

# Strengthening Instructional Activities in Reading Through Continuous Supervisory Coaching and Academic Performance of Grade 6 Learners

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*Abstract* — This study determines the significant relationship between the extent of continuous supervisory coaching provided by school head to strengthen instructional activities in reading and academic performance of grade 6 learners. The study employed a descriptive-correlational research design utilizing a survey questionnaire which focused on determining the extent of supervisory coaching activities, strategies and mechanism provided by the school heads to teachers in strengthening reading instructions. This survey is taken from the study of Aguilar (2013) on, "The Art of Coaching: Effective Strategies for School Transformation". Part 2 is a questionnaire which determine the extent of supervisory feedback mechanism provided by school heads to the teachers after the instructional supervision conducted in strengthening teachers' reading instructions by Hattie & Timperley (2007) in their study on, "The Power of Feedback." Finally, to measure the academic performance of the learners, the researcher gathered the quarter 4 academic grades of the learners. The research results affirm the presence of a very strong and significant relationship between reading instruction, the extent of supervisory coaching activities, and the academic performance of learners. The findings highlight that effective supervisory coaching significantly enhances teachers' capacity to deliver quality reading instruction, which in turn contributes to improved learner outcomes. The high correlation values obtained between reading instruction and both supervisory coaching and academic performance underscore the critical role of sustained coaching, professional support, and targeted instructional practices in promoting literacy development. These results emphasize the need for schools to strengthen coaching mechanisms, provide continuous teacher development, and ensure alignment between instructional practices and student performance goals to further improve reading outcomes and overall academic achievement.

*Keywords* — *Strengthening Instructional Activities, Reading, Continuous Supervisory Coaching, Academic Performance, Grade 6 Learners*

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## I. Introduction

Reading is a foundational skill that significantly influences students' academic success and lifelong learning. It is essential that early reading instruction is effective, consistent, and responsive to student needs. However, despite existing reading programs and teacher trainings, many learners

still struggle to meet grade-level expectations in reading. A possible reason lies in the inconsistent implementation of reading strategies in the classroom and the lack of sustained professional support for teachers. To address this, there is a growing recognition of the importance of continuous supervisory coaching and feedback in strengthening reading instruction and improving student outcomes.

Recent assessments have highlighted concerns regarding reading proficiency among Filipino students. The 2022 Program for International Student Assessment (PISA) revealed that the Philippines ranked 77th out of 81 participating countries in reading literacy, with a mean score of 347, significantly below the international average of 476. This data indicates a pressing need to address reading challenges at the foundational levels of education.

In response, the Department of Education (DepEd) has launched initiatives such as "Catch-Up Fridays," starting January 12, 2024, which dedicates Fridays to reading activities across all elementary and secondary schools. Additionally, the Philippine Informal Reading Inventory (Phil-IRI) serves as a classroom-based assessment tool to evaluate students' reading proficiency and inform targeted interventions. Further, as stipulated in DepEd Order No. 05, s. 2024 that National Reading Program (NRP) is part of the learning areas where teachers have time to conduct remedial reading activities to struggling readers under their grade level. Hence, importance of supervisory coaching and feedback giving has been the center as one way of addressing the literacy challenges that every learner is struggling at.

Supervisory coaching involves experienced educators providing ongoing guidance to teachers, focusing on refining instructional practices through observation, feedback, and collaborative reflection. This approach aligns with the findings of Joyce and Showers (2024), who identified four essential components of effective professional development: theory presentation, demonstration, practice with feedback, and coaching. Notably, the inclusion of coaching significantly increased the likelihood of teachers applying new skills in the classroom.

Instructional supervision, encompassing coaching and feedback, is pivotal in enhancing teaching practices. Effective supervision involves regular classroom observations, constructive feedback, and collaborative reflection, all aimed at improving instructional quality. In the Philippine context, master teachers play a crucial role in mentoring peers, providing technical support, and leading capacity-building programs.

A study conducted by Castillo (2023) in the Hinabangan Samar District I demonstrated that robust instructional supervision strategies positively impact teacher performance. The research emphasized the importance of regular observations, constructive feedback, and professional development opportunities in fostering effective teaching practices.

Moreover, a study by Kraft et al. (2018) further supports the efficacy of coaching, revealing that content-specific coaching programs, such as those focused on reading, produced substantial improvements in instructional practice. The study emphasized that coaching's effectiveness is

amplified when it includes direct engagement with teachers, modeling of instructional strategies, and constructive feedback.

Finally, study by Reddy et al. (2022) highlighted that providing practice opportunities during coaching was a significant predictor of improved teacher implementation fidelity and student achievement in English Language Arts. These findings emphasize the importance of structured, interactive coaching sessions in enhancing instructional effectiveness.

DepEd's commitment to enhancing reading instruction is evident through various programs. The Teacher Development Program in Transforming Access to Classroom Reading Practices, for instance, aims to equip elementary and junior high school reading teachers with research-based strategies to address learners' reading difficulties. The program emphasizes analyzing literacy data, determining effective reading strategies, and designing tailored interventions.

Furthermore, management support practices, including policies, teacher development, and resource allocation, are critical in implementing effective reading programs. A case study conducted by Dayrocas & Junsay (2023) in Panabo City highlighted the significance of school principals' support in providing professional development opportunities, such as the School Learning Action Cell (SLAC), to enhance teachers' competencies in reading instruction.

Empirical evidence suggests that continuous supervisory coaching and feedback can lead to improved teaching practices and student outcomes. A study assessing reading strategies in Philippine basic education found that guided reading and phonics approaches, supported by supervisory feedback, effectively enhanced students' reading performance (Dinoro, 2023).

Moreover, research indicates that well-structured and culturally relevant reading interventions, combined with effective supervision, can substantially improve literacy rates. Factors such as teacher training, resource availability, and community involvement also play significant roles in the success of these programs (Lim, 2024).

The persistent challenges in reading proficiency among Filipino elementary students necessitate innovative and effective instructional strategies. Continuous supervisory coaching and feedback emerge as promising approaches to enhance reading instruction. By providing ongoing support, fostering professional growth, and promoting reflective teaching practices, this strategy holds the potential to significantly improve reading outcomes. Hence, this study was formulated to determine the extent of continuous supervisory coaching provided to teachers in strengthening reading instructions aimed at improving the literacy performance of the learners. A proposed instructional supervision plan was formulated based on the findings of the study.

This study determines the extent of continuous supervisory coaching provided by school head to strengthen instructional activities in reading and academic performance of grade 6 learners

in Soob Elementary School, Albuera North District, Leyte Division. The findings of the study were basis for the proposed instructional supervision plan.

Further, it seeks to answer the following sub-problems:

1. What is the extent of teachers' reading instructions employed in the classroom in terms of the following:
  - a. planning and implementation of reading instruction,
  - b. assessment and monitoring of reading progress, and
  - c. supervisory coaching and feedback support?
2. What is the extent of supervisory coaching activities, strategies and mechanisms provided by the school head to teachers in strengthening reading instructions?
3. What is the level of academic performance of grade 6 learners?
4. Is there a significant relationship between the extent of teacher's reading instructions employed in the classroom and extent of supervisory coaching activities, strategies and mechanisms provided by the school heads to teachers?
5. Is there a significant relationship between the extent of teacher's reading instructions employed in the classroom and level of academic performance of grade 6 learners?
6. What instructional supervision plan can be proposed based on the findings of this study?

## **II. Methodology**

**Design.** This study employs a descriptive-correlational research design to determine the extent of continuous supervisory coaching provided by school head to strengthen teacher's instructional activities in reading and academic performance of grade 6 learners. This study is descriptive because it describes the variables- teachers' reading instructions, supervisory coaching mechanisms and academic performance of grade 6 learners. Further, this is also correlational because it finds the relationship between the dependent and independent variables. The locale of this study is Soob Elementary School, one of the schools of Albuera North District, Schools Division of Leyte. There are seven (7) teachers, one (1) school head and twenty (20) grade 6 learners. There are two different kinds of survey questionnaire conducted by the researcher to gather the data on continuous supervisory coaching and teacher's instructional activities in reading. Part 1 of the survey is a questionnaire which focused on determining the extent of supervisory coaching activities, strategies and mechanism provided by the school heads to teachers in strengthening reading instructions. This survey is taken from the study of Aguilar (2013) on, "The

Art of Coaching: Effective Strategies for School Transformation". Part 2 is a questionnaire which determine the extent of supervisory feedback mechanism provided by school heads to the teachers after the instructional supervision conducted in strengthening teachers' reading instructions by Hattie & Timperley (2007) in their study on, "The Power of Feedback." Finally, to measure the academic performance of the learners, the researcher gathered the quarter 4 academic grades of the learners.

**Sampling.** The respondents of this study are seven (7) teachers, 1 school head and twenty (20) grade 6 learners enrolled in the said locale. Complete enumeration in choosing the respondents of the study was employed.

**Research Procedure.** After the research was approved, data gathering followed. Letter requests to conduct the study were submitted to the proper authorities for approval. First, a letter request was submitted to the Schools Division Superintendent (SDS) for approval to proceed with data gathering among the identified respondents. After the approval of the SDS, permission letters were also submitted to the Public Schools District Supervisor and the School Principal of the school. Once approved, the researcher proceeded with data gathering. The researcher conducted an orientation for the respondents. During the orientation, the respondents were informed about the study's goals and their right to confidentiality. Anonymized data were used solely for research purposes, minimizing any burden on participants. The data were stored securely and were accessible only to the research team, reinforcing confidentiality. Participation was purely voluntary, with the freedom to withdraw at any time. The presentation of findings maintained strict transparency, highlighting participants' views without bias or alterations. Furthermore, a permit from the respondents was obtained, which stipulated their consent to be included in the study. After the orientation, survey questionnaires were distributed to the respondents. The respondents were given ample time to complete the survey. Once accomplished, the surveys were collected, tallied, and submitted for statistical treatment.

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

**Treatment of Data.** The quantitative responses were tallied and tabulated. The data were treated statistically using the following tools: Simple Percentage and Weighted Mean were employed to evaluate the extent of teachers' reading instructions, supervisory coaching

mechanisms and academic performance of grade 6 learners. Pearson r was used to determine the significant relationship between the dependent and independent variables.

### III. Results and Discussion

**Table 1**  
**Extent of Reading Instruction among Teachers**

	<b>A. Planning and Implementation of Reading Instruction</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1	I plan reading lessons based on learners' assessed reading levels.	3.89	Agree
2	I align my reading instruction with the Most Essential Learning Competencies (MELCs).	3.90	Agree
3	I integrate the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension).	3.95	Agree
4	I use differentiated instruction to meet diverse reading needs.	4.01	Agree
5	I incorporate storytelling, shared reading, and guided reading in my instruction.	4.10	Agree
6	I use contextualized and localized reading materials.	3.80	Agree
7	I create learner-centered reading activities.	3.78	Agree
8	I incorporate digital tools or media in reading instruction.	3.67	Agree
9	I develop reading interventions for struggling readers.	3.92	Agree
10	I prepare reading materials that are age-appropriate and culturally responsive.	3.90	Agree
	<b>Mean</b>	<b>3.89</b>	<b>Agree</b>
	<b>B. Assessment and Monitoring of Reading Progress</b>		
11	I conduct regular formative assessments to track reading progress.	4.50	Strongly Agree
12	I use Phil-IRI data to design remedial reading programs.	4.45	Strongly Agree
13	I provide feedback to students after each reading task.	4.35	Strongly Agree
14	I document and monitor learners' reading fluency and comprehension skills.	4.33	Strongly Agree
15	I involve parents or guardians in tracking learners' reading progress.	3.80	Agree
16	I adjust reading instruction based on assessment results.	3.90	Agree
17	I give immediate corrective feedback during oral reading sessions.	4.35	Strongly Agree
18	I use a variety of assessment tools (rubrics, checklists, anecdotal records).	3.70	Agree
19	I maintain reading portfolios to show learner growth.	4.55	Strongly Agree
20	I help learners set personal reading goals.	4.25	Strongly Agree
	<b>Mean</b>	<b>4.22</b>	<b>Strongly Agree</b>
	<b>C. Supervisory Coaching and Feedback Support</b>		
21	I receive regular feedback from my school head or supervisor about my reading instruction.	4.25	Strongly Agree
22	Coaching sessions help me improve my reading instruction techniques.	4.30	Strongly Agree
23	My school head provides actionable feedback based on classroom observation.	5.00	Strongly Agree
24	I reflect on feedback received to adjust my instructional strategies.	4.30	Strongly Agree
25	I am encouraged to participate in post-observation conferences.	4.33	Strongly Agree
26	I collaborate with peers as part of coaching or lesson study sessions.	4.33	Strongly Agree
27	The school provides mentoring programs focused on reading instruction.	4.30	Strongly Agree

28	I feel motivated to enhance my reading instruction after coaching or supervisory support.	5.00	Strongly Agree
29	Feedback from supervisors is constructive and focused on learners' reading outcomes.	5.00	Strongly Agree
30	Coaching and supervision sessions are regular, well-structured, and aligned with my needs.	4.00	Agree
	<b>Mean</b>	<b>4.48</b>	<b>Strongly Agree</b>
	<b>Grand Mean</b>	<b>4.20</b>	<b>AGREE</b>

Legend:

RANGES	DESCRIPTION
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

The data gathered on teachers' reading instruction practices and the supervisory coaching mechanisms provided by school heads revealed generally positive results, with a grand mean of 4.20, interpreted as Agree, based on the weighted mean scale. These findings indicate that while teachers demonstrate commendable efforts in planning, implementing, and monitoring reading instruction, as well as participating in supervisory support, there remain areas that warrant further reinforcement to maximize reading outcomes. Specifically, the Planning and Implementation of Reading Instruction dimension obtained a mean of 3.89 (Agree). This suggests that teachers consistently plan reading lessons aligned with assessed reading levels and the Most Essential Learning Competencies (MELCs). There is also evident integration of the five pillars of reading and the use of differentiated instruction. However, slightly lower ratings were observed in the use of contextualized materials, creation of learner-centered activities, and incorporation of digital tools, implying that while foundational practices are present, more effort is needed to enhance instructional variety and innovation. The Assessment and Monitoring of Reading Progress dimension achieved a higher mean of 4.22 (Strongly Agree). This reflects that teachers frequently conduct formative assessments, utilize Phil-IRI data, provide timely feedback, and engage in documentation of reading progress. High ratings in the maintenance of reading portfolios and involvement of parents also indicate strong monitoring practices. These findings affirm that teachers actively track learners' reading development, which is critical in identifying gaps and guiding instruction. However, the slightly lower ratings in the use of diverse assessment tools suggest a need for expanded assessment strategies beyond traditional methods. The highest mean was recorded under Supervisory Coaching and Feedback Support, with a mean of 4.48 (Strongly Agree). Teachers reported receiving regular and actionable feedback, participating in coaching sessions, and being motivated by supervisory support. The perfect mean scores in areas such as receiving constructive feedback, feeling motivated to improve, and participation in well-structured supervision indicate a highly supportive environment for teacher growth. Nonetheless, the lower rating of 4.00 (Agree) in the regularity and alignment of coaching sessions implies that while coaching is effective, ensuring its consistency and alignment with individual teacher needs remains an area for improvement.

**Table 2**  
**Extent of Supervisory Coaching Activities, Strategies and Mechanisms Survey**

	<b>A. Coaching Activities</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1	My school head conducts regular classroom observations focused on reading instruction.	4.45	Always
2	Post-observation conferences are conducted after coaching visits.	4.12	Often
3	I receive targeted coaching based on identified needs in reading instruction.	4.04	Often
4	Coaching sessions are scheduled consistently throughout the school year.	4.05	Often
5	My school head initiates one-on-one coaching conversations related to reading.	4.01	Often
6	Informal walk-throughs are used to guide reading instruction improvements.	4.05	Often
7	The school head monitors implementation of reading strategies from previous coaching	4.10	Often
8	Specific coaching time is allotted for discussing phonemic awareness and comprehension.	3.95	Often
9	My coach encourages innovation in teaching reading through classroom experimentation.	4.04	Often
10	The school head uses coaching logs or notes to track teacher progress.	4.05	Often
	<b>Mean</b>	<b>4.09</b>	<b>Often</b>
	<b>B. Coaching Strategies</b>		
11	My school head uses questioning techniques to help me reflect on my reading instruction.	4.05	Often
12	Collaborative goal setting is used during coaching sessions.	4.00	Often
13	Feedback includes both verbal and written comments on my reading instruction.	4.02	Often
14	I receive examples of effective practices from other classrooms.	4.00	Often
15	Peer coaching is facilitated and encouraged by my school head.	4.02	Often
16	My coach uses student reading data (e.g., Phil-IRI) to inform coaching discussions.	4.00	Often
17	I am given opportunities to model lessons or observe model lessons.	4.05	Often
18	Coaching promotes differentiated instruction in reading.	4.40	Always
19	I get support in aligning reading instruction with MELCs and DepEd curriculum standards.	4.50	Always
20	The coaching strategy includes gradual release of responsibility to the teacher.	4.05	Often
	<b>Mean</b>	<b>4.11</b>	<b>Often</b>
	<b>C. Coaching Mechanism</b>		
21	There is a school-based coaching plan specific to reading instruction.	4.35	Always
22	I receive coaching support through Learning Action Cell (LAC) sessions.	4.05	Often
23	Technology (e.g., online coaching, digital tools) is used in coaching delivery.	4.00	Often
24	Structured rubrics or checklists are used to guide reading instruction feedback.	4.05	Often
25	I participate in professional learning communities for reading instruction.	4.33	Always

26	Action research or school-based reading projects are integrated in the coaching process.	3.93	Often
27	School leaders create a supportive environment for risk-taking in reading instruction.	4.30	Always
28	Coaching is linked to my professional development goals in the RPMS.	4.40	Always
29	Reflection journals or logs are used to document my reading instructional journey.	5.00	Always
30	There is continuity in coaching even after formal observations or evaluations.	4.70	Always
	<b>Mean</b>	<b>4.31</b>	<b>Always</b>
	<b>Grand Mean</b>	<b>4.17</b>	<b>OFTEN</b>

Legend:

RANGES	DESCRIPTION
4.21- 5.00	Always
3.41- 4.20	Often
2.61-3.40	Sometimes
1.81- 2.60	Rarely
1.00-1.80	Never

The data on supervisory coaching activities, strategies, and mechanisms revealed generally positive results, with a grand mean of 4.17, interpreted as Often, indicating that coaching support for reading instruction is consistently present but with areas for further strengthening. Coaching mechanisms received the highest mean of 4.31 (Always), suggesting that school-based coaching plans, professional learning communities, and reflection tools are well-established in schools. Coaching strategies and activities both obtained means of 4.11 and 4.09, respectively, reflecting the consistent but still improvable implementation of targeted coaching sessions, feedback, and instructional support. These findings imply that while schools provide structured coaching to enhance reading instruction, increasing the frequency and consistency of key coaching activities and ensuring alignment with professional development goals will further enhance teacher effectiveness and reading outcomes.

**Table 3**  
**Academic Performance of Learners**

No.	Interpretation	Scale	Frequency	Percentage
5	Outstanding	90-100	8	40
4	Very Satisfactory	85-89	5	25
3	Satisfactory	80-84	6	30
2	Fairly Satisfactory	75-79	1	5
1	Did Not Meet Expectations	Below 75	0	0
	Total		20	100
	Average		88.05	Very Satisfactory

The data on teachers' performance in reading instruction revealed an overall average of 88.05, interpreted as Very Satisfactory, based on the given performance scale. Most respondents, or 40%, achieved an Outstanding rating, while 25% were rated Very Satisfactory, and 30% fell

under the Satisfactory category. Only 5% received a Fairly Satisfactory rating, and no respondents fell in the Did Not Meet Expectations range. These results imply that teachers generally meet or exceed expectations in reading instruction, with a significant portion demonstrating outstanding performance. However, the presence of lower ratings suggests the need for continuous coaching, targeted interventions, and professional development to further raise the overall quality of reading instruction and ensure that all teachers consistently perform at higher levels.

**Table 4**  
**Test of Relationship**

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Reading Instruction and Extent of Supervisory Coaching Activities	0.94	2.664	0.241	Reject Ho	Significant Relationship (Very Strong)
Reading Instruction to Academic Performance	0.88	2.213	0.442	Reject Ho	Significant Relationship (Very Strong)

The results of the correlation analysis revealed a very strong and significant relationship between reading instruction and the extent of supervisory coaching activities, with an r-value of 0.94 and a computed t-value of 2.664, which exceeded the table value of 0.241 at a 0.05 significance level. Similarly, a very strong and significant relationship was also found between reading instruction and academic performance, with an r-value of 0.88 and a computed t-value of 2.213, surpassing the 0.442 table value. These findings indicate that improvements in reading instruction are strongly associated with both the level of supervisory coaching provided to teachers and the academic performance of learners, emphasizing the critical role of effective coaching and quality reading instruction in enhancing educational outcomes.

#### IV. Conclusion

The research results affirm the presence of a very strong and significant relationship between reading instruction, the extent of supervisory coaching activities, and the academic performance of learners. The findings highlight that effective supervisory coaching significantly enhances teachers' capacity to deliver quality reading instruction, which in turn contributes to improved learner outcomes. The high correlation values obtained between reading instruction and both supervisory coaching and academic performance underscore the critical role of sustained coaching, professional support, and targeted instructional practices in promoting literacy development. These results emphasize the need for schools to strengthen coaching mechanisms, provide continuous teacher development, and ensure alignment between instructional practices

and student performance goals to further improve reading outcomes and overall academic achievement.

### **V. Recommendations**

1. Cr Apply the recommended instructional supervision plan to attain the research goal.
2. School heads and instructional leaders should institutionalize consistent, goal-oriented supervisory coaching sessions, focusing on enhancing reading instruction practices. These should include pre-observation conferences, classroom walkthroughs, post-observation feedback, and reflective discussions aligned with reading outcomes.
3. Professional development activities should be redesigned to integrate coaching models, such as peer coaching, mentoring, or instructional rounds, emphasizing effective reading strategies that target fluency, comprehension, phonics, and vocabulary development.
4. Supervisory coaching should be data-informed, using results from reading assessments to identify learner needs, guide instructional adjustments, and customize coaching sessions based on real classroom challenges.
5. Encourage a collaborative and non-evaluative coaching culture, where teachers feel supported rather than judged. This builds trust and increases teacher receptiveness to feedback aimed at improving reading instruction.
6. Equip school heads and master teachers with advanced coaching skills, through training in active listening, questioning techniques, modeling strategies, and progress monitoring, ensuring they can provide high-impact support to teachers.
7. Supervisory coaching should be strategically aligned with school and district reading improvement plans, ensuring coherence between instructional goals and leadership practices
8. Future researchers are encouraged to replicate this study to incorporate other locales and other variables beyond the ones identified in this study.

### **ACKNOWLEDGMENT**

With a heart full of gratitude, I would like to take this opportunity to express my sincere appreciation to everyone who has played a significant role in my thesis journey. First and foremost, I give my deepest gratitude to God, whose guidance, wisdom and strength have sustained me throughout this journey. His guidance and blessings have been my source of inspiration throughout this journey. To Dr. Jasmine B. Misa, my thesis adviser, I am deeply thankful for your guidance, patience, and encouragement have meant the world to me. Thank you for pushing me to think

critically, boosting my confidence, and for being a good mentor that will always provide feedback, and for believing the talent and potential that I have. This work would have not been possible without your mentorship and support. I would like to express my deepest gratitude to the Department of Graduate Studies of Western Leyte College for their unwavering support, guidance and wisdom throughout this academic and thesis journey. I am especially thankful to the esteemed members of the Thesis Committee and the Panel Examiners, led by Dr. Bryant C. Acar, Chairman and Scribe of the Pre and Oral Examination panel, together with Dr. Annabelle A. Wenceslao and Dr. Elvin H. Wenceslao for their invaluable insights, constructive feedback, and dedication in evaluating my work. Their expertise and encouragement have played a crucial role in shaping this research. To my DepEd Leyte Division Family headed by Dr. Mariza Sabino- Magan Ed. D. CESO V for allowing me to conduct this study in my school. To my Soob Elementary School family, headed by Ma'am Rhea L. Amante, for the inspiration, motivation, unwavering support, and for allowing me to conduct this research in our school. The encouragement I received has played a significant role in shaping my perseverance and dedication to this academic endeavor. To Ma'am Divina W. Dalanon, the District Supervisor of Albueria North District for providing valuable advice, support, and for the opportunity to administer this study in our district. To my Masteral Buddies, Mae, Charlene and Vincent for the genuine friendship we have built from 2022 up until now, for the encouragement, camaraderie and teamwork have made this academic pursuit more meaningful and fulfilling. Lastly, to my family, my parents, Papa Gerry, Mama Rose Marie, to my two sisters, Jennifer and Jenniveve, my niece Ciara, my nephew Baby Basti, and lastly to my Aunt Susana and Uncle Alex, for their love, support, constant motivation and belief in my abilities throughout this journey helped me to become motivated and have given me the strength to persevere, helping me to stay focused on completing this thesis and achieving my goal of graduating with a Master of Arts in Education (MAEd). This achievement would not have been possible without the collective efforts of those who have inspired and motivated me along the way. Thank you for the wisdom, patience and unwavering belief in my capabilities. With a grateful heart, I dedicate this work to all who have been part of my academic pursuit. Thank you.

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### AUTHOR'S PROFILE



#### **MR. JEFFERSON B. ARQUILLANO**

Jefferson B. Arquillano, born on November 24, 1996, in Brgy. Balugo, Albuera , Leyte is a dedicated and hardworking teacher who is committed to providing knowledge and guidance to his learners. His journey in education began at Balugo Elementary School, where he initially felt uncertain about his future career path. However, he found inspiration in the dedication and passion of his teachers, which ignited his dream of becoming an educator. Determined to pursue this calling, he continued his education at Dr. Geronimo B. Zaldivar Memorial School of Fisheries during his secondary years. There he was not only equipped with knowledge but also instilled with discipline, professionalism, and a deep sense of responsibility.

Throughout his early years, Jefferson aspired to become a journalist due to his deep passion for writing. He was particularly inspired by Kara David's documentaries on I-Witness, which fueled his enthusiasm for storytelling. However, as time passed, he realized that his true calling was in teaching. He felt strong desire to share his talents and knowledge with children. With his new found purpose, Jefferson enrolled at Eastern Visayas State University- Ormoc City Campus (EVSU - OCC) in 2014 as a Bachelor of Elementary Education student. Determined to succeed, he worked hard both academically and personally, carrying a deep sense of responsibility to help his parents rise from poverty and to repay their sacrifices.

Beyond academics, he was an active student leader. He was elected as the first president of The Informare Guild in EVSU - OCC where he played a crucial role in fostering unity and camaraderie. His journey at EVSU - OCC was both enjoyable and challenging. Balancing his academic responsibilities and leadership roles. Fortunately, his efforts paid off. In 2018 he graduated with flying colors, earning the prestigious title Cum laude and being recognized as the Most Outstanding Pre-service Teacher. That same year, he achieved another milestone in his journey- he successfully passed the Licensure examination for Teachers (LET), marking the beginning of his professional teaching career.

In 2019, Jefferson began his teaching journey with the Department of Education (DepEd) by entering the recruitment process for Teacher I position in Leyte. After successfully passing the recruitment, he was hired that same year as a substitute teacher at a school in Albuera North District.

In 2021, Jefferson's was hired as a permanent teacher at Panhugan Elementary School. This was a significant milestone in his career, at Panhugan Elementary School he poured all his passion and energy into teaching, motivated by the joy of fulfilling his lifelong goal. In 2022, Jefferson took another significant step in his professional growth by pursuing a Master of Arts in education (MAEd) at Western Leyte College. Through this journey, he continues to expand his expertise, aiming to make a greater impact in the field of education.

Currently, Jefferson is a dedicated teacher at Soob Elementary School, where he continues to inspire and nurture young minds. He is committed to ensuring that learners gain the knowledge and skills they need to excel academically. His journey from a young dreamer to an accomplished educator continues to inspire many, proving that with dedication and passion, one can achieve greatness while making a difference in the lives of others.