completed the academic requirements (CAR) for the program, marking another important milestone in her journey as a lifelong learner and future school leader.

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