

# Effectiveness Of Interactive Storytelling Techniques and Materials in Early Literacy Skills of Kindergarten Learners

GELYN S. LABADOR

Teacher II

Western Leyte College

Master of Arts in Education

Major in Elementary Education

gelyn.labrador029@deped.gov.ph

**Abstract** — This study was conducted to determine the Effectiveness of Interactive Storytelling Techniques in Developing Early Literacy Skills in Kindergarten learners that was conducted in Mahayahay Elementary School, in Ormoc City District II in the Schools Division of Ormoc City. The findings of the study were the bases for the proposed Intervention Plan. A quasi-experimental research approach was used in the study "Effectiveness of Interactive Storytelling Techniques in Developing Early Literacy Skills in Kindergarten," which focuses on a single participant group. When examining the effects of an intervention—like interactive storytelling—in an already-existing classroom context, this design is especially helpful. The researcher can evaluate the literacy abilities of kindergarten students both before and after the use of interactive storytelling approaches by employing a one-group pretest-posttest design. By controlling for certain contextual variables that may affect the outcomes, this method allows the assessment of changes in literacy outcomes related to the intervention. The statistical study of the kindergarten learners' pre-test and post-test scores showed that their literacy skills significantly improved with the introduction of interactive storytelling resources and approaches. To ascertain whether the noted improvements were statistically significant, an analysis was carried out. The results showed that the null hypothesis was rejected and that there was a significant difference between the pre-test and post-test scores. This implies that the learners' early reading abilities were improved by the application of narrative approaches. The pre-test mean score, which was initially categorized as "Average," rose considerably in the post-test and entered the "Very Good" range. The intervention's efficacy was further highlighted by the significant difference between the pre-test and post-test means that accompanied the scores' significant improvement. It is supported by the data's statistical significance that interactive storytelling techniques greatly improved the literacy development of the students. These results highlight interactive storytelling's potential as a very successful strategy for enhancing young readers' literacy. Teachers can create a dynamic and interesting learning environment that encourages active involvement, language development, and cognitive growth by integrating storytelling into the curriculum. Multimodal learning strategies, such as acting, picturing, and listening, have been shown to be very successful in promoting language retention and comprehension. All things considered, the study provides compelling evidence for the ongoing investigation of storytelling as a means of improving literacy in a range of educational contexts.

**Keywords** — *Effectiveness*

*Interactive Storytelling Techniques*

*Early Literacy*

*Kindergarten*

## I. INTRODUCTION

Interactive storytelling has emerged as a dynamic educational tool in early childhood education, particularly in fostering literacy skills among kindergarten learners. The integration of storytelling with interactive elements encourages engagement and participation, which are crucial for language development and comprehension.

According to Lim et al. (2021), interactive storytelling not only captivates children's attention but also enhances their understanding of narrative structures, thus laying a strong foundation for reading and writing skills. This study aims to investigate the effectiveness of these techniques in developing early literacy skills in kindergarten learners, examining how interactive storytelling can be strategically employed in educational settings. Thus, this is one of the reasons why the researcher is trying to pursue her studies in finding new ways and means in help the learners improve their performance specially to those subjects which will be needed more time and effort to make the learners more versatile in learning and improve the test performance of learners in English.

One of the main reasons for choosing the topic "Effectiveness of Interactive Storytelling Techniques in Developing Early Literacy Skills in Kindergarten" is the desire to have a positive impact on the lives of young learners. It is widely recognized that the early stages of childhood are crucial for establishing a foundation in literacy, and the methods employed during this period can significantly influence a child's future success, especially in the context of modern technologies. Many parents allow their children to use cell phones at an early age, making engaging methods like interactive storytelling vital for creating enjoyable and effective learning experiences.

The inspiration behind this choice is rooted in the belief that education should not only impart knowledge but also foster curiosity and a love of learning. By focusing on interactive storytelling, there is an opportunity to promote a method that encourages active participation and creativity among children. This technique allows young learners to form emotional connections to the stories, rendering their learning more meaningful and memorable. The prospect of contributing to educational practices that can genuinely influence how children approach reading and learning is a gratifying motivation.

Additionally, there is a broader goal to help create a more inclusive and diverse educational environment. Interactive storytelling techniques can be adapted to accommodate various learning styles, cultural backgrounds, and individual needs. By researching this topic, the aim is to demonstrate how these methods can reach a wider range of students, ensuring that every child, regardless of their background, has an equal opportunity to develop their reading skills. Ultimately, the commitment to positively impact early education and literacy development drives this exploration, contributing to a movement that not only imparts valuable skills but also promotes a lifelong love of reading and learning, empowering children to thrive in various aspects of their lives.

Choosing the topic "Effectiveness of Interactive Storytelling Techniques in Developing Early Literacy Skills in Kindergarten" was also important for the growth and development of the researcher as a professional. Investigating the effectiveness of interactive storytelling provided an opportunity to deepen knowledge in the field of education, particularly in early literacy development. By studying this topic, the researcher was compelled to enhance their understanding of educational theories, current research, and practical applications of innovative teaching methods.

As a professional, this research has served as a pathway to improvement in teaching, particularly in addressing the challenges of enriching the knowledge and skills of young students. The researcher learned to incorporate various techniques and strategies aimed at enhancing children's learning experiences. As a result, their skills as an educator have broadened and deepened, equipping them to contribute more effectively to discussions and initiatives focused on the enhancement of kindergarten education.

Moreover, research on interactive storytelling allows the educator to remain updated on the latest trends and technologies in the field of education. As digital tools and new teaching methods continue to evolve, it is essential to stay engaged with these developments. This subject provided the researcher with the opportunity to explore how technology can be effectively utilized in teaching, particularly in developing young students' reading skills. Ultimately, the choice of this subject will not only facilitate professional growth but also contribute to the continued development of the researcher as a more effective educator and advocate for innovative educational methods.

One of the main problems faced in studying "Effectiveness of Interactive Storytelling Techniques in Developing Early Literacy Skills in Kindergarten" was the limited access to relevant resources. Although interactive storytelling is an emerging field, there are still few comprehensive studies and data specifically focusing on its effectiveness in kindergarten settings. As a result, the researcher struggled to find enough empirical evidence to support the investigation.

Furthermore, the restricted availability of digital storytelling tools and platforms hindered in-depth analysis and experimentation. Many technologies and equipment are difficult to obtain, particularly in areas with limited technical resources and internet connectivity. Due to this lack of access, the researcher was unable to fully explore the potential of interactive storytelling in developing early literacy skills.

Moreover, inadequate resources, whether in material or technological terms, posed a significant impediment to the research. The researcher recognized the need to conduct this study and develop alternative approaches to compensate for the absence of data and technological tools, enabling a continued assessment of the impact of interactive storytelling on young children.

This study was conducted to determine the Effectiveness of Interactive Storytelling Techniques in Developing Early Literacy Skills in Kindergarten learners that will be conducted in Mahayahay Elementary School, in Ormoc City District II in the Schools Division of Ormoc City. The findings of the study were the bases for the proposed Intervention Plan.

Specifically, the study sought to answer the following questions:

1. What is the literacy skills performance of the kindergarten learners before the integration of interactive storytelling techniques?
2. What is the literacy skills performance of the kindergarten learners after the integration of interactive storytelling techniques?
3. Is there a significant difference between literacy skills performances of the kindergarten learners before and after the integration of interactive storytelling techniques?
4. What intervention plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho : There is no significant difference between literacy skills performances of the kindergarten learners before and after the integration of interactive storytelling techniques.

## II. METHODOLOGY

**Design.** A quasi-experimental research approach was used in the study Effectiveness of Interactive Storytelling Techniques in Developing Early Literacy Skills in Kindergarten which focuses on a single participant group. When examining the effects of an intervention—like interactive storytelling—in an already-existing classroom context, this design is especially helpful. The researcher can evaluate the literacy abilities of kindergarten students both before and after the use of interactive storytelling approaches by employing a one-group pretest-posttest design. By controlling for certain contextual variables that may affect the outcomes, this method allows the assessment of changes in literacy outcomes related to the intervention.

Before interactive storytelling is introduced, the pupils' early reading skills are evaluated as part of the study's first phase. A baseline for each learner's vocabulary, understanding, and engagement levels can be established via standardized literacy evaluations and unofficial observations. After this first evaluation, the researcher conducts an organized sequence of interactive storytelling sessions for a certain amount of time. The purpose of the storytelling strategies is to improve students' language learning and narrative understanding through active engagement, such as role-playing or group debates. Because of its narrow focus, this design makes it possible to conduct in-depth observations and gather data on the efficacy of storytelling strategies in the comfortable setting of the classroom.

The same literacy tests are given again after the intervention period to gauge any improvements in the pupils' abilities. The effectiveness of interactive storytelling approaches on the development of literacy can be examined by the researcher by comparing the results of the pretest and posttest. The direct effects of the intervention on the targeted group can be examined thanks to this quasi-experimental approach, which omits a control group. The results can shed light on the advantages of interactive storytelling for developing early reading abilities, which is useful knowledge for teachers looking to use cutting-edge teaching techniques. The lack of a comparison group limits the design, but it has useful implications for improving literacy training in actual classroom environments. The researcher utilized Universal Sampling in identifying the respondents of the study. Quantitative analysis was used to determine the Effectiveness of Interactive Storytelling Techniques in Developing Early Literacy Skills in Kindergarten learners. The main local of the study is in Mahayahay Elementary School is one of the schools in the division of Ormoc City. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher were the 28 kindergarten learners to Interactive Storytelling Techniques in Developing Early Literacy Skills in Kindergarten learners.. To gather the necessary data needed in the study, the researcher utilized the Early Literacy Screening Tools to measure the literacy skills of the kindergarten learners.. The proposed intervention Plan was taken based on the findings of the study.

**Sampling.** There were 28 total number respondents who are included in the study. The respondents of the were the kindergarten learners were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.. Another way of contacting them are through cell phones.

**Research Procedure.** The researcher prepared the research design which is the quasi-experimental research design and tools to gauge the performance of the learners The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

In order to gather the necessary data in 1 month (30 days), the researcher was asked permission from the office of the Schools Division Office headed by our School Division Superintendent through a Transmittal Letter. The same letter content was given to the Public-School District Supervisor, School Principal, and to the teachers whom the respondents are under their care.

The researcher conducted the pretest performance before the integration of the interactive storytelling techniques for 2nd grading period. After administering the pretest, the researcher integrated the new strategy in teaching the lesson for a duration of 1 month. After the given period of time, the skills they learned was checked and validated through the conduct of the posttest examination.

Data was collated and submitted to appropriate statistical treatment.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division.

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

The quantitative responses were tallied and tabulated. The data was treated statistically using the following statistical tool.

The following statistical formulas were used in this study:

The quantitative responses was tallied and tabulated. The data will be treated statistically using the following statistical tool.

Weighted Mean. This was utilized to assess the performance of the kindergarten learners in their literacy skills.

T-Test For Mean Difference- This tool was used to calculate the academic performance of the kindergarten learners.



### III. RESULTS AND DISCUSSION

**Table I**  
**Pre-Test Performance of Kindergarten Learners Before the Integration of Interactive Storytelling Techniques and Materials in Early Literacy Skills**

Score Range	Description	PRETEST	
		Frequency	%
110+	Highly advanced (HA)	0	0
90-110	Slightly advanced (SA)	0	0
71-90	Average (A)	25	67
36-70	Slight delay (SD)	3	23
1-35	Delay (D)	0	0
Total		28	100
<b>Weighted Mean</b>		<b>72.56</b>	<b>Average</b>

The pre-test performance of kindergarten learners before the integration of interactive storytelling techniques and materials was assessed across various score ranges. The data provided in Table 1 reveals how the learners performed on a literacy skills pretest, which categorized their abilities into five different levels: Highly Advanced (HA), Slightly Advanced (SA), Average (A), Slight Delay (SD), and Delay (D). The frequency and percentage distribution of students across these score ranges provide insights into the learners' initial literacy capabilities prior to the introduction of the new instructional approach.

With scores ranging from 71 to 90, the majority of the students—25 out of 28 or 67%—were in the "Average" (A) category, according to the score range analysis. According to this, most of the students had a middling level of literacy, meaning that their early literacy development was neither noticeably ahead nor behind. Three out of 28 students, or 23% of the total, received scores between 36 and 70, falling within the "Slight Delay" (SD) range. This suggests that some of the students might have struggled with early literacy abilities, even though they did not lag far behind their classmates. Curiously, none of the students received scores in the "Slightly Advanced" (SA) or "Highly Advanced" (HA) ranges indicating that prior to the intervention, the group's overall literacy levels could have been improved.

Additionally, none of the students had a score in the "Delay" (D) range (1-35), indicating that none of them were initially experiencing severe difficulties.

The pretest results fell into the "Average" group with a weighted mean of 72.56. This supports the notion that there was significant opportunity for improvement even if the majority of the students were only demonstrating middle-level early literacy abilities. When assessing the efficacy of the interactive storytelling methods and resources implemented as part of the intervention, this baseline data offers an essential place to start.

Table 1's results suggested that although most children had average literacy skills, a sizeable percentage had mild delays. This highlights the possible advantages of using more dynamic and interesting teaching strategies, including storytelling. By offering more captivating, multimodal learning experiences that promote improved retention and comprehension of early literacy concepts, interactive storytelling could help meet the needs of individuals with mild delays. Additionally, the results have wider ramifications for early literacy intervention techniques. According to research, interactive and narrative-based teaching strategies—especially those that include multimodal learning—are very successful in enhancing young children's literacy abilities. Future research might look into the effects of incorporating storytelling on particular literacy skills including reading comprehension, vocabulary acquisition, and

phonemic awareness. Overall, the pre-test data points to a good prospect for using interactive storytelling to improve reading abilities. Future research should take longitudinal analysis into account to monitor learners' improvement following the application of such strategies.

**TABLE 2**  
**Post-Test Performance of Kindergarten Learners After the Integration of Interactive Storytelling Techniques and Materials in Early Literacy Skills**

Score Range	Description	POST-TEST	
		Frequency	%
110+	Highly advanced (HA)	0	0
90-110	Slightly advanced (SA)	0	0
71-90	Average (A)	28	100
36-70	Slight delay (SD)	0	0
1-35	Delay (D)	0	0
Total		28	100
<b>Weighted Mean</b>		<b>81.83</b>	<b>Very Good</b>

The kindergarten learners' post-test results following the incorporation of interactive storytelling methods and resources into their early literacy development are shown in Table 2. Since the learners are now evaluated throughout the same score ranges as in the pre-test, the data shows a change in the learners' literacy performance after the intervention. The main conclusion to be drawn from this table is that the students' overall performance has significantly improved, with all 28 pupils (100%) falling into the "Average" (A) range and none falling into the "Slight Delay" (SD) or "Delay" (D) categories. This suggests that after using interactive storytelling strategies, most students demonstrated significant improvement in their literacy abilities.

Upon analysis, the distribution of post-test scores shows that all learners scored between 71 and 90, placing them within the "Average" range. The absence of any learners in the "Highly Advanced" (HA) or "Slightly Advanced" (SA) categories suggests that while all students improved, no one reached an exceptionally high level of literacy proficiency. The lack of learners in the "Delay" (D) and "Slight Delay" (SD) categories indicates that the intervention was successful in bringing all students to at least a basic level of competency. The weighted mean of the post-test scores is 81.83, categorized as "Very Good," reflecting an overall improvement in the learners' literacy skills compared to their pre-test scores, which had a mean of 72.56 ("Average"). This shift from an average score to a very good score suggests that the interactive storytelling intervention was effective in enhancing the learners' literacy development.

Based from the post-test results, incorporating interactive storytelling techniques and materials improved literacy performance. This suggests that interactive storytelling can be a useful strategy for boosting engagement and developing early learners' literacy skills. Through the use of both visual and auditory cues, storytelling helps youngsters interact with language and literacy concepts more effectively, improving their vocabulary, recalling information, and understanding narratives.

There are important results for early childhood education from these findings. The idea that play-based, interactive, and multimodal learning methodologies are very beneficial for young learners is supported by the success of interactive storytelling. Studies have indicated that these approaches can support the development of social-emotional skills, creativity, and critical thinking in addition to literacy. In summary, the post-test results offer compelling proof of the

effectiveness of interactive storytelling as a teaching tool in early literacy instruction, indicating that such methods can be an essential tactic in bridging the reading gap and promoting young students' well-rounded development.

**Table 3**  
**Test Of Difference Between the Pre-Test and Post-Test Scores of Kindergarten Learners Before and After the Integration of Interactive Storytelling Techniques and Materials in Early Literacy Skills**

Test Scores		Computed T	Critical T	Decision	Interpretation
Pre-test	72.56	0.861	0.521	Reject H <sub>0</sub>	Significant
Post-test	81.83				

Table 3 presents the results of a statistical test examining the difference between the pre-test and post-test scores of the kindergarten learners after the integration of interactive storytelling techniques and materials. This analysis aims to assess whether the observed improvements in the learners' literacy scores were statistically significant. The table shows the computed t-value for the pre-test and post-test scores, the critical t-value for the chosen significance level, and the decision made based on the comparison of these values.

In this case, the computed t-value for the pre-test scores is 0.861, while the computed t-value for the post-test scores is 81.83. The critical t-value at the 0.05 significance level is 0.521. Since the computed t-value for the difference between the pre-test and post-test scores (0.861) is greater than the critical t-value (0.521), the null hypothesis (H<sub>0</sub>) is rejected, and the result is deemed significant. This indicates that the improvement in literacy scores between the pre-test and post-test is statistically significant, confirming that the integration of interactive storytelling techniques and materials had a positive effect on the learners' early literacy skills.

The pre-test mean score of 72.56, which was classified as "Average," significantly increased in the post-test, where the mean score of 81.83 fits inside the "Very Good" range, according to additional data interpretation. The effectiveness of the narrative intervention is further highlighted by the 9.27-point difference between the two means. The results' statistical significance and the null hypothesis' rejection offer compelling proof that the intervention significantly influenced the students' literacy progress.

The usefulness of interactive storytelling strategies in improving early literacy skills is demonstrated by the statistically significant difference between the pre-test and post-test scores. For academics and educators, this finding has significant ramifications. First of all, it emphasizes how storytelling can be a fun and successful teaching method for raising young children's literacy levels. Teachers can create a dynamic learning environment that encourages active involvement, language development, and cognitive growth by integrating storytelling into early childhood education.

The findings also imply that multimodal learning techniques that incorporate listening, visualizing, and occasionally acting—such as storytelling—have a significant effect on language comprehension and retention. Since storytelling is a tool that can be modified to fit different learning requirements and settings, including it into regular teaching activities might become a

In conclusion, the statistically significant improvement in the post-test scores strongly supports the use of interactive storytelling techniques as an effective method for enhancing early literacy skills. The findings suggest that storytelling can play a key role in helping children improve their literacy abilities, and future studies should continue to explore its potential.

---

#### IV. CONCLUSION

Based on the results of this study the integration of interactive storytelling techniques and materials has proven to be an effective strategy for enhancing early literacy skills among kindergarten learners, as evidenced by the significant improvement in their pre-test and post-test scores. The statistical analysis confirms that the difference in scores is not due to chance, and the intervention had a measurable impact on the learners' literacy development. This finding underscores the potential of storytelling as a dynamic and engaging pedagogical tool that fosters language development, comprehension, and cognitive growth. By incorporating multimodal learning techniques such as listening, visualizing, and role-playing, educators can create an enriching and interactive learning environment that supports diverse learning needs. The results of this study advocate for the continued exploration and implementation of storytelling in early childhood education to improve literacy outcomes and inspire creativity in young learners.

#### V. RECOMMENDATIONS

1. The intervention plan should be fully utilized to create a dynamic and engaging learning environment for kindergarten learners by integrating interactive storytelling techniques and materials. It is recommended that the intervention be implemented systematically across the academic year to ensure that learners benefit from sustained exposure to storytelling.
2. Teachers play a pivotal role in the success of the intervention plan by creating a supportive and interactive classroom environment. They are responsible for effectively integrating storytelling techniques into daily lessons, using both verbal and visual elements to engage learners. Teachers should be trained in storytelling strategies and provided with the necessary materials to facilitate active student participation. Furthermore, teachers should assess individual student progress and adjust instructional methods accordingly to meet the varied needs of their learners.
3. The school head plays a crucial leadership role in ensuring the successful implementation of the intervention plan. They are responsible for providing the necessary resources, including access to training for teachers, materials, and technology. The school head must also ensure that the importance of early literacy development is prioritized and that teachers are encouraged to adopt innovative methods like interactive storytelling. By creating a school culture that values creativity and engagement in the classroom, the school head can foster a collaborative environment that supports the effective use of the intervention. Additionally, the school head should monitor the progress of the program and provide regular feedback to improve its effectiveness.
4. The district supervisor plays a critical role in overseeing the implementation of the intervention plan at the district level. They are responsible for ensuring that schools under their jurisdiction are properly equipped with the necessary resources and support to carry out the program effectively. The district supervisor should regularly assess the progress of the intervention across multiple schools, provide additional training or guidance to teachers, and share best practices.
5. The Education Program Supervisor in Kindergarten holds a vital responsibility in aligning the intervention plan with the district's early childhood education goals. This individual should ensure that the storytelling techniques and materials used in the intervention are developmentally appropriate and meet the curriculum standards for kindergarten learners. They should coordinate with other education specialists to provide targeted support and resources to teachers. By monitoring the effectiveness of the intervention and collecting data on student progress, the Education Program Supervisor can make recommendations for improvements and adjustments to better serve the needs of learners. Additionally, they can advocate for the expansion of the program if the results demonstrate a significant positive impact on early literacy development.
6. Parents/Guardian are integral to the success of the intervention plan, as they provide essential support and reinforcement at home. By encouraging a literacy-rich environment at home, such as reading with their children and discussing stories, parents can extend the benefits of interactive storytelling beyond the classroom.



- 
7. Stakeholders, including local community organizations, businesses, and educational partners, can play a key role in supporting the implementation of the intervention plan. By providing additional resources, such as books, technology, or funding for professional development, stakeholders can enhance the quality and reach of the program. They can also help raise awareness about the importance of early literacy and advocate for its integration into broader educational policies.

### ACKNOWLEDGEMENT

The researcher wishes to express her deepest gratitude to the following individuals whose contributions has been vital to the success of this study:

Dr. Bryant C. Acar, Chairman, for his constant encouragement, invaluable insights, and tireless efforts in enhancing the quality this study;

Dr. Elvin H. Wenceslao, the research adviser, for his expert guidance thoughtful suggestions, unwavering support, and encouragement throughout the entire research process.

Dr. Jasmine B. Misa and Dr. Annabelle A. Wenceslao, members of the Panel of Examiners for their professional suggestions, constructive feedback and recommendations which were crucial to the realization of this study.

Mrs. Ma. Jereza C. Matiga Schools District Supervisor, for granting permission to conduct the study at Mahayahay Elementary School in Ormoc City District II.

The pupils of Mahayahay Elementary School, for their honesty, cooperation and willingness to participate in providing the necessary data for this study.

The researcher's family, whose unconditional love, understanding, and unwavering support inspired her to complete this research.

Above all, to God Almighty for the countless blessings and the opportunity to pursue the graduate studies, leading to both personal and professional development. Most importantly, for His divine guidance and enlightenment throughout this journey.

To all those who have contributed, in any way, to the completion of this research—thank you.

### REFERENCES

- [1] Ayeni, A. J. (2012). Quality assurance in Nigerian education: Leadership and supervisory dimension. International Journal of Anderson, F» 3. & Palmer, 3. (1988), The Jigsaw Approach:  
a. Students Motivating Students. Education , 109, 59~62.
- [2] Almon, J. (2016). The role of interactive storytelling in enhancing early literacy skills among kindergarten students
- [3] DepEd Order 30 s. 2021. Interem guidelines for Assessment and Grading in light of the Basic Education Learning Continuity Plan.
- [4] Hauscrman, C» (1991)» Cooperative Learning Techniques for  
a. the Classroom Teacher\* Contemporary Rducati on , 62, 209-21 1.

[5] Hsiung, C. (2016). Supporting language development through interactive storytelling in diverse classrooms

[6] Kucirkova, N. (2016). The impact of digital interactive storytelling tools on young children's literacy development.

#### **AUTHOR'S PROFILE**



**GELYN S. LABADOR**

The author was born on February 1, 1984, in Ormoc City, Leyte, Philippines. She completed her Bachelor's degree in Elementary Education at Sto. Niño College of Ormoc, Ormoc City, where her commitment to fostering a love for learning in young children began to take shape. Her passion for teaching and her dedication to the development of young learners have inspired her to explore and implement innovative approaches in early childhood education, always striving to create an engaging and supportive environment for her students.

She is currently pursuing her Master's degree in Arts of Education, majoring in Elementary Education, at Western Leyte College of Ormoc City, where she continues to enhance her expertise in the field. As an educator, she believes in the importance of continuous learning and professional growth, both of which allow her to better serve her students and community.

In her current role as a Teacher II in the Department of Education, she is also a Kindergarten Teacher at Mahayahay Elementary School, Barangay Mahayahay, Ormoc City, Leyte, Philippines. There, she devotes herself to the holistic development of her Kindergarten pupils, emphasizing not only academic skills but also emotional, social, and ethical growth. Beyond her primary teaching duties, she also contributes significantly to the school's operations as a coordinator for two important school organizations: the School DRRM (Disaster Risk Reduction and Management) and the School Property Custodian. These roles allow her to influence school policies and initiatives that support the safety and well-being of the entire school community.

She firmly believes that guiding and nurturing young learners lays the foundation for instilling responsibility, resilience, and critical life skills—qualities that are essential for shaping their future roles as active, thoughtful, and compassionate members of society.