

Instructional Supervision Of School Administrators On Learning Resources Utilization And Performance Of Teachers In Teaching Matatag Curriculum

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Abstract — This study determined the significant relationship between Instructional Supervision of School Administrators on learning resources utilization and performance of teachers in teaching the MATATAG curriculum. A proposed enhancement plan was formulated based on the result of the study. A descriptive-correlational design will be used in this study to look into the relationship between the Instructional Supervision of School Administrators on learning resources utilization and performance of teachers in teaching the MATATAG curriculum. This study will use a descriptive-correlational research design to investigate the relationship between instructional supervision provided by school administrators, the utilization of learning resources, and the performance of teachers in implementing the MATATAG curriculum. The descriptive part of the study will aim to describe the existing practices of instructional supervision, the extent of resource utilization, and the performance levels of teachers, while the correlational aspect will examine whether and how these factors are related to one another. The Test of Relationship, which examines the statistical relationship between the Instructional Supervisory Skills of Head Teachers and the IPCRF of Teachers. The table features key statistical indicators such as the correlation coefficient (r), the computed t -value, the critical t -value at the 0.05 level of significance, and the resulting decision on the null hypothesis (H_0). The goal of this analysis is to determine whether a significant association exists between the head teachers' effectiveness in supervisory roles and the performance ratings of teachers as measured by the Individual Performance Commitment and Review Form (IPCRF). The correlation coefficient of 0.80 indicates a very strong positive relationship between the two variables. This means that as the instructional supervisory skills of head teachers improve, the performance of teachers, as reflected in their IPCRF scores, also increases. The computed t -value far exceeds the critical table value, leading to the rejection of the null hypothesis. This confirms that the observed relationship is statistically significant and not due to chance. The finding suggests that effective supervision practices—such as planning, observing, evaluating, and mentoring—are directly associated with better teacher performance outcomes. The results imply that instructional supervision plays a vital role in shaping the professional growth and teaching effectiveness of educators. With a very strong correlation and a high computed t -value, it becomes evident that the competencies of head teachers in supervising instructional practices contribute substantially to teacher performance. Statistical evidence supports that as head teachers exercise stronger planning, observation, and evaluation skills, teachers are more likely to deliver quality instruction, meet performance standards, and engage in continuous improvement, as shown in their IPCRF ratings.

Keywords — Instructional, Supervision, School Administrators, Performance, Teachers

I. Introduction

Instructional supervisor's role transcends mere oversight; it involves mentoring and empowering educators to feel capable and innovative in their teaching methods. The focus on the MATATAG curriculum is especially compelling as it aligns with current educational priorities emphasizing critical thinking and collaborative learning. Demonstrating effective supervision not only impacts teachers' performance but also enriches students' learning experiences.

Observing the varying degrees of resource utilization in classrooms, they became increasingly aware of how effectively instructional supervision can elevate the quality of education, especially in the context of a newly implemented curriculum like MATATAG. Their academic journey has been shaped by both inspiring educators and those who struggled to use available resources effectively. This disparity sparked a personal commitment to ensure that future educators have the tools and guidance they need to reach their full potential.

Additionally, their experiences as a student and later as an educator have allowed them to witness the impact of instructional supervision firsthand. They have seen outstanding teachers flourish under supportive supervision, while others faced numerous challenges when they lacked constructive feedback and adequate resources. This personal witness to the stark contrast in teacher development has fueled a desire to understand how instructional supervision can be optimized to foster good practices in utilizing learning resources. By focusing on the MATATAG curriculum, they aim to contribute to a critical discourse surrounding educational reform and resource allocation, which ultimately serves students' best interests.

Furthermore, they believe that effectively supervised instructional practices can significantly enhance teachers' confidence and creativity in the classroom. In their view, the instructional supervisor's role transcends mere oversight; it involves mentoring and empowering educators to feel capable and innovative in their teaching methods. The focus on the MATATAG curriculum is especially compelling as it aligns with current educational priorities emphasizing critical thinking and collaborative learning. They hope to demonstrate that effective supervision not only impacts teachers' performance but also enriches students' learning experiences.

Based from the study on "Assessing Teacher Preparedness and Training for the Implementation of the MATATAG Curriculum at Calubcob I National High School" (2023), the challenges faced by teachers in implementing the MATATAG Curriculum emphasize the need for targeted professional development. It identifies areas such as time management, curriculum pacing, and subject-specific support, suggesting that instructional supervisors play a crucial role in organizing workshops and training sessions to address these challenges. The study also highlights the necessity of integrating Disaster Risk Reduction and Management (DRRM) training and designing engaging activities aligned with the curriculum's learner-centered approach.

The significance of instructional supervision in the context of utilizing learning resources for the MATATAG curriculum cannot be understated. In their current role as an educator and aspiring administrator, they have come to appreciate the pivotal role that instructional supervision plays in creating a conducive learning environment. As educational institutions continue to adapt to new curricular frameworks, such as MATATAG, the necessity of ongoing support, professional development, and oversight becomes critical. Their research study aims to shed light on how instructional supervision can be structured to better facilitate resource utilization among teachers, thereby improving student engagement and learning outcomes.

Moreover, the MATATAG curriculum introduces innovative pedagogical approaches that challenge existing teaching practices. The effective utilization of varied learning resources—be it digital tools, manipulatives, or even community-based assets—can serve as a catalyst for teaching excellence. However, there is often a disconnect between curriculum design and classroom execution. Their professional interest lies in exploring how instructional supervisors can bridge this gap by providing targeted training, mentorship, and feedback to teachers. By studying this interaction, they hope to identify strategies that can be implemented at various educational levels to promote a culture of collaboration and continuous improvement.

In examining the possibilities for improved instructional supervision, they also recognize the need to address systemic challenges within educational systems. These can include a lack of training for supervisors, insufficient resources, and the absence of a shared vision among stakeholders. Therefore, their research will critically analyze both best practices and obstacles to effective instructional supervision, providing a comprehensive understanding of how these factors impact teacher performance and student learning in the context of the MATATAG curriculum. They are aware that substantial change often meets resistance; thus, it is crucial to present findings that can elicit buy-in from educators and administrators alike.

Embarking on this research journey has not come without its challenges, including issues with the accessibility of relevant data regarding instructional supervision practices related to the MATATAG curriculum. Many educational institutions may lack well-documented processes or be hesitant to share proprietary information on how they implement supervision and resource utilization, which hinders a comprehensive understanding of existing practices and makes drawing meaningful conclusions or recommendations difficult. Additionally, the varying levels of preparedness among instructional supervisors present another challenge; while some may have extensive experience and training, others may lack the necessary skills to guide teachers effectively in implementing innovative curricula like MATATAG. This inconsistency raises questions about the effectiveness of the supervisory role and highlights a systemic issue that needs addressed in the research. Defining clear benchmarks for measuring the effectiveness of instructional supervision on learning resource utilization is also problematic, as educational outcomes are influenced by multiple factors, making it difficult to isolate the impact of supervision. There is a need to develop systematic evaluative frameworks that allow for rigorous assessment of different

supervisory approaches. Furthermore, resistance to change from established practices within educational institutions poses a significant barrier, as many educators and administrators may feel apprehensive about adopting new supervisory models, especially if they perceive them as critiques of their existing methods. Addressing this resistance requires not only a robust rationale for the proposed changes but also strategies to foster a collaborative culture that prioritizes adaptive learning and growth.

This study determined the significant relationship between Instructional Supervision of School Administrators on learning resources utilization and performance of teachers in teaching the MATATAG curriculum. A proposed enhancement plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of Instructional Supervisory Skills of head teachers in terms of the following:
 - 1.1 Preparation and Planning;
 - 1.2 Observation; and
 - 1.3 Assessing and Reporting Learning Outcomes?
2. What is the performance of the elementary Teachers based on IPCRF?
3. Is there a significant relationship between the Instructional Supervisory Skills and the performance of the Elementary teachers?
4. What instructional supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

H₀ – There is no significant relationship between the Instructional Supervisory Skills and the performance of the Elementary teachers.

II. Methodology

Design. A descriptive-correlational design will be used in this study to look into the relationship between the Instructional Supervision of School Administrators on learning resources utilization and performance of teachers in teaching the MATATAG curriculum. This study will use a descriptive-correlational research design to investigate the relationship between instructional supervision provided by school administrators, the utilization of learning resources, and the performance of teachers in implementing the MATATAG curriculum. The descriptive part of the study will aim to describe the existing practices of instructional supervision, the extent of resource

utilization, and the performance levels of teachers, while the correlational aspect will examine whether and how these factors are related to one another.

In a descriptive-correlational design, the researcher does not manipulate any variables but instead looks at the current state of affairs and identifies any significant relationships between variables. This design is particularly useful when the researcher aims to explore how two or more variables are related in real-world settings without introducing interventions or control groups.

The main locale of the study were the selected schools of Ormoc City District 9, in the Schools Division of Ormoc City. The respondents of the study were the 3 School Heads and 50 Teachers. The information for the analysis was gathered using information for the analysis was gathered using two (2) distinct survey instruments: one to gauge Head Teachers' level of instructional supervisory skills and another to gauge performance, respectively, based on the IPCRF.

The assessment of the school head's leadership style by teachers was conducted using the Instructional Supervisory Tool (IST) developed by DepEd, Cagayan Valley (2019). The survey consists of 12 items with a 4-point Likert scale that asks participants to rate their Instructional Supervisory Skills in terms of three categories: 1.1 Preparation and Planning, Observation, and Assessing and Reporting of Learning Outcomes. The scale ranges from 4 (Highly Proficient), 3 (Proficient), 2 (Basic), and 1 (Below Basic).

The Individual Performance Commitment and Review Form was the second and distinct section of the questionnaire used to determine the teachers' performance.

Sampling. The respondents of the study were the 3 School Heads and 50 teachers who 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 asked permission from the Schools Division Office, headed by the Schools Division Superintendent, through a Transmittal Letter. The same letter was provided to the Public School District Supervisor, the School Principal, and the teachers whose respondents were under their supervision.

The researcher distributed the survey questionnaires to the Head Teachers, who then facilitated their administration to the participating teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r .

The collected data were collated and submitted for appropriate statistical analysis.

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

both the School Principal, and 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 Instructional Supervision of School Administrators on learning resources utilization and performance of teachers in teaching the MATATAG curriculum.

Pearson's r Moment Correlation Coefficient was used to determine the significant relationship between the Instructional Supervision of School Administrators on learning resources utilization and performance of teachers in teaching the MATATAG curriculum.

III. Results and Discussion

Table 1
Instructional Supervisory Skills of head teachers

Preparation And Planning	Weighted Mean	Interpretation
1. Has duly approved Instructional Supervisory Plan for implementation of curriculum programs based on teachers' curriculum needs	3.50	Highly Proficient
2. Shows evidence in providing technical assistance on the preparation of lesson plans and assessment materials	3.55	Highly Proficient
3. Shows evidence of monitored preparation of appropriate, adequate and economical instructional materials that suit the learners' diverse needs.	3.45	Highly Proficient
4. Conducts pre-observation conference with the teachers.	3.60	Highly Proficient
Mean	3.52	Highly Proficient
B. Observation		
1. Records actual observation of teaching-learning process using appropriate forms.	3.60	Highly Proficient
2. Evaluates congruency of lesson plan, references, instructional material, learning strategies, techniques and assessment tools used.	3.70	Highly Proficient
3. Evaluates the teaching-learning process based on learning outcomes.	3.45	Highly Proficient
4. Ensures that content standards, performance standards and learning competencies of learning areas are based on the curriculum guide.	3.50	Highly Proficient
5. Guides the teacher in enriching/enhancing the curriculum based on learner's content and local needs.	3.65	Highly Proficient
6. Reinforces strengths of the teacher	3.30	Highly Proficient
Mean	3.53	Highly Proficient
Evaluation		

1. Evaluates the assessment done during the teaching-learning process.	3.80	Highly Proficient
2. Ensures that test results are analyzed and interpreted.	3.75	Highly Proficient
3. Helps the teacher develop interventions for the least mastered competencies.	3.70	Highly Proficient
Mean		Highly Proficient
Grand Mean	3.75	Highly Proficient

Legend: 3.26- 4.00 – Highly Proficient
 2.51-3.25 – Proficient
 1.76- 2.50- Basic
 1.00-1.75- Below Basic

This table presents the Instructional Supervisory Skills of Head Teachers, highlighting their effectiveness in the areas of Preparation and Planning, Observation, and Evaluation. The data were collected to determine how head teachers perform in implementing and supporting instructional supervision based on curriculum needs and classroom teaching practices. The ratings were gathered using a Likert scale, with a weighted mean indicating overall proficiency levels in each area, interpreted using the provided legend.

In the area of Preparation and Planning, all indicators received ratings within the Highly Proficient range, with the highest score of 3.60 for “Conducts pre-observation conference with the teachers” and the lowest at 3.45 for “Monitored preparation of instructional materials.” The weighted mean for this domain was 3.52, suggesting consistent efforts in planning and guiding curriculum-related activities.

For the Observation domain, the head teachers also demonstrated Highly Proficient skills, with the highest rating of 3.70 for “Evaluates congruency of lesson plan, references, instructional material, learning strategies, techniques, and assessment tools used.” The lowest rating was 3.30 for “Reinforces strengths of the teacher,” indicating an area that may benefit from enhancement. The mean score for this category was 3.53, again showing strong supervisory practices during classroom observations.

In the domain of Evaluation, head teachers excelled, particularly in “Evaluates assessment done during the teaching-learning process” with a top score of 3.80. This was closely followed by “Ensures that test results are analyzed and interpreted” at 3.75, and “Helps the teacher develop interventions” at 3.70. All ratings fall under Highly Proficient, indicating their strong support in post-instructional review and planning. The mean for this domain contributed to an overall Grand Mean of 3.75, which confirms the head teachers' Highly Proficient level in instructional supervisory skills.

The results imply that head teachers in the study possess consistently high levels of competence across all domains of instructional supervision. With a grand mean of 3.75, their capabilities in planning, observation, and evaluation directly support effective teaching practices, technical assistance, and performance review mechanisms within the school. These findings

underscore the critical role of strong instructional leadership in improving teaching quality and learner outcomes.

Table 2
IPCRF of the Teachers

A.	Performance Indicators	Weighted Mean	Interpretation
1	Content Knowledge and Pedagogy	4.44	Outstanding
2	Learning Environment and Diversity of Learners	4.42	Outstanding
3	Curriculum and Planning, Reporting and Assessment	4.54	Outstanding
4	Community Linkages & Professional Engagement	4.38	Outstanding
5	Professional Growth and Development	4.55	Outstanding
	AVERAGE	4.47	Outstanding

Legend: 4.21- 5.00 – Outstanding
 3.41- 4.20 – Very Satisfactory
 2.61-3.40 - Satisfactory
 1.81- 2.60- Fairly Satisfactory
 1.00-1.80- Needs Improvement

This table presents the IPCRF of the Teachers, which highlights the Individual Performance Commitment and Review Form (IPCRF) ratings of teachers across five key performance indicators. These indicators assess the core competencies expected of teachers in delivering quality education, including their mastery of content, ability to manage a diverse classroom, curriculum planning, community involvement, and commitment to professional growth. The table uses a Likert scale to generate weighted means and interpret performance levels, categorized by descriptive equivalents such as "Outstanding" or "Very Satisfactory."

In the analysis of the data, the highest weighted mean is seen in Professional Growth and Development (4.55), followed closely by Curriculum and Planning, Reporting and Assessment (4.54). These ratings suggest that teachers demonstrate strong commitment to continuous learning and are effectively implementing curriculum standards and assessment strategies. Likewise, Content Knowledge and Pedagogy (4.44), and Learning Environment and Diversity of Learners (4.42) both reflect teachers' ability to deliver content effectively while addressing learner differences in a supportive classroom environment. Community Linkages & Professional Engagement, although slightly lower at 4.38, still falls within the "Outstanding" range, showing that teachers maintain strong ties with the community and engage in professional collaboration.

All components yielded ratings in the Outstanding category, culminating in an overall average rating of 4.47. This high average indicates a consistent and exemplary level of performance among the teachers assessed. It reflects their competence in instructional delivery, learner management, and engagement in professional development and community work.

The results imply that the teachers are performing at a highly commendable level across all areas of professional practice. With an average of 4.47, the IPCRF data suggest that the teaching workforce is not only meeting but exceeding expectations in delivering quality education. Their

strength in professional growth and curriculum planning indicates an adaptive and forward-thinking approach to teaching that aligns with 21st-century demands.

Table 3
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Instructional Supervisory Skills of head teachers and IPCRF of teachers	0.80	4.537	0.834	Reject Ho	Significant Relationship (Very Strong)

This table presents the Test of Relationship, which examines the statistical relationship between the Instructional Supervisory Skills of Head Teachers and the IPCRF of Teachers. The table features key statistical indicators such as the correlation coefficient (r), the computed t -value, the critical t -value at the 0.05 level of significance, and the resulting decision on the null hypothesis (H_0). The goal of this analysis is to determine whether a significant association exists between the head teachers' effectiveness in supervisory roles and the performance ratings of teachers as measured by the Individual Performance Commitment and Review Form (IPCRF).

The correlation coefficient of 0.80 indicates a very strong positive relationship between the two variables. This means that as the instructional supervisory skills of head teachers improve, the performance of teachers, as reflected in their IPCRF scores, also increases. The computed t -value of 4.537 far exceeds the critical table value of 0.834, leading to the rejection of the null hypothesis. This confirms that the observed relationship is statistically significant and not due to chance. The finding suggests that effective supervision practices—such as planning, observing, evaluating, and mentoring—are directly associated with better teacher performance outcomes.

The results imply that instructional supervision plays a vital role in shaping the professional growth and teaching effectiveness of educators. With a very strong correlation ($r = 0.80$) and a high computed t -value (4.537), it becomes evident that the competencies of head teachers in supervising instructional practices contribute substantially to teacher performance. Statistical evidence supports that as head teachers exercise stronger planning, observation, and evaluation skills, teachers are more likely to deliver quality instruction, meet performance standards, and engage in continuous improvement, as shown in their IPCRF ratings.

IV. Conclusion

Based on the results of this study, the Test of Relationship examined the connection between the Instructional Supervisory Skills of Head Teachers and the IPCRF of Teachers. The strong positive correlation indicates that as head teachers' supervisory skills improve, teacher

performance ratings also increase significantly. The computed t-value exceeded the critical value, leading to the rejection of the null hypothesis and confirming that the relationship is statistically significant. This finding highlights the crucial role of effective instructional supervision—including planning, observing, evaluating, and mentoring—in enhancing teacher performance. Overall, the results imply that strengthening head teachers' supervisory competencies directly contributes to improved teaching quality and professional growth among educators.

V. Recommendations

Based on the findings of this study, the following recommendations are proposed Instructional Supervision of School Administrators on learning resources utilization and performance of teachers in teaching the MATATAG curriculum among the following:

- The Teachers should actively engage with and utilize the learning resources provided through instructional supervision to enhance their teaching effectiveness in the MATATAG curriculum. They should also seek continuous feedback from school administrators to improve their instructional strategies.
- The School Heads should strengthen their instructional supervisory skills by providing regular guidance, mentoring, and technical support to teachers, ensuring effective utilization of learning resources aligned with the MATATAG curriculum.
- The Public Schools District Supervisor should organize capacity-building programs and workshops focused on improving the instructional supervision skills of school administrators, emphasizing resource utilization and teacher performance monitoring.
- The Parents should support the school's instructional goals by encouraging their children's learning at home and collaborating with teachers and administrators to reinforce the effective implementation of the MATATAG curriculum.
- The Researcher should continue to investigate and document best practices in instructional supervision and resource management that positively impact teacher performance, providing practical recommendations for school improvement.
- The Future Researchers should explore the long-term effects of instructional supervision on both teacher performance and student outcomes in various educational settings, using larger sample sizes and diverse methodologies to validate and expand upon the current findings.

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AUTHOR'S PROFILE**ELVIRA I. CABAHUG**

The author was born in Ormoc City, Leyte, Philippines, on July 23, 1980. She proved her commitment and academic prowess by graduating with Latin honors from Visayas State University – Main Campus.

In pursuit of further professional growth, she enrolled in graduate studies at Western Leyte College during 2005-2006, taking up a Master of Arts in Education (MAED) major in Administration and Supervision. Unfortunately, she was unable to complete the degree due to unforeseen circumstances. Nevertheless, her commitment to continuous learning led her to Asian Development Foundation College, Inc., where she enrolled in the MAED program with a specialization in science. She successfully passed the comprehensive examination in 2011, although she did not proceed with her thesis at that time because she was pregnant with her second child.

As a dedicated educator, she has amassed fifteen years of teaching experience from 2004 to 2019, serving as a classroom teacher and taking on the role of Teacher-in-Charge for five years. Her leadership and coaching abilities have been recognized through numerous awards in both academic and sports contests.

In her pursuit of professional development, she took the National Qualifying Examination for School Heads (NQESH) on June 2, 2024, and was pleased to pass the exam. Consequently, she was appointed as School Principal I at Green Valley Elementary School on March 26, 2025. To further enhance her skills and knowledge as a school administrator, she decided to complete her master's degree, earning her MAED major in School Administration and Supervision from Western Leyte College.

Throughout her career, she has actively participated in various training courses, seminars, and workshops, often serving as a member of Technical Working Groups. She has also been invited as a resource speaker in district and division training sessions, sharing her expertise with fellow educators.

In recognition of her dedication to teaching and curriculum development, she authored a localized learning resource for Grade 1 pupils entitled "Titing", a Mother Tongue-based contextualized learning material now available on the Department of Education Learning Resources Portal, accessible to teachers nationwide.