

Instructional Supervision Practices of School Head, Learning Strategies of Teachers and Academic Performance of Multigrade Learners

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Abstract — This study determines the significant relationship between the extent of instructional supervision practices of school head, learning strategies of teachers and academic performance of multigrade learners. This employed a descriptive-correlational research design utilizing a survey modified from the study of Baggay et al., (2021) to describes the instructional supervision practices of school head in terms of classroom observation, portfolio supervision, identifying the strengths and limitations of teachers in the classroom, and personal and professional growth and development and the level of learning strategies of teachers in a multigrade classroom. Moreover, the researcher gathered the final grade of the multigrade learners for quarter 4. The research results affirm the presence of a significant relationship between instructional supervision practices of school heads, teachers' learning strategies in handling multigrade classes, and the academic performance of learners. The findings highlight that effective instructional supervision plays a vital role in enhancing teachers' ability to apply appropriate and varied learning strategies suited to the multigrade setting, which, in turn, significantly contributes to improved learner performance. The consistently high ratings across the different dimensions of instructional supervision and teaching performance, along with the very strong and strong correlations found, emphasize the critical role of school leaders in providing consistent guidance, technical assistance, and professional development opportunities for teachers. These results underscore the importance of strengthening supervisory practices, promoting teacher collaboration, and enhancing instructional strategies tailored to multigrade classrooms to ensure quality learning experiences for all students.

Keywords — *Instructional Supervision Practices, School Head, Learning Strategies, Teachers, Academic Performance, Multigrade Learners*

I. Introduction

Supervision of instruction is crucial for promoting active learning in classroom instruction. It involves providing guidance, assistance, sharing ideas, facilitation, and resources to help teachers improve the learning situation and quality of learning in schools. According to Malonzo (2019), school heads play a vital role by providing professional support to teachers during discussions about conducting instructional supervision. This support is a key factor in implementing various supervisory practices effectively, ultimately leading to enhanced classroom strategies and improved learners' achievement.

Today, educational institutions are expected to produce graduates that possess the twenty-first-century skills which refer to the core competencies of collaboration, critical thinking, digital literacy, and problem-solving. As such, educational institutions need to create an academic environment that will foster the development of these competencies in students. This entails more than the improvement of physical and information technology infrastructure but also the competencies of the workforce, its teachers. The teacher is among the most dominant variables that affect student outcomes, thus, to improve the achievement of students, it is important to improve the competence of teachers and one of the significant mechanisms in achieving this is through an instructional supervision program (Maisyaroh, Hardika, Valdez, Solaiman & Canapi, 2018).

The school heads are the people in charge of carrying out the department's vision and mission down to the schools where good teaching and learning is observed. The performance of school head serves as a model for teachers' performance and how such performance can be achieved in the context of learners' performance. As a result, educational achievement and development may be tracked from school heads to teachers and learners through instructional techniques (Haughey et al., 2020) and teaching strategies to promote active learning. Because the many techniques used by instructional leaders are oriented toward the establishment of an effective learning community in every school, successful instructional supervision practices are critical in the formative process. Teachers and peers developed collaborative and collegial ties because of the process.

Instructional supervision plays a vital role in establishing an effective school and it became a crucial tool for continuous improvement, aiding in identifying areas for growth and addressing challenges in real-time, enhancing the quality of education and promoting a school environment conducive to teaching and learning (Zapata, 2024).

Instructional supervision, as defined by Gumus et al. (2021), is a form of school supervisory practices that places teaching and learning at the forefront of school decision-making; it is a model in which a principal works alongside teachers to provide support and guidance in establishing best practices in teaching (Brolund, 2016). Thus, one of the most important roles of school heads as instructional leaders is to guarantee an effective strategies to promote teaching and learning that will improve the performance of the multigrade learners.

In the context of learners' achievement in multigrade classroom, instructional supervision practices of school heads are taken into consideration. Regular monitoring and conducting classroom observation to teachers has been proven to be effective in improving the performance of the teachers and that of the students. Teachers are the frontline ambassadors of educational institutions, continually engaging with students. Instructional leadership necessitates that school leaders support teachers in areas such as classroom management, professional growth, and resource allocation (Zapata, 2024). A school head should be both a resource and an ally in the realm of teaching. They motivate and support teachers, encouraging them to innovate and

participate in professional development opportunities, which positively impact student learning outcomes (Zapata, 2024).

As an aspiring instructional supervisor, the researcher must consider knowing different facets on the roles of instructional supervision and strategies on how teachers will be able to improve their teaching to have an impact on the performance of the multigrade classroom. Promoting active learning strategies in teaching multigrade learners has been the innovation that teachers is currently employing in the school.

Concerns on teachers' welfare in terms of instruction play a vital role in achieving positive school performance. Being able to satisfy the needs of the teachers to effectively deliver the goods and services to the clientele has been one of the most important aspects in achieving success in the workplace. Hence, this study was formulated to determine the significant relationship between the instructional supervision practices of school heads in promoting active learning strategies in teaching multigrade classes through classroom observation. A proposed instructional supervision plan will be formulated based on the findings of the study.

This study determines the significant relationship between the extent of instructional supervision practices of school head, learning strategies of teachers and academic performance of multigrade learners of Mahayahay Elementary School, Baybay 2 District, Baybay City Division. The findings of the study were basis for the proposed instructional supervision plan.

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

1. What is the extent of instructional supervision practices of school heads in terms of the following:
 - 1.1 Classroom observation,
 - 1.2 Portfolio supervision,
 - 1.3 Identifying strengths and limitation of teachers in the classroom, and
 - 1.4 Designing Various Interventions to Assist Teachers to Reduce their Limitations?
 2. What is the level of learning strategies of teachers in a multigrade classroom?
 3. What is the level of academic performance of multigrade learners?
 4. Is there a significant relationship between the following:
 - 4.1 extent of instructional supervision practices of school head and learning strategies of teachers in a multigrade classroom?
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4.2 level of learning strategies of teachers in a multigrade classroom and academic performance of multigrade learners?

5. What instructional supervision plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed a descriptive-correlational research design to determine the significant relationship between the extent of instructional supervision practices of school heads and the performance of teachers in promoting active learning strategies in multigrade classrooms utilizing the Classroom Observation Tool (COT) through instructional supervision. It was descriptive as it described the instructional leadership practices of school heads in terms of classroom observation, portfolio supervision, identifying the strengths and limitations of teachers, and supporting their personal and professional growth, as well as the performance of teachers in promoting active learning strategies in multigrade classrooms. It was also correlational as it examined the relationship between the dependent and independent variables. The research was conducted at Mahayahay Elementary School, located in Barangay Mahayahay, Baybay City, approximately 11.7 kilometers from the city center. As part of the Baybay 2 District, South Cluster, this rural school was managed by one school head who oversaw operations and ensured educational standards were upheld. The school employed four teachers, including three Teacher III positions and one Teacher I position, who worked together in a multigrade setting to provide instruction to 58 learners across multiple grade levels. The small student population allowed for personalized teaching approaches, while multigrade teaching strategies ensured that students with different academic needs were catered to effectively. The school was equipped with four classrooms, a clinic, a principal's office, and internet connectivity, providing access to educational resources, research, and communication within the school community.

Sampling. The respondents of this study were three (3) teachers, one (1) school head, and fifty (56) selected learners enrolled in the said locale. Complete enumeration was used in selecting the teacher and school head respondents, while purposive sampling was employed in identifying the learner-respondents of the study.

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) to seek approval to proceed with data gathering among the identified respondents. Upon receiving approval from the SDS, permission letters were also submitted to the Public Schools District Supervisor and the School Principal. After securing the necessary approvals, the researcher proceeded with data gathering. An orientation was conducted for the respondents, during which their consent to participate in the study was obtained through a signed permit. After the orientation, survey questionnaires were distributed to the respondents. Part 1 of the survey, which evaluated the extent of instructional supervision practices of the school heads, was accomplished by the teachers under the supervision

of the school heads. In addition, classroom observations were conducted by the school heads to assess the teachers' performance in implementing instructional supervision. Once the survey was completed, the responses 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: The Simple Percentage and Weighted Mean were employed to evaluate the extent of instructional supervision practices of school head, learning strategies of teachers and academic performance of multigrade learners. Pearson r was used to determine the significant relationship between the dependent and independent variables.

III. Results and Discussion

Table 1
Extent of Instructional Supervision Practices of School Heads

	Classroom Observation	Weighted Mean	Interpretation
1	My teaching is regularly observed.	4.60	Strongly Agree
2	I am notified before the lesson observation.	5.00	Strongly Agree
3	I receive immediate feedback after the lesson observation.	4.50	Strongly Agree
4	My teaching is the focus rather than my personality when supervising.	4.40	Strongly Agree
5	School Head regularly observes the way I teach.	4.30	Strongly Agree
6	School Head plans with me for the lesson observation.	4.50	Strongly Agree
7	School Head usually makes a short visit to the classroom	4.32	Strongly Agree
8	School Head provides a desirable manner in giving feedback.	4.65	Strongly Agree
9	School Head conducts a test-visit in my class.	4.50	Strongly Agree
10	School Head utilizes appropriate classroom observation tool in conducting instructional supervision.	5.00	Strongly Agree
	Mean	4.58	Strongly Agree
B. Portfolio Observation			
11	School Head usually reviews my schemes of work	4.10	Agree
12	School Head gives constructive often comments on my scheme of work.	4.15	Agree
13	School Head often reviews my schemes of work.	4.00	Agree
14	School Head always reviews the lesson plans.	4.30	Strongly Agree
15	School Head usually reviews my lesson notes.	4.20	Agree

16	School Head usually reviews sampled students' notes.	4.00	Agree
17	School Head regularly reviews my record of work.	4.00	Agree
18	School Head usually moderates the tests and examinations I set.	4.00	Agree
19	School Head usually reviews the record of my students' marks.	4.00	Agree
20	School Head usually visits my portfolio and check the content and provide technical assistance for improvement.	4.00	Agree
	Mean	4.08	Agree
C. Identifying the Strengths and Limitations of Teachers in the Classroom.			
21	School Head regularly identifies any instructional limitations of teachers in the classroom.	4.35	Strongly Agree
22	School Head identifies the lack of abilities to manage students in the classroom.	5.00	Strongly Agree
23	School Head identifies the student evaluation skill gaps of teachers.	4.45	Strongly Agree
24	School Head encourages and facilitates school self-evaluation on instructional matters.	4.30	Strongly Agree
25	School Head facilitates the availability of instructional materials and encourages teachers to use them appropriately.	5.00	Strongly Agree
26	School Head encourages teachers in developing instructional goals and objectives.	5.00	Strongly Agree
27	The School Head advises teachers to use active learning in the classroom.	5.00	Strongly Agree
28	School Head designs appropriate interventions to minimize the identified limitations of teachers in the classroom.	5.00	Strongly Agree
29	School Head provides appropriate technical assistance to improve the identified limitations seen during the instructional supervision.	4.30	Strongly Agree
30	School Head highlights the identified strengths of teachers and use them to continuously enhance teaching-learning competencies.	4.25	Strongly Agree
	Mean	4.66	Strongly Agree
D. Designing Various Interventions to Assist Teachers to Reduce their Limitations.			
31	School Head is arranging induction training for beginner teachers.	4.60	Strongly Agree
32	School Head assists teachers in lesson planning.	4.60	Strongly Agree
33	School Head facilitates experience sharing programs.	4.50	Strongly Agree
34	School Head assist teachers in developing/selecting instructional materials.	4.30	Strongly Agree
35	School Head spreads new teaching methodologies among teachers.	4.40	Strongly Agree
36	School Head facilitates the professional growth of teachers through short-term training, workshops, and seminars.	5.00	Strongly Agree
37	School Head supports teachers to do action research.	4.45	Strongly Agree
38	School Head provides support to teachers in reducing limitations through the provision of materials for the utilization in the classroom.	4.35	Strongly Agree
39	School Head provides appropriate feedback for all the activities of teachers especially in the classroom.	4.42	Strongly Agree
40	School Head promote a harmonious relationship within and among the school personnel and other stakeholders in the school through positive feedback giving and transparency.	5.00	Strongly Agree
	Mean	4.56	Strongly Agree
	Grand Mean	4.47	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

The data gathered on the instructional supervision practices of school heads revealed consistently high ratings across all dimensions, with a grand mean of 4.47, interpreted as Strongly Agree based on the weighted mean scale. Specifically, the Classroom Observation dimension obtained a mean of 4.58 (Strongly Agree), indicating that school heads regularly observed teaching practices, provided timely feedback, and effectively utilized observation tools to guide instructional improvement. The Portfolio Observation dimension recorded a mean of 4.08 (Agree), suggesting that while school heads reviewed teaching documents such as lesson plans and student records, there is still room for more consistent and thorough portfolio supervision. The dimension on Identifying the Strengths and Limitations of Teachers in the Classroom garnered a mean of 4.66 (Strongly Agree), reflecting school heads' active role in recognizing both instructional strengths and areas for development among teachers, as well as providing necessary technical assistance. Similarly, the dimension on Designing Various Interventions to Assist Teachers recorded a mean of 4.56 (Strongly Agree), showing that school heads consistently implemented interventions such as mentoring, training, and resource provision to help teachers overcome limitations and enhance their professional growth. These results imply that instructional supervision is strongly practiced and positively perceived by teachers, contributing to the continuous improvement of teaching competencies. Nonetheless, the relatively lower rating in portfolio supervision suggests that school heads should further intensify efforts in regularly monitoring and providing constructive feedback on teaching documents to fully support teachers' instructional practices.

Table 2
Extent of Learning strategies in Managing Multigrade Classroom

	Instructional Planning	Weighted Mean	Interpretation
1	plans lessons that cater to the different grade levels in my class	5.00	Always
2	aligns learning objectives to meet the diverse needs of learners	5.00	Always
3	prepares multilevel learning materials appropriate to each grade	4.00	Always
4	uses curriculum mapping to integrate competencies across grade levels	5.00	Always
5	provides remedial and enrichment activities based on learners' individual needs	4.00	Always
	Mean	4.60	Always
B. Teaching Strategies			
6	implement differentiated instruction strategies for multigrade levels.	4.20	Always
7	use cooperative learning techniques (e.g., peer tutoring, group work)	4.25	Always
8	apply project-based learning to encourage collaborative tasks across levels	4.00	Often
9	use thematic or integrated teaching across subject areas	4.30	Always
10	employ flexible grouping to support varying learner abilities	4.00	Often
	Mean	4.15	Often
C. Classroom Management and Organization			
11	use routines and procedures that support the structure of a multigrade class	5.00	Always
12	delegate tasks to learners to foster independence and leadership	5.00	Always
13	set clear expectations and classroom rules applicable to all grade levels	5.00	Always

14	organize seating arrangements that promote interaction and collaboration	5.00	Always
15	manage transitions between lessons effectively to minimize disruptions	5.00	Always
	Mean	5.00	Always
D. Assessment and Monitoring			
16	assess student performance using multiple methods suitable for various levels	4.50	Always
17	provide immediate and specific feedback to students	5.0	Always
18	track individual learners' progress systematically	5.0	Always
19	design assessments that are fair and appropriate for mixed-grade learners	5.0	Always
20	modify assessments to accommodate learning differences	5.0	Always
	Mean	4.77	Always
E. Learning Environment and Resource Utilization			
21	create a learning environment that fosters inclusiveness	5.0	Always
22	maximize available local resources to supplement instruction	5.0	Always
23	use visual aids, learning centers, and manipulatives effectively	5.0	Always
24	use ICT (Information and Communication Technology) tools in instruction	5.0	Always
25	encourage peer learning among learners of different levels	5.0	Always
	Mean	5.0	Always
F. Collaboration and Professional Development			
26	consult with colleagues or mentors regarding multigrade teaching strategies	5.0	Always
27	participate in professional development activities related to multigrade education	5.0	Always
28	collaborate with parents and the community to support classroom learning	5.0	Always
29	reflect on my teaching practices and make necessary adjustments	5.0	Always
30	stay updated with current trends and research on multigrade teaching	5.0	Always
	Mean	5.0	Always
	Grand Mean	4.75	ALWAYS

Legend: 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 gathered on the performance of teachers in promoting active learning strategies in multigrade classrooms revealed consistently high ratings across all dimensions, with a grand mean of 4.75, interpreted as Always, based on the weighted mean scale. Specifically, the Instructional Planning dimension obtained a mean of 4.60 (Always), indicating that teachers consistently planned lessons, aligned learning objectives, and prepared multilevel learning materials suited to the needs of diverse learners. The Teaching Strategies dimension recorded a mean of 4.15 (Often), suggesting that while teachers regularly applied differentiated instruction and cooperative learning techniques, there remains room for improvement, particularly in the consistent implementation of project-based learning and flexible grouping. The Classroom Management and Organization dimension achieved a perfect mean of 5.00 (Always), reflecting

highly effective classroom routines, procedures, and structures that support multigrade teaching. Similarly, Assessment and Monitoring garnered a mean of 4.77 (Always), showing that teachers consistently applied appropriate assessment methods, provided immediate feedback, and systematically monitored student progress. The Learning Environment and Resource Utilization and Collaboration and Professional Development dimensions both recorded a perfect mean of 5.00 (Always), highlighting the teachers' strong commitment to fostering inclusive, resource-rich learning environments and engaging in professional collaboration and development. These findings imply that teachers demonstrate a high level of competence and consistency in implementing active learning strategies in multigrade classrooms, though enhanced efforts in applying varied teaching strategies could further strengthen instructional quality and learner engagement.

Table 3
Academic Performance of Learners

No.	Interpretation	Scale	Frequency	Percentage
5	Outstanding	90-100	19	34
4	Very Satisfactory	85-89	17	30
3	Satisfactory	80-84	19	34
2	Fairly Satisfactory	75-79	0	0
1	Did Not Meet Expectations	Below 75	1	2
	Total		56	100
	Average		86.68	Very Satisfactory

The data on the academic performance of learners showed that the majority achieved positive results, with an overall average of 86.68, interpreted as Very Satisfactory based on the given scale. Specifically, 34% of the learners obtained an Outstanding rating, reflecting excellent academic performance. Meanwhile, 30% fell under the Very Satisfactory category, and another 34% achieved a Satisfactory rating, indicating that most learners met or exceeded the expected academic standards. Only 2% of the learners did not meet expectations, suggesting minimal cases of poor academic performance. The absence of learners in the Fairly Satisfactory range further reflects the generally commendable academic standing of the group. These results imply that the current instructional approaches and learning strategies, supported by effective supervision and teaching practices, are contributing positively to the learners' academic outcomes. However, the presence of a small percentage of learners with unsatisfactory performance highlights the need for targeted interventions to ensure that all students can meet the desired academic standards.

Table 4
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Instructional supervision practices of school head and Learning strategies in handling multigrade classes	0.90	3.541	0.661	Reject Ho	Significant Relationship (Very Strong)
Learning strategies in handling multigrade classes to Academic Performance	0.75	2.993	0.658	Reject Ho	Significant Relationship (Strong)

The results of the correlation analysis revealed a very strong positive relationship between the instructional supervision practices of the school head and the learning strategies in handling multigrade classes, with an r-value of 0.90 and a computed t-value of 3.541, which exceeded the table value of 0.661 at the 0.05 level of significance. This led to the rejection of the null hypothesis, confirming that effective instructional supervision significantly influences the learning strategies used by teachers in multigrade classrooms. Likewise, the analysis showed a strong positive relationship between the learning strategies in handling multigrade classes and the academic performance of learners, with an r-value of 0.75 and a computed t-value of 2.993, also higher than the table value of 0.658, resulting in the rejection of the null hypothesis. These findings suggest that the application of effective learning strategies, shaped by strong instructional supervision, contributes significantly to improving the academic performance of learners in multigrade settings. The results underscore the crucial role of school heads in providing continuous guidance, monitoring, and support to teachers, which, in turn, enhances teaching practices and fosters better academic outcomes among students.

IV. Conclusion

The research results affirm the presence of a significant relationship between instructional supervision practices of school heads, teachers' learning strategies in handling multigrade classes, and the academic performance of learners. The findings highlight that effective instructional supervision plays a vital role in enhancing teachers' ability to apply appropriate and varied learning strategies suited to the multigrade setting, which, in turn, significantly contributes to improved learner performance. The consistently high ratings across the different dimensions of instructional supervision and teaching performance, along with the very strong and strong correlations found, emphasize the critical role of school leaders in providing consistent guidance, technical assistance, and professional development opportunities for teachers. These results underscore the importance of strengthening supervisory practices, promoting teacher collaboration, and enhancing

instructional strategies tailored to multigrade classrooms to ensure quality learning experiences for all students. Equally important is the need to address persistent challenges such as the practical application of certain teaching strategies, resource limitations, and student readiness to maximize the benefits of instructional interventions and support continuous academic improvement.

V. Recommendations

1. Apply the recommended instructional supervision plan to attain the research goal.
2. School heads should continue and further improve instructional supervision practices that are tailored to the unique needs of multigrade classrooms, such as differentiated instruction, multi-level lesson planning, and effective classroom organization.
3. Instructional supervision must go beyond compliance monitoring. It should include coaching, mentoring, classroom modeling, and reflective dialogue, focusing on learning strategies that have proven effective in multigrade settings, such as peer tutoring, thematic instruction, station teaching, and project-based learning.
4. Conduct regular training programs, workshops, and Learning Action Cell (LAC) sessions that build teacher capacity in designing and implementing multigrade-specific learning strategies that promote learner independence, collaboration, and engagement.
5. Include multigrade teaching and supervision goals in the School Improvement Plan, ensuring that instructional supervision and strategy development are aligned with learner diversity and performance targets.
6. Establish systems that promote collaborative planning and sharing of best practices among multigrade teachers, supported by the school head. This can foster innovation and consistent implementation of effective learning strategies.
7. Leverage formative and summative assessment data to inform both instructional supervision and the selection or adjustment of learning strategies to meet the diverse academic needs of learners in multigrade classes., and
8. Future researchers are encouraged to replicate this study to incorporate other locales and other variables beyond the ones identified in this study.

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AUTHOR'S PROFILE



MS. CAREN B. DELUTA

Caren B. Deluta is a dedicated and skilled educator, currently working as a Grades 1 and 2 Multigrade Teacher. With almost six years of experience in the public school system, she has demonstrated a strong commitment to providing quality education to young learners and managing diverse classroom environments. A graduate of Visayas State University, Caren earned her Bachelor of Elementary Education, graduating Cum Laude. She began her teaching career in a private school from 2016 to 2018, where she gained valuable experience in classroom management and instructional strategies. Since transitioning to public school teaching, Caren has successfully adapted to the unique challenges of a multigrade setting, creating an inclusive and engaging learning environment for students across different grade levels. Currently, Caren is pursuing a Master of Arts in Education, majoring in School Administration and Supervision at Western Leyte College. She successfully completed her academic requirements in December 2024 and is preparing to further enhance her leadership skills and contribute to the field of educational administration. Her advanced studies reflect her dedication to continuous professional growth and her desire to make a broader impact within the education system. Caren's teaching philosophy is rooted in the belief that every student deserves the opportunity to succeed in an environment that nurtures creativity, critical thinking, and a love for learning. She actively applies innovative teaching methods to inspire her students and help them achieve both academic and personal success. Residing in Baybay City, Caren is committed to ongoing professional development and is passionate about making a difference in the lives of her students. Her dedication to education is evident in both her classroom practice and her pursuit of higher learning.