

# Risk Management Competencies of School Administrators and Risk Assessment Practices In Elementary Schools

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*Abstract* — This study determined the significant relationship between the Strategic Planning Competencies of School Administrators and their Relationship to Risk Assessment competencies in Public Elementary Teachers. A proposed instructional supervisory plan was formulated based on the result of the study. A descriptive-correlational design was used in this study to investigate the relationship between Strategic Planning Competencies of School Administrators and their Relationship to Risk Assessment Practices in Public Elementary Teachers. This design makes it possible to evaluate both variables in a methodical manner, which makes it easier to investigate any possible correlations between them. This study attempts to clear or validate on the degree to which strategic Planning Competencies relates to the performance of teachers and students. The test of Relationship, which examines the correlation between Risk Management Competencies and Risk Assessment Practices among school administrators. The statistical analysis utilized Pearson's correlation coefficient ( $r$ ) and a t-test to determine the significance of the relationship between these two variables. The computed  $r$ -value and a  $t$ -value, compared with a table value at a 0.05 level of significance, led to the rejection of the null hypothesis. This indicates a very strong and statistically significant relationship between the level of risk management competencies and the effectiveness of risk assessment practices in schools. The correlation coefficient indicates a very strong positive relationship between the variables. This suggests that as school administrators demonstrate higher levels of risk management competency—such as environmental scanning, goal setting, strategy formulation, and monitoring—they are more likely to engage in thorough and systematic risk assessment practices. These practices include identifying, evaluating, and mitigating school-related risks effectively. The computed  $t$ -value, which is significantly greater than the table value, confirms the statistical significance of the result. Thus, the relationship is not due to chance. This means that administrators who are well-trained and highly competent in managing school-related risks tend to implement more structured and responsive risk assessment protocols, leading to safer and more proactive educational environments. The implications of this finding are both practical and strategic. The very strong relationship suggests that improving administrators' risk management competencies could directly enhance the overall effectiveness of school risk assessment procedures. This supports the need for continuous professional development programs focused on risk management, disaster preparedness, and strategic planning. Furthermore, school systems should institutionalize structured training, monitoring tools, and stakeholder engagement to sustain high levels of performance in both competencies and assessment practices.

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*Keywords — Riak Assessment Competencies, School Administrators, Practices, Elementary Schools*

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## I. Introduction

Strategic planning is a critical function in educational leadership, equipping school administrators with the foresight to guide their institutions toward sustained development. In tandem, risk assessment practices are vital for anticipating and mitigating threats to school operations, safety, and learning continuity. However, the relationship between these two elements—strategic planning competencies and risk assessment—is often overlooked, particularly in public elementary settings. This study aims to examine the extent to which administrators' competencies in strategic planning relate to the effectiveness of risk assessment practices among public elementary teachers.

According to Fullan (2014), educational leaders with strong strategic planning competencies tend to be proactive rather than reactive, using data-driven decision-making and stakeholder collaboration to forecast challenges and develop adaptive strategies. These competencies include setting measurable goals, resource management, communication, change leadership, and long-term planning—all of which are necessary for enhancing school effectiveness.

Strategic planning competency and risk assessment in schools are essential not only for ensuring educational success but also for fostering a safe, inclusive, and sustainable environment for both students and staff. In today's rapidly evolving educational landscape, these two elements are deeply interrelated and are pivotal to the long-term effectiveness of schools.

A school's strategic planning competency reflects its ability to align actions with its vision, mission, and educational philosophy. Education management professionals must develop clear, measurable goals that are consistent with these core values. Effective strategic planning extends beyond addressing immediate operational needs; it anticipates future challenges and opportunities, paving the way for sustainable development.

Schools that employ strong strategic planning processes often demonstrate a clearer sense of purpose, where all stakeholders—administrators, teachers, students, and parents—collaborate toward common goals. For example, a school committed to academic excellence may design targeted professional development programs for teachers aimed at improving instructional quality and student outcomes.

Strategic planning competency and risk assessment are especially critical in addressing the evolving needs of the Philippine educational system. With ongoing national initiatives focusing on disaster preparedness, digital transformation in education, and the welfare of both students and educators, the Philippines is striving to build a more resilient and responsive education sector. Nevertheless, challenges persist, particularly in addressing resource disparities and the ongoing

need for capacity building in strategic planning and risk management across all levels of the educational system.

In this context, strategic planning and risk assessment are increasingly vital as the country continues to face challenges in adapting to modern educational demands, enhancing quality, and addressing external threats such as natural disasters, public health emergencies, and socioeconomic inequalities. The Philippines, being highly susceptible to typhoons, earthquakes, and volcanic eruptions, requires the education sector to prioritize disaster preparedness and the implementation of effective response plans.

It is crucial to address problems within the educational system promptly, as these issues can significantly disrupt school operations. Strategic planning plays a central role in developing specific action plans to resolve organizational challenges.

In the case of Libertad Elementary School, one elementary teacher who has served for six years observed several ongoing issues impacting not only students and teachers but also the overall school system. These include low academic performance among pupils, high risk of student dropouts, and the impact of natural disasters such as flooding. These experiences have reinforced the importance of strengthening strategic planning and risk assessments within schools to enhance the overall effectiveness and success of the school community.

This study determined the significant relationship between the Strategic Planning Competencies of School Administrators and their Relationship to Risk Assessment competencies in Public Elementary Teachers. 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 level of risk management competencies among school administrators in public elementary schools in terms of:
  - 1.1 Environmental Scanning;
  - 1.2 Goal Setting;
  - 1.3 Strategic Formulation; and
  - 1.4 Implementation and Monitoring?
2. What is the level of risk assessment practices among public elementary teachers in terms of:
  - 2.1 Identification of Risks;
  - 2.2 Risk Evaluation;

2.3 Risk Mitigation;

2.4 Monitoring and Review;

3. Is there a significant relationship between school administrators' Risk Management competencies and risk assessment practices of teachers?
4. What Risk-Related Supervisory plan can be proposed based on the findings of the study?

#### Statement of Hypothesis

H<sub>0</sub> – There is no significant relationship between school administrators' Risk Management competencies and risk assessment practices of teachers.

## II. Methodology

**Design.** A descriptive-correlational design was used in this study to investigate the relationship between Strategic Planning Competencies of School Administrators and their Relationship to Risk Assessment Practices in Public Elementary Teachers. This design makes it possible to evaluate both variables in a methodical manner, which makes it easier to investigate any possible correlations between them. This study attempts to clear or validate on the degree to which strategic Planning Competencies relates to the performance of teachers and students. The main locales of the study were the selected Elementary School in the Schools Division of Ormoc City, Leyte. The respondents of the study were the 2 school heads, 50 teachers. The information for the analysis was gathered using The information for the analysis will be gathered using two (2) distinct survey instruments: Strategic Planning Competency Survey (SPCS) Adopted and modified from Bryson's Strategic Planning Model. The second tool was the Risk Assessment Practices Checklist (RAPC). Based on ISO 31000 Risk Management Framework. The proposed Instructional Supervisory Plan was taken based on the findings of the study.

**Sampling** The respondents of the study were the were the 2 School heads and 50 teachers to the selected Schools in Ormoc City District V in the Schools Division of Ormoc 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.** In order to gather the necessary data within one month (30 days), the researcher sought permission from the Office of the Schools Division Superintendent through a Transmittal Letter. The same letter content was provided to the Public School District Supervisor, School Principal, and the teachers under whose care the respondents were assigned. The researcher distributed the survey questionnaires to the School Heads to be answered by the teachers. After

one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's  $r$ . The data were collated and submitted for appropriate statistical analysis.

**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 were done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

**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 relationship between Strategic Planning Competencies of School Administrators and their Relationship to Risk Assessment Practices in Public Elementary Teachers.

Pearson  $r$  Moment Correlation Coefficient was used to determine the significant relationship between Strategic Planning Competencies of School Administrators and their Relationship to Risk Assessment Practices in Public Elementary Teachers.

### III. Results and Discussion

**TABLE 1**

**Level of Risk Management Competencies Among School Administrators**

	Environmental Scanning	Weighted Mean	Interpretation
1	I regularly analyze internal and external factors affecting the school.	5.0	Strongly Agree
2	I gather input from stakeholders (teachers, parents, community) to understand school needs.	5.0	Strongly Agree
3	I conduct SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis for school planning.	5.0	Strongly Agree
4	I keep updated with policy changes and educational trends that impact school operations.	4.95	Strongly Agree
5	I review school data to identify performance gaps.	4.99	Strongly Agree
	Mean	4.99	Strongly Agree
	<b>B. Goal Setting</b>		
1	I set clear, measurable goals aligned with the school's vision and mission.	5.00	Strongly Agree
2	I involve the school community in goal-setting processes.	5.00	Strongly Agree
3	I ensure school goals are realistic and time-bound.	4.95	Strongly Agree
4	I communicate strategic goals effectively to all stakeholders.	5.00	Strongly Agree

5	I revise goals based on new data or changing circumstances.	4.99	Strongly Agree
	Mean	4.99	Strongly Agree
<b>C. Strategy Formulation</b>			
1	I develop strategies that address goals and identified issues.	4.99	Strongly Agree
2	I prioritize actions that have the most significant impact on school outcomes.	5.00	Strongly Agree
3	I align resources and personnel with strategic objectives.	5.00	Strongly Agree
4	I consider alternative approaches and contingency plans.	5.00	Strongly Agree
5	I collaborate with department heads to formulate strategies.	5.00	Strongly Agree
	Mean	4.99	Strongly Agree
<b>D. Implementation and Monitoring</b>			
1	I create action plans to implement the school's strategic goals.	4.95	Strongly Agree
2	I assign roles and responsibilities clearly during implementation.	5.00	Strongly Agree
3	I regularly monitor progress toward strategic goals.	5.00	Strongly Agree
4	I use data to evaluate the effectiveness of implemented strategies.	5.00	Strongly Agree
5	I adjust plans when necessary to ensure successful outcomes.	5.00	Strongly Agree
	Mean	4.99	Strongly Agree
	Weighted Mean	4.99	Strongly Agree

Legend: 4.21- 5.00 – Strongly Agree  
 3.41- 4.20 – Agree  
 2.61-3.40 - Undecided  
 1.81- 2.60- Disagree  
 1.00-1.80- Strongly Disagree

This table presents the Level of Risk Management Competencies Among School Administrators, which illustrates the self-assessed competency levels of school heads in key dimensions of risk management. These dimensions include Environmental Scanning, Goal Setting, Strategy Formulation, and Implementation and Monitoring. Each component was assessed using a Likert scale, and the weighted mean was calculated to determine the overall level of competency. The findings reflect how well school administrators apply strategic risk management practices in navigating educational challenges and sustaining school performance.

In terms of Environmental Scanning, school administrators reported strong agreement in regularly analyzing internal and external factors, conducting SWOT analyses, consulting stakeholders, and staying updated on policy trends. With a mean of 4.99, this suggests that school heads are highly proactive in identifying risks and opportunities that affect school operations and student outcomes. Under the area of Goal Setting, administrators demonstrated excellent competence, with a perfect rating of 5.00 in setting measurable goals, involving stakeholders, and effectively communicating strategic directions. The slight variation in one item (4.95) does not

diminish the overall rating of 4.99, which confirms that school leaders are goal-oriented and adaptive in their planning processes.

Similarly, the dimension of Strategy Formulation also yielded a high average of 4.99, reflecting that school heads are capable of developing well-aligned and impactful strategies. They not only prioritize strategic actions but also involve department heads in collaborative planning. These competencies are essential for navigating school risks and aligning limited resources to key priorities. In the area of Implementation and Monitoring, school heads again showed very high ratings, with a consistent score of 4.99. This indicates that strategic goals are backed by concrete action plans, clearly defined roles, and consistent progress monitoring. Administrators also make data-driven adjustments to ensure the success of initiatives—a hallmark of sound risk management and school leadership.

Based on the overall weighted mean of 4.99, the results imply that school administrators possess very strong risk management competencies. This high level of proficiency suggests that they are well-prepared to respond to uncertainties, set strategic directions, and ensure the effective implementation of school plans. Their competency directly contributes to school resilience, improvement planning, and the achievement of educational goals despite challenges such as resource limitations, policy shifts, or community concerns. These findings also support the need to maintain ongoing leadership development and systems thinking among administrators to sustain such high levels of competence

**TABLE 2**  
**Level of Risk Management Practices**

	<b>Environmental Risk Identification</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1	We identify potential risks that may affect student safety and learning.	5.0	Strongly Agree
2	Teachers and staff report observed risks (e.g., infrastructure, student behavior).	5.0	Strongly Agree
3	There are regular walkthroughs to assess physical hazards on school premises.	5.0	Strongly Agree
4	Risks related to natural disasters are considered in school planning.	5.0	Strongly Agree
5	We assess potential risks in school activities and field trips.	5.0	Strongly Agree
	<b>Mean</b>	<b>5.0</b>	<b>Strongly Agree</b>
	<b>B. Risk Evaluation</b>		
1	Identified risks are evaluated based on their likelihood and severity.	5.0	Strongly Agree
2	The school has a process for prioritizing high-impact risks.	5.0	Strongly Agree
3	Risk evaluations are reviewed regularly and updated when needed.	5.0	Strongly Agree
4	Input from teachers is considered in evaluating daily risks.	5.0	Strongly Agree
5	The school uses student data (e.g., attendance, incidents) to evaluate risk factors.	5.0	Strongly Agree

	<b>Mean</b>	<b>5.0</b>	<b>Strongly Agree</b>
	<b>C. Strategy Formulation</b>		
1	Preventive measures (e.g., drills, signage, fences) are implemented based on risk evaluations.	5.0	Strongly Agree
2	Emergency protocols are clearly communicated and practiced.	5.0	Strongly Agree
3	Risk mitigation strategies are included in lesson planning and classroom management.	5.0	Strongly Agree
4	We engage parents in promoting student safety and reducing external risks.	5.0	Strongly Agree
5	We collaborate with LGUs and agencies (e.g., DRRM, health offices) for school safety.	5.0	Strongly Agree
	<b>Mean</b>	<b>5.0</b>	<b>Strongly Agree</b>
	<b>D. Monitoring and Review</b>		
1	Risk assessments are reviewed regularly (quarterly/annually).	5.0	Strongly Agree
2	There is a designated team responsible for monitoring risks.	4.5	Strongly Agree
3	After-action reviews are conducted after drills or actual incidents.	4.5	Strongly Agree
4	Feedback from staff and students is gathered to improve safety measures.	4.5	Strongly Agree
5	The school leadership updates risk management plans based on monitoring outcomes.	4.5	Strongly Agree
	<b>Mean</b>	<b>4.60</b>	<b>Strongly Agree</b>
	<b>Weighted Mean</b>	<b>4.90</b>	<b>Strongly Agree</b>

Legend: 4.21- 5.00 – Strongly Agree  
 3.41- 4.20 – Agree  
 2.61-3.40 - Undecided  
 1.81- 2.60- Disagree  
 1.00-1.80- Strongly Disagree

This table presents the Level of Risk Management Practices, which evaluates the extent to which school administrators and staff implement essential risk management practices in the educational environment. The table is divided into four key components: Environmental Risk Identification, Risk Evaluation, Strategy Formulation, and Monitoring and Review. Each component was rated on a five-point Likert scale to assess agreement with best practices in managing risks related to student safety, infrastructure, emergency preparedness, and overall school operations.

The results show a perfect weighted mean of 5.00 in three components: Environmental Risk Identification, Risk Evaluation, and Strategy Formulation. This reflects a very high level of awareness and preparedness among school administrators and staff. Specifically, respondents strongly agreed that they consistently identify potential risks such as those affecting student safety, infrastructure, and external threats like natural disasters. Teachers and staff regularly report observed risks, and schools conduct walkthroughs and risk assessments for activities, demonstrating a proactive culture of safety.

In the Risk Evaluation component, all indicators again received a 5.00 rating, confirming that schools employ systematic methods to evaluate risks based on likelihood and severity. Schools prioritize risks, update evaluations, and incorporate teacher input and student data in decision-making. Likewise, in Strategy Formulation, the strong agreement across all indicators suggests that schools have well-established and responsive risk mitigation plans. These include preventive infrastructure, routine emergency drills, integration of safety into lesson planning, and collaboration with parents and external agencies like DRRM and health offices.

However, the component on Monitoring and Review registered a slightly lower average of 4.60, though still within the "Strongly Agree" category. This indicates a commendable level of implementation, though slightly more variable. While quarterly reviews and feedback systems are in place, the slightly lower ratings (4.5) in some items suggest room for improvement in consistently reviewing and updating plans, gathering feedback, and conducting after-action reviews.

The overall weighted mean of 4.90 reflects a very strong commitment to risk management practices in schools. This result implies that school leaders and staff are well-equipped to identify, evaluate, mitigate, and monitor risks that can affect the school community. The high ratings also suggest a culture of accountability and proactive planning, which helps create a safer and more supportive learning environment. Moving forward, there is potential to further strengthen the monitoring and review processes by institutionalizing regular feedback mechanisms and ensuring continuous updates to risk plans based on real-time data and incident reviews.

**TABLE 3**  
**Test of Relationship**

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Risks Management Competencies vs Risk Assessment Practices	0.95	3.668	0.173	Reject Ho	Significant Relationship (Very Strong)

This table presents the test of Relationship, which examines the correlation between Risk Management Competencies and Risk Assessment Practices among school administrators. The statistical analysis utilized Pearson's correlation coefficient (r) and a t-test to determine the significance of the relationship between these two variables. The computed r-value of 0.95 and a t-value of 3.668, compared with a table value of 0.173 at a 0.05 level of significance, led to the rejection of the null hypothesis. This indicates a very strong and statistically significant relationship between the level of risk management competencies and the effectiveness of risk assessment practices in schools.

The correlation coefficient (r = 0.95) indicates a very strong positive relationship between the variables. This suggests that as school administrators demonstrate higher levels of risk

management competency—such as environmental scanning, goal setting, strategy formulation, and monitoring—they are more likely to engage in thorough and systematic risk assessment practices. These practices include identifying, evaluating, and mitigating school-related risks effectively.

The computed t-value of 3.668, which is significantly greater than the table value of 0.173, confirms the statistical significance of the result. Thus, the relationship is not due to chance. This means that administrators who are well-trained and highly competent in managing school-related risks tend to implement more structured and responsive risk assessment protocols, leading to safer and more proactive educational environments.

The implications of this finding are both practical and strategic. The very strong relationship suggests that improving administrators' risk management competencies could directly enhance the overall effectiveness of school risk assessment procedures. This supports the need for continuous professional development programs focused on risk management, disaster preparedness, and strategic planning. Furthermore, school systems should institutionalize structured training, monitoring tools, and stakeholder engagement to sustain high levels of performance in both competencies and assessment practices.

#### **IV. Conclusion**

Based on the results of this study, The findings of the test of relationship clearly establish that there is a very strong and statistically significant correlation between the risk management competencies of school administrators and the risk assessment practices implemented in schools. This affirms that the relationship between the two variables is not due to chance, but rather a meaningful and impactful connection. This result strongly suggests that school administrators who possess well-developed competencies in strategic risk management—such as environmental scanning, goal setting, planning, implementation, and monitoring—are more likely to lead schools with effective risk assessment systems. These systems include proactive identification, evaluation, and mitigation of various school-related risks, resulting in improved preparedness and safety for both learners and staff. As a result, these efforts not only enhance administrative capabilities but also create a more resilient, responsive, and learner-centered school environment, where risks are effectively managed and educational continuity is secured.

#### **V. Recommendations**

Based on the findings of this study, the following recommendations are proposed to for each stakeholder group based on the Strategic Planning Competencies of School Administrators and their Relationship to Risk Assessment competencies in Public Elementary Teachers:

Teachers are encouraged to actively participate in school-wide strategic planning and risk assessment activities. They should undergo regular training on identifying and evaluating

classroom and school-related risks, as well as collaborate with school heads in developing preventive and mitigation strategies. Strengthening their awareness and involvement enhances overall school safety and preparedness.

School heads should continuously enhance their strategic planning competencies through professional development programs focused on environmental scanning, goal setting, strategy formulation, and monitoring. They are also advised to create a collaborative culture by involving teachers in decision-making processes, particularly in risk identification and management planning.

District supervisors are recommended to initiate and monitor the implementation of school-based training programs on risk management and strategic planning. They should also ensure that policies and support mechanisms are in place for the effective integration of risk assessment in the schools' annual improvement plans.

Parents are encouraged to become active partners in promoting a safe and risk-aware school environment. Participation in school planning consultations, disaster preparedness activities, and safety evaluations can significantly contribute to better-informed and safer communities for learners.

Stakeholders (LGUs, NGOs, Private Partners) should provide technical, material, and financial support to enhance the schools' strategic and risk management capacities. Collaborations with local government units (LGUs), disaster risk reduction management offices (DRRMO), and health services can greatly reinforce school safety frameworks and emergency preparedness.

The researcher is recommended to use the study results to design targeted intervention programs and policy recommendations that will help build a sustainable framework for strategic planning and risk assessment in public elementary schools. The findings can also be presented to school officials to support data-driven decision-making.

Future researchers are encouraged to explore related variables such as the impact of strategic planning competencies on actual incident response, crisis leadership effectiveness, or school performance outcomes. Comparative studies across different districts or school types (urban vs. rural) are also recommended to broaden the applicability of the findings.

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The author is born on December 11, 1988 at Panitan, Capiz, Philippines. She finished with flying colours her Bachelor's degree in Elementary Education at Capiz State University – Pontevedra Campus. In her high school and college days, she was really into the supervision field. She was a leader in different organizations when she was a student and that helped her decide to take administration and supervision as her field of specialization for her master's degree. She is currently finishing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

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