

Instructional Leadership Practices of School Administrator, Performance of Elementary school Teachers and Literacy Performance of Grade 1 Learners

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Abstract — This study determined the significant relationship between School Leadership Practices of School Administrator, performance of the Elementary School Teachers and literacy performance of Grade 1 learners. A proposed Instructional supervisory plan was formulated based on the result of the study. A descriptive-correlational design was used in this study to examine the relationship between School Leadership Practices of School Administrators, the performance of Elementary School Teachers, and the literacy performance of Grade 1 learners. This approach combined quantitative and qualitative methodologies, enabling a comprehensive examination of the relationships among the three variables. The quantitative component involved correlational research, utilizing surveys to gather data on school leadership practices and teacher performance, along with standardized literacy assessments for Grade 1 learners. Statistical analyses, such as regression and correlation, identified the strength and significance of these relationships, providing empirical evidence on how leadership impacted teaching and learning outcomes. The findings from the table on the Literacy Performance of Grade 1 Learners, highlight the strong literacy outcomes achieved by the students. A majority of the learners demonstrated high literacy proficiency, with most falling within the "Excellent" and "Very Good" performance categories. This suggests that the Grade 1 students have a solid grasp of early literacy skills, such as reading and writing. The overall performance aligns with the high number of learners achieving exceptional literacy scores, pointing to the effectiveness of the teaching strategies and interventions employed in the classroom. The results also imply that the school's efforts in supporting literacy development have been successful, with school leadership and teacher performance likely playing a significant role in shaping these positive outcomes. The absence of students scoring in the lower performance ranges further emphasizes the overall strength of the literacy program. These findings underline the importance of continuing to invest in instructional practices and literacy initiatives that support diverse learners and contribute to their ongoing academic success.

Keywords — *Instructional Leadership Practices* *Performance* *School Administrator* *Literacy*

I. INTRODUCTION

According to an unknown writer, “Leadership is a set of mindsets and behaviors that aligns people in a collective direction, enables them to work together and accomplish shared goals, and helps them adjust to changing environments”. she strongly believe that “leader” is not who you are but what you have supposed to do. School leaders are giving the authentic and not the fake ones. It is something about that person’s actions, and not a job title. It is more than an inspiration and a commitment.

A true leader inspires more. A school leader inspires her/his teachers. He/she solve the problem, not become the problem. A school leader will make her/his members smile, not to be grumpy/unhappy. She really have the highest respect to all the school leaders, especially when he/she is doing her/his best for the improvement of the school. When he/she address the issues and concern related to the school and working hand in hand together for the better improvement of all.

As a Grade 1 teacher, it is her duty and responsibility to teach my children how to read. she do believe that Grade 1 level is the foundation of the literacy skills and numeracy skills which the new curriculum focuses more. So, it is understandable that a Grade 1 teacher should have also the strongest support, from the parents of the children and of course from the School Head/ Principal.

Obviously, school leader should provide TA (Technical Assistance) to the teacher. School leader should always know the issues and concerns that the teacher should want to address. As she said, it is not about the job title, it is about person's actions .Some leaders, are putting blames to teacher especially when they performed low based on the reading result / performance of the learners. But, is it always the teacher?

She has been teaching first graders for five years since I was employed in the Department of Education. She do not say that she have experienced a lot her profession.

All she carry is patience, understanding and wisdom with her in doing her job every day. Teaching is such a hard job especially this generation but as a first grader teacher it is so fulfilling and overwhelming when she know herself that she have changed a life. She love being a first grader teacher.

Now, she cannot able to fulfill something without help from her leader meaning her School Head. She always respect the idea of my School Head and the best way to learn is to apply it in reality. She is always grateful to the TA's provided by the School Head. A School Head plays a big impact to the school's performance including teacher's performance.

Why? A School Head is responsible for the overall operations of the school. Without him/her, a school cannot achieved its goals. Its like walking in the dark without a chance of having a light or hope. My goal every year is to have a zero non-reader. And yes she already did it. How did she do it? Of course with hard work and commitment to my profession, with the help of the parents and the support of my School Head.

School leaders are very important to the life of the teachers, to the young learners and to the whole school community. Their commitment to their jobs are the hope of everyone. And I am proud of all those who are real and true to their service and practices. Leadership must be more than a job.

This research not only contributes to her professional growth but also aims to add valuable knowledge to the field of educational leadership, ultimately leading to practical recommendations that can improve teaching and learning experiences.

This study determined the significant relationship between School Leadership Practices of School Administrator, performance of the Elementary School Teachers and literacy performance of Grade 1 learners. A proposed Instructional supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of leadership styles of school heads in terms of the following:
 - 1.1 Transformational leadership styles;
 - 1.2 Transactional leadership styles; and
 - 1.3 Laissez-faire leadership styles?

2. What is the performance of the Private School Teachers based on Individual Performance Commitment and Review Form (IPCRF) in terms of:
 - 2.1 Content, Knowledge and Pedagogy;
 - 2.2 Learning Environment and Diversity of Learners;
 - 2.3 Curriculum & Planning;
 - 2.4 Assessment and Reporting;
 - 2.5 Personal Growth and Professional Development;
 - 2.6 Plus Factor?
3. What is the literacy performance of the Grade 1 pupils?
4. Is there a significant relationship of the ff:
 - 4.1. Instructional Leadership Style of School Administrators and Performance of Elementary School Teachers;
 - 4.2. Instructional Leadership styles of School Administrators and literacy performance of the Grade 1 learners?
5. What enhancement plan can be proposed based on the findings of the study?

Statement of Hypothesis

H0 – There is no significant relationship between the ff:

H1- Instructional Leadership Style of School Administrators and Performance of Elementary School Teachers.

H2- Instructional Leadership styles of School Administrators and literacy performance of the Grade 1 learners..

II. METHODOLOGY

Design. A descriptive-correlational design was used in this study to examine the relationship between School Leadership Practices of School Administrators, the performance of Elementary School Teachers, and the literacy performance of Grade 1 learners. This approach combined quantitative and qualitative methodologies, enabling a comprehensive examination of the relationships among the three variables. The quantitative component involved correlational research, utilizing surveys to gather data on school leadership practices and teacher performance, along with standardized literacy assessments for Grade 1 learners. Statistical analyses, such as regression and correlation, identified the strength and significance of these relationships, providing empirical evidence on how leadership impacted teaching and learning outcomes. Complementing the quantitative data, the qualitative component involved case studies or phenomenological approaches to gain deeper insights into the experiences and perceptions of teachers and administrators. Semi-structured interviews and focus group discussions allowed participants to express their views on leadership effectiveness and its influence on their performance and student literacy. Thematic analysis of these qualitative data revealed key themes and patterns, offering a nuanced understanding of the contextual factors at play. By integrating findings from both components, the study provided a holistic perspective on how school leadership practices shaped educational outcomes, benefiting stakeholders at multiple levels. The main local of the study is in Ybañez Memorial Elementary School in the schools Division of Leyte. The respondents of the study were the School Heads, Private school teachers and key stage 2 learners. To gather the necessary data needed in the study, the researcher utilized the information for the analysis was gathered using two distinct survey instruments: one to gauge school heads' levels of transformational, transactional, and laissez-faire leadership styles, and another to gauge teachers' levels of intrinsic and extrinsic satisfaction, respectively. The assessment of the school head's leadership style by teachers was conducted through the use of the Multifactor Leadership Questionnaire (MLQ) developed by Avolio & Bass in 1991. The survey consisted of 21 items with a 4-point Likert scale that asked participants to rate their principals' leadership styles in terms of three categories: transformational, transactional, and laissez-faire. The scale ranged from 4 (frequently), 3 (often), 2 (occasionally), and 1 (never). The second tool was the Individual Performance Commitment and Review form for

teachers to validate their performance. The third tool was the Literacy materials used to assess the literacy skills performance of the Grade 1 learners.. The proposed instructional supervisory Plan was taken based on the findings of the study.

Sampling The respondents of the study were the School Heads, Private School Teachers and Key Stage 2 Learners.. There were 1 School Head, 18 teachers, and 22 learners that were involved in this study 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.

Research Procedure. The researcher prepared the research design which is the quasi-experimental research method to gauge the Effectiveness of contextualized Audio-Video Materials to the test scores of the Grade 2 pupils in Mathematics. The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

the researcher asked permission from the office of the Schools Division Office, headed by the 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 under whose care the respondents were.

The researcher distributed the survey questionnaires to the School Administrator to be answered by the teachers. The teachers gathered the performance data based on the IPCRF, which covered the 2024-2025 period. After one month, the questionnaires were retrieved and consolidated, and were subjected to statistical treatment using Pearson's r.

The data was collated and submitted for the 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. Orientation of the respondents both School Principal, teachers and parent were done.

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

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

The Simple Percentage and weighted mean was employed to determine the extent of Instructional leadership styles of School Administrators and performance of Private school Teachers based on IPCRF as well as literacy skills of the Grade 1 learners.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between Instructional leadership styles of School Administrators and performance of Private school Teachers based on IPCRF as well as literacy skills of the Grade 1 learners.

III. RESULTS AND DISCUSSION

Table 1
Extent of Leadership Styles

.	Indicators	Weighted Mean	Interpretation
1	Makes others feel to be around him or her	3.47	Always
2	Expresses with a few simple words what the team could and should do	3.76	Always
3	Enables others to think about old problems in new ways	3.29	Always
4	helps other develop themselves	3.35	Always
5	Tells others what to do if they want to be rewarded for their work	3.23	Often
6	Seems satisfied when others meet agreed -upon standards	2.94	Often
7	Is content to let others continue working in the same ways us always	2.84	Often
8	Has the complete faith of others working for him/her	3.35	Always
9	Provides appealing images about what that team can do	3.52	Always
10	Provides others with new ways of looking at puzzling things	3.23	Often
11	Provides Feedback to others about how he/she feels they are doing	3.35	Always
12	Provides recognition/rewards when others reach their goals	2.76	Often
13	Does not try to change anything as long as things are working	2.05	Sometimes
14	Is OK with whatever others want to do	1.88	Sometimes
15	Has followers who are proud to be associated with him/her	3.12	Often
16	Helps others find meaning in their work	3.35	Always
17	Gets others to rethink ideas that they had never questioned before	3.23	Often
18	Gives personal attention to others who seem rejected	3.23	Often
19	Calls attention to what others can get for what they accomplish	3.17	Often
20	Tells others the standards they have to know to carry out their work	2.00	Sometimes
21	Asks no more of others than what is absolutely essential	3.35	Always
	Grand Mean	3.07	Often

Legend: 3.26- 4.00 – Always
2.51-3.25 – Often
1.76- 2.50- Sometimes
1.00-1.75- Never

Table 1 presents the "Extent of Leadership Styles" exhibited by school administrators. The table includes various indicators measuring leadership behaviors such as how school leaders interact with others, motivate their teams, and provide guidance or feedback. The indicators are rated using a 4-point scale ranging from "Never" to "Always." These ratings provide a detailed view of how often school administrators display behaviors that influence the school environment, teacher performance, and ultimately, student learning. The overall weighted mean of 3.07 places the leadership practices in the "Often" range, suggesting that the school administrators frequently exhibit behaviors that are key to effective leadership, though some areas still leave room for improvement.

The results in Table 1 show that the school administrators consistently perform actions that encourage team collaboration and foster development. Behaviors such as making others feel comfortable, enabling creative thinking, providing feedback, and helping others find meaning in their work all received "Always" or "Often" ratings, indicating that the leadership practices in these areas are quite effective. Particularly notable are the practices related to helping others develop themselves, expressing clear expectations, and providing recognition when goals are achieved. However, there were some practices, such as providing rewards and not trying to change things that are working, that were rated as "Often" or "Sometimes." These results suggest that while school administrators are generally supportive and proactive, there are areas where more attention could be paid, such as motivating teachers through tangible rewards and encouraging change when necessary.

The results in table 1 implied that the school leadership plays a significant role in influencing the overall school climate and teacher motivation. Leaders who consistently provide guidance, foster development, and maintain high expectations contribute to a more dynamic and engaged teaching environment. However, areas like reward systems and adaptability may require further attention to ensure that school leadership practices are fully aligned with the needs of their teachers and students. Improving leadership in these areas could lead to even higher levels of teacher performance and, consequently, better student outcomes, especially in foundational subjects such as mathematics and literacy.

Table 2
IPCRF of TEACHERS

Performance Indicators	Weighted Mean	Interpretation
Content Knowledge and Pedagogy	4.38	Very Satisfactory
Learning Environment and Diversity of Learners	4.38	Very Satisfactory
Curriculum & Planning	4.45	Very Satisfactory
Assessment and Reporting	4.45	Very Satisfactory
Personal Growth and Professional Development	4.40	Very Satisfactory
Plus Factor	4.35	Very Satisfactory
AVERAGE	4.40	Very Satisfactory

Legend: 4.500- 5.00 – Outstanding
3.500- 4.499 – Very Satisfactory
2.500-3.499 - Satisfactory
1.500- 2.499- Unsatisfactory
Below 1.499 - Poor

Table 2 presents the "IPCRF of Teachers," which evaluates the performance of elementary school teachers based on various performance indicators. The table includes indicators such as content knowledge and pedagogy, learning environment and diversity of learners, curriculum planning, assessment and reporting, personal growth and professional development, and the plus factor. Each indicator is assigned a weighted mean, with scores ranging from "Outstanding" to "Very Satisfactory." According to the results, all performance indicators were rated as "Very Satisfactory," with an overall average of 4.40, indicating that the teachers' performance is generally regarded as very effective in all areas assessed.

The data in Table 2 reflect a strong and consistent performance across all dimensions of the teachers' professional competencies. The weighted means for content knowledge and pedagogy, learning environment and diversity of learners, curriculum planning, assessment and reporting, and personal growth and professional development all ranged between 4.35 and 4.45, signifying that the teachers' performance was consistently rated as "Very Satisfactory." These results highlight the teachers' competence in delivering quality education, fostering positive learning environments, and engaging in continuous professional development. Notably, areas such as curriculum planning and assessment and reporting scored the highest, indicating that teachers excel in these aspects of their professional duties. The "Plus Factor," which likely refers to additional contributions beyond the basic duties, also received a high score, demonstrating that teachers are making significant efforts to go beyond the minimum expectations in their roles.

Table 2 results implied that the teachers' professional practices in the elementary school setting are effectively aligned with the goals of fostering student learning and development. The very satisfactory ratings in key areas of teaching practice, such as content knowledge, pedagogy, and curriculum planning, emphasize that the teachers possess the necessary skills and knowledge to promote quality education. Additionally, their strong performance in creating inclusive learning environments and engaging in professional growth highlights the importance of teacher development programs in enhancing teaching quality. These results suggest that maintaining and supporting teachers' professional growth is crucial for improving educational outcomes, particularly in elementary schools where foundational skills such as literacy are developed.

Table 3
Literacy Performance of Grade 1 Learners

Score Range	Description	LITERACY	
		Frequency	%
25-30	Excellent	10	45
19-24	Very Good	10	45
13-18	Good	2	10
7-12	Fair	0	12
1-6	Poor	0	0
Total		22	100
Weighted Mean		23.00	Very Good

Table 3 presents the "Literacy Performance of Grade 1 Learners," which showcases the distribution of literacy scores across various score ranges and provides the overall weighted mean of the learners' performance. The table reveals the frequency and percentage of learners who fall within different score categories, ranging from "Excellent" to "Poor." The weighted mean of 23.00 places the students in the "Very Good" category, reflecting a high level of literacy performance among the Grade 1 learners.

The data indicate that the majority of Grade 1 learners performed at a very high level in terms of literacy. Specifically, 45% of learners achieved scores within the "Excellent" range (25-30), while another 45% were categorized as "Very Good" (19-24). Only 10% of students scored in the "Good" range (13-18), while no students were categorized under "Fair" (7-12) or "Poor" (1-6). These results suggest that most of the learners have developed a strong foundation in literacy skills, as evidenced by the high percentages of students achieving "Excellent" and "Very Good" scores. The

overall weighted mean score of 23.00 reinforces this conclusion, placing the collective literacy performance of Grade 1 learners in the "Very Good" category.

Table 3 results implied that the Grade 1 learners are performing well in literacy, with the majority of students showing a strong command of early reading and writing skills. The high number of students in the "Excellent" and "Very Good" categories reflects the effectiveness of the educational practices and interventions employed in the classroom, as well as the potential impact of school leadership and teacher performance on student outcomes. Given that literacy is a critical foundational skill for future academic success, these results indicate that the school is succeeding in fostering a strong literacy base for its learners. This also highlights the importance of continued support for literacy initiatives and instructional practices that cater to diverse student needs to ensure sustained high performance.

Table 4
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Leadership Style vs IPCRF	0.57	1.821	1.462	Reject Ho	Significant Relationship (Moderate)
IPCRF and Learners' Scores	0.80	0.057	1.224	Reject Ho	Significant Relationship (Strong)

Table 4 presents the results of a statistical test examining the relationship between the Adversity Quotient (AQ) and IPCRF (Individual Performance Commitment and Review Form), as well as the relationship between the Leadership Style of school heads and the IPCRF of teachers. This analysis aims to explore whether the Adversity Quotient and Leadership Style of school heads have any significant correlation with the performance indicators assessed in the teachers' IPCRF. The statistical test used in this case is the Pearson correlation coefficient (r), which measures the strength and direction of the relationship between two variables.

The correlation between Adversity Quotient (AQ) and IPCRF resulted in a computed r-value of 0.09, which is far lower than the critical value of 0.422 at a 0.05 significance level. The decision was to accept the null hypothesis (Ho), indicating that there is no significant relationship between AQ and the teachers' IPCRF performance. This outcome suggests that the ability of school heads to handle adversity does not have a statistically significant impact on teachers' performance as measured by their IPCRF. While AQ is an important trait for leadership and can influence how leaders manage challenges, this finding implies that other factors may be more influential in determining teachers' performance than how a school head copes with adversity.

The second part of the test examined the relationship between the Leadership Style of school heads and the IPCRF of teachers, which resulted in a computed r-value of 0.13, again much lower than the critical value of 0.422 at the 0.05 significance level. Similar to the previous analysis, the decision was to accept the null hypothesis (Ho), indicating that no significant relationship exists between the leadership style of school heads and teachers' performance as measured by the IPCRF. This finding suggests that despite the various leadership approaches, whether transformational, transactional, or laissez-faire, they do not appear to have a direct and significant impact on how teachers perform in their roles according to the IPCRF framework.

The results from Table 4 implied that neither the Adversity Quotient of school heads nor their Leadership Style are significantly correlated with the teachers' IPCRF performance. This finding challenges the assumption that a leader's ability to overcome adversity or their leadership style directly influences the performance outcomes of their teaching staff. It is possible that other organizational factors, such as school culture, professional development programs, or support structures, might have a more substantial effect on teacher performance.

IV. CONCLUSION

Based on the results of this study that the results of Grade 1 pupils' literacy performance show that they have a solid foundation in literacy, with most children receiving excellent marks. The findings imply that literacy development is effectively promoted by the educational practices, interventions, and general teaching strategies now in use. Strong teacher performance and school leadership, which are crucial in determining student outcomes, are probably responsible for this achievement. These findings highlight the necessity of continuing to promote literacy programs and instructional strategies catered to the various requirements of children, given the significance of literacy as a foundation for academic achievement. This will help to sustain and improve high performance.

V. RECOMMENDATIONS

VI.

1. The Instructional Supervisory Plan should be strategically implemented to enhance the overall teaching and learning process.
2. Teachers should continue to apply and refine their instructional strategies, ensuring they are responsive to the diverse learning needs of Grade 1 learners. Emphasis should be placed on fostering a nurturing and stimulating learning environment that engages students in developing their literacy skills.
3. School administrators must provide consistent leadership that supports teachers in their professional growth, while also creating a positive school culture that prioritizes literacy. Ensuring teachers have access to effective teaching resources, and organizing workshops that focus on both instructional practices and leadership development, can greatly enhance the overall performance of the teachers and subsequently, the students.
4. The district supervisor should consider implementing district-wide programs that provide continuous professional development opportunities tailored to enhancing both instructional leadership and literacy teaching practices. Providing sufficient resources, such as textbooks, digital tools, and training on the latest educational trends, will help schools in the district maintain high literacy standards. The district supervisor should also promote the use of evidence-based practices that are aligned with the diverse needs of students and support teachers in their implementation.
5. The education program supervisor should focus on ensuring that curriculum standards are regularly updated and reflect current educational trends and research. Providing additional support for teachers in developing and implementing literacy programs, specifically in the early grades, is essential.
6. Parents play a crucial role in reinforcing literacy skills at home. Parents should be encouraged to create a conducive reading environment and engage their children in regular reading activities that support and enhance what is taught in school.
7. Stakeholders, including community leaders and local government units, should support literacy initiatives by providing resources for educational materials, extracurricular programs, and infrastructure development. Public-private partnerships could be encouraged to create initiatives that will enhance the quality of education and literacy development.
8. Researchers should continue to explore the impact of school leadership on teachers' performance and student outcomes. Further studies should examine the long-term effects of leadership practices on literacy development and explore the use of innovative instructional methods and technologies in enhancing literacy. Research could also investigate the role of parental involvement in students' academic achievement, particularly in the early stages of education.

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9. Future researchers are encouraged to investigate the relationship between different leadership styles and literacy outcomes in elementary schools. It would be beneficial to explore how various instructional practices directly impact students' cognitive and social development in early grades.

ACKNOWLEDGEMENT

The researcher wishes to express his profound gratitude to the following who had contributed to the success of the study:

Dr. Bryant C. Acar, Chairman, for his encouragement and untiring effort in improving the study;

Dr. Elvin H. Wenceslao, the writer's research adviser for his valuable suggestions, full support and encouragement;

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

Mrs. Evangelina Z. Daño, School Principal I for giving permission to conduct my study in Ybañez Memorial Elementary School, Cantur-aw, Inangatan, Tabango, Leyte.

To the respondents, teachers Of YMES and Grade 1 Daisy pupils, their honesty and cooperation in completing the data needed.

To my parents, my husband and son, whose unconditional love, continued support and understanding inspired me to continue and finish this journey. Your prayers and love for me was what sustained me this far.

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

To all those who helped make this research paper done.

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She is currently a Teacher III in the Department of Education and a Elementary Teacher at Ybañez Memorial Elementary School at Barangay Inangatan, Tabango, Leyte, Philippines. She is currently a Grade 1 adviser and a Numeracy Coordinator. She believes that leading the young ones will give a big impact of how their future holds.