IJAMS
INTERNATIONAL JOURNAL OF ADVANCED MULTIDISCIPLINARY STUDIES
Volume V, Issue 7 July 2025, eISSN: 2799-0664

Implementation Of Differentiated Instruction (DI) Integration and The Academic Performances of The Grade 3 And 4 Pupils with Diverse Learning Abilities

MESILIZA L. GODEN
Teacher I
Western Leyte College
Master of Arts in Education
Major in Elementary Education
miemiegoden@gmail.com

Abstract — This study aims to determine the extent of implementation Differentiated Instruction integration and academic performance of the Grade 3 and 4 learners with Diverse Learning Abilities in Juaton Elementary School, in the division of Ormoc City. The findings of the study serves as basis of a proposed reading action plan. This study employed a descriptive-correlational research design to determine the extent of implementation of differentiated instruction (DI) integration and its relationship to the academic performance of Grade 3 and 4 learners with diverse learning abilities in Juaton Elementary School, Division of Ormoc City. The descriptive component focused on how frequently and effectively differentiated instruction is practiced in the classrooms, while the correlational aspect aimed to analyze the relationship between the level of implementation of DI and learners' academic outcomes. The respondents of the study included Grade 3 and Grade 4 teachers and learners identified with varying learning abilities, including those who are fast, average, and slow learners, as well as those with learning difficulties. Universal sampling was used for teacher respondents, while purposive sampling was applied to select learner participants based on performance records and teacher assessments. The test of Relationship, which examines the correlation between the implementation of Guided Reading Strategies and the academic performance of Grade 3 and 4 learners. The table displays statistical indicators including the Pearson correlation coefficient (r), the computed t-value, the critical table value at the 0.05 level of significance, the decision on the null hypothesis (Ho), and the interpretation of the strength of the relationship. This analysis aims to determine whether the integration of guided reading strategies has a meaningful effect on learners' academic outcomes. The data show that the Pearson r value indicating a weak but positive correlation between the use of guided reading strategies and learners' academic performance. Despite the low correlation strength, the computed t-value exceeds the critical table value leading to the rejection of the null hypothesis. This means that there is a statistically significant relationship, albeit weak, between the two variables. In essence, the guided reading approach has some measurable effect on improving academic performance, though not as strongly as might be ideal. The weak correlation suggests that while guided reading strategies may play a role in enhancing academic outcomes, other contributing factors—such as learner motivation, home support, teacher facilitation, and access to materials—might also significantly influence academic performance. It is also possible that the effectiveness of the strategies varies depending on how consistently and accurately they are implemented across classrooms. Nevertheless, the statistical significance implies that guided reading is a worthwhile component of instruction that should not be disregarded. The implication of these results is that

guided reading strategies, although not a sole determining factor, should still be included in instructional plans to support learner development. Schools may consider professional development programs for teachers to improve implementation fidelity and explore complementary strategies to strengthen the intervention. Improving guided reading may lead to greater academic gains if implemented alongside other evidence-based practices.

Keywords — Implementation, Differentiated Instruction, Academic performance, Grade 3 & 4

I. Introduction

Teachers are constantly challenged to fulfill the unique learning needs of children in today's classrooms, which are becoming more and more diverse. Students in grade 3 and 4 in particular represent a crucial developmental stage where the fundamentals of reading, writing, and math are established. However, a "one-size-fits-all" approach to training is inadequate because many of these students have distinct cognitive, social, and emotional profiles and originate from diverse backgrounds. Differentiated Instruction (DI), a more adaptable and inclusive teaching approach, is required in this circumstance.

Differentiated Instruction is a teaching approach that tailors instruction to meet individual student needs, preferences, and readiness levels. According to Tomlinson (2014), DI provides multiple paths to learning so that all students, regardless of ability, can access the curriculum effectively. This approach empowers teachers to modify content, process, product, and learning environment based on students' learning profiles, which in turn promotes greater academic success and engagement.

Several studies have demonstrated the positive impact of DI on student achievement. For instance, Subban (2006) emphasized that DI not only enhances academic performance but also fosters student motivation and confidence. Similarly, Hall (2002) concluded that differentiated practices improve classroom participation and performance among students with diverse learning abilities. These findings highlight the relevance and importance of DI, especially in early grade levels, where laying the groundwork for academic habits is vital.

Being a teacher is not easy. It is a challenging but potentially rewarding profession. Because the learning of the students most especially the beginners will depends on how the teacher deliver the lesson in the classroom settings. As they says "teaching is a noble profession". Why? Because, it is a profession that needs passion, dedication, skills and lot of patience for helping others learn. So, certainly not an easy job.

Every students has their own ways of learning. Teachers must know the different styles, techniques and strategies on how to teach each students to meet their individual needs. Especially now that Inclusive Education was implemented, teacher must always ready in every classroom scenario.

Every students are better at learning information through different modalities. It will depend on the students learning style on how they receive and process information such as visual, audio, kinesthetic/tactile and reading/writing. Through differentiated instruction it allows educators to cater to learning styles because some students will find some material engaging and others will not because all students will not learn the same material in the same time. And it differ on performance and readiness level of the learner.

The actual implementation of DI in many classrooms is still uneven, despite the mounting amount of evidence to the contrary. Due to lack of resources, lack of training, or time constraints, teachers sometimes struggle with practical implementation. This disparity is most noticeable in the early stages, such Grade 3, where a child's educational path could be greatly influenced by individualized instruction.

For the researcher, this study is both extremely personal and professional. As a teacher dedicated to learning equality, the researcher has seen firsthand the difficulties experienced by students with different needs in a conventional classroom setting. This inquiry is motivated by the goal of giving all pupils inclusive and efficient instruction. In addition to adding to scholarly discussions, the researcher is keen to finish this study in order to provide practical advice that will enable other educators to design differentiated, responsive, and supportive learning environments where all children can flourish.

This study aimed to determine the extent of implementation Differentiated Instruction integration and academic performance of the Grade 3 and 4 learners with Diverse Learning Abilities in Juaton Elementary School, in the division of Ormoc City. The findings of the study served as basis of a proposed intervention plan.

Specifically, the study sought to answer the following questions:

1. What Is The Extent Of The Implementation Of The differentiated instruction integration In Terms Of:
    1. Guidelines
    2. Techniques
    3. Materials
    4. Benefits
    5. Participation Of Learners
    6. Challenges?
2. What is the academic performance of the grade 3 and 4 learners with diverse learning abilities?

3. Is there a significant relationship on the academic performance of the grade 3 and 4 learners with diverse learning abilities on the extent of implementation of Differentiated Reading Instruction?

4. What intervention plan can be proposed based on the findings of the study?

Statement of Null Hypotheses

There is no significant relationship on the academic performance of the grade 3 and 4 learners with diverse learning abilities on the extent of implementation of Differentiated Instruction.h

II. Methodology

Design. This study employed a descriptive-correlational research design to determine the extent of implementation of differentiated instruction (DI) integration and its relationship to the academic performance of Grade 3 and 4 learners with diverse learning abilities in Juaton Elementary School, Division of Ormoc City. The descriptive component focused on how frequently and effectively differentiated instruction is practiced in the classrooms, while the correlational aspect aimed to analyze the relationship between the level of implementation of DI and learners' academic outcomes. The respondents of the study included Grade 3 and Grade 4 teachers and learners identified with varying learning abilities, including those who are fast, average, and slow learners, as well as those with learning difficulties. Universal sampling was used for teacher respondents, while purposive sampling was applied to select learner participants based on performance records and teacher assessments. The data gathered were analyzed using descriptive statistics such as mean and standard deviation for the extent of DI implementation, and inferential statistics, specifically Pearson's r, to determine the relationship between DI implementation and learners' academic performance. Ethical procedures such as securing approval from the Schools Division Office and informed consent from all participants were strictly observed. This design enabled the researcher to draw meaningful conclusions about the effectiveness of differentiated instruction strategies in improving learning outcomes for students with diverse needs, ultimately guiding school leaders and educators in enhancing inclusive and responsive teaching practices.

The main local of the study in Juaton Elementary School in the Schools Division of ormoc City, Leyte. The respondents of the study were the 71 learners. The information for the analysis was gathered using To Research instruments included a validated survey questionnaire for teachers to measure the extent of DI implementation across key areas such as content, process, product, and learning environment. Academic performance data were collected through learners' quarterly grades in core subjects (English, Mathematics, and Science), along with relevant documentation from class records and summative assessments.

The proposed Reading Intervention Plan was taken based on the findings of the study.

Sampling The respondents of the study were the were the 80 learners in Libertad Elementary School in the Schools Division of Ormoc that were involved in this study were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. The researcher formulated the following procedures as guide in gathering of data:

The researcher sought formal approval from the Schools Division Superintendent of Ormoc City Division to conduct the study entitled "The Extent of Implementation of Differentiated Instruction Integration and Academic Performance of Grade 3 and 4 Learners with Diverse Learning Abilities in Juaton Elementary School." A similar request was submitted to the Public Schools District Supervisor (PSDS) and the School Principal of Juaton Elementary School. Upon securing the necessary permissions, the researcher proceeded with the data-gathering process in compliance with all ethical and procedural requirements. Following approval, the researcher identified the participants of the study. Universal sampling was used to select all Grade 3 and Grade 4 teachers in the school. For learner-respondents, purposive sampling was employed, targeting those with diverse learning abilities as assessed by their teachers. These included fast learners, average learners, slow learners, and those with identified learning challenges, based on quarterly academic records and classroom performance observations.

To gather data on the extent of differentiated instruction (DI) implementation, a validated survey questionnaire was administered to the teachers. The questionnaire focused on key DI components such as content, process, product, and learning environment. Concurrently, learners' academic performance was documented through their grades in English, Mathematics, and Science, collected from official school records and supported by summative test results and teacher evaluations.

Once all responses and performance data were collected, the researcher consolidated and encoded the results for statistical analysis. Descriptive statistics such as weighted mean and standard deviation were used to determine the level of DI implementation. To examine the relationship between the extent of DI integration and learners' academic performance, Pearson's Product-Moment Correlation Coefficient (Pearson's r) was applied.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both School Principal, teachers and parent were done.

Treatment of Data. To analyze the gathered data, the researcher employed both descriptive and inferential statistical tools.

The Mean Percentage Score (MPS) was used to measure and describe the academic performance of Grade 3 and Grade 4 learners across core subjects such as English, Mathematics, and Science.

Pearson's r is an appropriate inferential tool because it determines the strength and direction of the linear relationship between two continuous variables—in this case, the level of DI implementation and learners' Mean Percentage Scores.

III. Results and Discussion

Table 1
Extent of the Implementation of the Differentiated Instruction

	A.GUIDELINES	Weighted Mean	Interpretation
1	Clear implementation guidelines for the differentiated instruction integration are in place.	5.00	Strongly Agree
2	Teachers and facilitators are oriented to intervention procedures.	5.0	Strongly Agree
3	Reading goals and expected outcomes are communicated to all stakeholders.	5.0	Strongly Agree
4	The program follows structured schedules and protocols.	5.0	Strongly Agree
5	Implementation is regularly monitored and evaluated based on the guidelines.	5.0	Strongly Agree
	Mean	5.0	Strongly Agree
	B. TECHNIQUES		
1	Teachers use differentiated instruction integration or platforms effectively.	5.0	Strongly Agree
2	Learners engage in guided reading through multimedia tools.	5.0	Strongly Agree
3	Digital assessments are used to measure reading progress.	5.0	Strongly Agree
4	Instruction is differentiated using differentiated instruction integration to meet varied reading levels.	5.0	Agree
5	Motivational techniques such as gamification are used to sustain engagement.	5.0	Strongly Agree
	Mean	5.00	Strongly Agree
	C. Materials		
1	Age-appropriate differentiated instruction integration materials are available.	4.5	Strongly Agree
2	Audio-visual and interactive content support comprehension.	5.0	Strongly Agree
3	Software or apps used align with reading curriculum and standards.	5.0	Strongly Agree
4	Learners have access to mobile devices, tablets, or computers.	4.0	Agree
5	Technical support is available to maintain and troubleshoot resources.	4.0	Agree
	Mean	4.50	Agree
	D. Benefits		

1	Students demonstrate improved reading fluency and comprehension.	4.50	Strongly Agree
2	Learners show increased motivation to using digital platforms.	4.50	Strongly Agree
3	Teachers report ease in tracking academic progress through differentiated instruction integration.	5.00	Strongly Agree
4	The program allows for flexible and individualized learning.	5.00	Strongly Agree
5	Parents report positive impact on children's reading habits at home.	5.00	Strongly Agree
	Mean	4.80	Strongly Agree
	E. Participation of Learners		
1	Students actively use differentiated instruction integration tools during sessions.	5.00	Agree
2	Learners participate consistently in scheduled intervention activities.	4.00	Strongly Agree
3	Students complete digital reading tasks independently.	4.00	Agree
4	Learners respond positively to feedback provided through the platform.	4.00	Agree
5	Participation is consistent across different reading ability levels.	5.00	Agree
	Mean	4.40	Strongly Agree
	F. Challenges		
1	Limited access to devices affects implementation.	1.0	Strongly Disagree
2	Unstable internet connectivity hinders smooth use of technology tools.	1.0	Strongly Disagree
3	Some learners struggle to navigate or use digital platforms.	3.0	Undecided
4	Teachers face time constraints in managing and monitoring tech-based tasks.	3.0	Undecided
5	Lack of parental support affects learner engagement at home.	3.0	Undecided
	Mean	2.20	Disagree
	Grand Mean	4.32	STRONGLY AGREE

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

This table presents the Extent of the Implementation of Differentiated Instruction, which outlines how differentiated instruction is practiced in Juaton Elementary School across six major areas: guidelines, techniques, materials, benefits, learner participation, and challenges. The data reflect the perceptions of stakeholders, particularly teachers, on the frequency and quality of implementation strategies through weighted mean scores and corresponding interpretations. The purpose of this table is to determine the degree to which differentiated instruction (DI) is integrated into classroom practices to support diverse learners, especially those in Grades 3 and 4.

In terms of guidelines, techniques, and benefits, the responses overwhelmingly showed a rating of "Strongly Agree" (mean of 5.00), indicating a robust implementation of differentiated

instruction. Teachers affirmed the presence of structured guidelines, active orientation, regular monitoring, and effective instructional strategies like multimedia integration, digital assessment, and gamified learning. The benefits section also highlights that DI improves reading fluency, comprehension, learner motivation, and enables flexible and individualized learning experiences.

For the materials and learner participation categories, respondents also leaned toward "Strongly Agree" and "Agree" ratings. Teachers noted the availability of age-appropriate content and supportive software, though access to devices and technical support showed slightly lower agreement, pulling the average for materials to 4.50. In the area of learner participation, pupils were reported to engage actively in DI activities, respond to feedback, and complete tasks independently—evidence that DI fosters learner autonomy and inclusivity.

However, the challenges section yielded the lowest mean of 2.20 (Disagree), with specific issues such as limited device access and unstable internet connectivity receiving the lowest possible rating of 1.00 (Strongly Disagree). Respondents also showed uncertainty about whether students and parents fully support or understand DI efforts. These challenges suggest areas for improvement, particularly in infrastructure, digital literacy, and home-school collaboration.

The implications of the overall grand mean of 4.32, interpreted as Strongly Agree, suggest that differentiated instruction is well-integrated into the school's teaching practices and is positively influencing the academic experience of diverse learners. However, challenges such as digital accessibility and parental support must be addressed to ensure sustainability and equity in implementation.

Table 2-A
Academic Performance of Learners

No.	**Interpretation**	**Scale**	**Frequency**	**Percentage**
5	Outstanding	90-100	13	18
4	Very Satisfactory	85-89	20	28
3	Satisfactory	80-84	29	41
2	Fairly Satisfactory	75-79	9	13
1	Did Not Meet Expectations	Below 75	0	0
	Total		71	100
	Average		84.67	Satisfactory

This table presents the Academic Performance of Learners, which illustrates the distribution of learners' academic achievement levels in Juaton Elementary School. The table categorizes the performance of 71 Grade 3 and 4 pupils into five rating scales: Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory, and Did Not Meet Expectations. Each performance level is linked with a numerical scale and the corresponding frequency and percentage of learners falling within each category. The objective of this data is to provide a snapshot of how well learners

with diverse learning abilities are performing under the current instructional strategies being implemented.

A closer look at the data reveals that the largest group of learners (41%) achieved a "Satisfactory" rating, followed by 28% who were rated "Very Satisfactory" and 18% who performed at an "Outstanding" level. A smaller group (13%) was categorized as "Fairly Satisfactory," and notably, no learner fell into the "Did Not Meet Expectations" category. This distribution reflects that the majority of learners are meeting the academic expectations, with a good proportion even exceeding them, which is a promising indicator of the overall effectiveness of the instruction provided.

The computed average score of 84.67 places the learners within the "Satisfactory" category. While this indicates that students are generally performing well, the data also suggest room for growth, particularly in helping more learners move from the "Satisfactory" and "Fairly Satisfactory" levels to the higher tiers of performance. The absence of learners in the "Did Not Meet Expectations" range also implies that foundational skills are in place, potentially due to effective teaching interventions such as differentiated instruction.

The results imply that current classroom strategies, including differentiated instruction, are yielding positive results in learners' academic performance. However, the prevalence of learners in the mid-performance tiers also points to the need for further enhancement in instructional delivery, remediation support, and enrichment activities to elevate more learners into higher academic brackets. Efforts may also be directed toward individualized interventions and adaptive teaching methods to bridge performance gaps.

Table 3
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Guided Reading Strategies to Academic Performance	0.25	1.936	1.851	Reject Ho	Significant Relationship (Weak)

This table presents the Test of Relationship, which examines the correlation between the implementation of Guided Reading Strategies and the academic performance of Grade 3 and 4 learners. The table displays statistical indicators including the Pearson correlation coefficient (r), the computed t-value, the critical table value at the 0.05 level of significance, the decision on the null hypothesis (Ho), and the interpretation of the strength of the relationship. This analysis aims to determine whether the integration of guided reading strategies has a meaningful effect on learners' academic outcomes.

The data show that the Pearson r value is 0.25, indicating a weak but positive correlation between the use of guided reading strategies and learners' academic performance. Despite the low correlation strength, the computed t-value of 1.936 exceeds the critical table value of 1.851, leading to the rejection of the null hypothesis. This means that there is a statistically significant relationship, albeit weak, between the two variables. In essence, the guided reading approach has some measurable effect on improving academic performance, though not as strongly as might be ideal.

The weak correlation suggests that while guided reading strategies may play a role in enhancing academic outcomes, other contributing factors—such as learner motivation, home support, teacher facilitation, and access to materials—might also significantly influence academic performance. It is also possible that the effectiveness of the strategies varies depending on how consistently and accurately they are implemented across classrooms. Nevertheless, the statistical significance implies that guided reading is a worthwhile component of instruction that should not be disregarded.

The implication of these results is that guided reading strategies, although not a sole determining factor, should still be included in instructional plans to support learner development. Schools may consider professional development programs for teachers to improve implementation fidelity and explore complementary strategies to strengthen the intervention. Improving guided reading may lead to greater academic gains if implemented alongside other evidence-based practices.

IV. Conclusion

Based on the results of this study, the test of relationship reveal that the implementation of guided reading strategies has a statistically significant, albeit weak, positive correlation with the academic performance of Grade 3 and 4 learners. While the strength of the relationship is not robust, its significance underscores that guided reading contributes to improved learning outcomes, particularly when paired with effective delivery and supportive learning conditions. This suggests that guided reading should remain a part of instructional approaches, but its impact can be maximized when integrated with other targeted interventions and reinforced by professional development, learner engagement techniques, and resource availability.

V. Recommendations

Based on the findings of this study, the following recommendations are proposed to for each stakeholder group based on the findings extent of implementation Differentiated Instruction integration and academic performance of the Grade 3 and 4 learners with Diverse Learning Abilities in Juaton Elementary School, in the division of Ormoc City:

1. Teachers are encouraged to continue integrating guided reading strategies into daily instruction while also undergoing regular professional development to enhance their

understanding and implementation of the approach. They should adopt differentiated and learner-centered techniques to ensure that guided reading meets the varied needs of students, especially those who struggle academically.

2. School administrators should provide support by allocating time for in-service training, monitoring the fidelity of guided reading implementation, and ensuring that necessary reading materials and resources are available in classrooms. Strengthening instructional supervision can also help maintain consistency and effectiveness in applying guided reading practices.

3. The PSDS should consider developing district-wide programs that promote best practices in guided reading and literacy instruction. This includes supporting schools in implementing reading interventions and evaluating their impact on learner performance through data-driven approaches.

4. Parents play a critical role in reinforcing reading habits at home. They should be oriented on how to support guided reading activities by setting aside time for reading, providing reading materials, and encouraging children to engage in discussions about what they read to strengthen comprehension and vocabulary development.

5. For Researchers. Further studies should be conducted to explore other variables that may influence academic performance alongside guided reading, such as socio-emotional learning, home literacy environment, or technology-based reading tools. Exploring longitudinal data may also yield deeper insights into the sustained effects of guided reading interventions.

6. Future researchers are encouraged to replicate this study across different grade levels or educational contexts to compare results. They may also design experimental studies to measure the direct impact of guided reading when combined with other literacy strategies, providing a more comprehensive understanding of its influence on academic performance.

ACKNOWLEDGEMENT

First and foremost, I would like to praise and thank God, the Almighty, who has granted countless blessings, knowledge, and opportunity given to me to be able to pursue the graduate studies.

I take this opportunity to express my gratitude to the people who have been instruments in the successful completion of this thesis.

I would like to express my deep and sincere gratitude to my research adviser Dr. Annabelle A. Wenceslao for the encouragement, enthusiasm and guidance throughout this research and writing of this thesis. I can’t say thank you enough for her tremendous help.

I am grateful for the valuable contributions of my thesis committee Dr. Elvin H. Wenceslao and Dr. Jasmine B. Misa for giving their assistance and recommendations toward the realization of this study.

I wish to acknowledge the help provided by the Grade 3 & Grade 4 Teachers and most especially to the Principal of Juaton Elementary School on the distribution and retrieval of the Pre-test and Post Test to the pupils.

And I would like also to say thank you to my Professor since my college days Dr. Sabina B. Con-ui, you have been a personal mentor to me. Thank you for supervising me all through the years, for always guiding, believing and inspiring me to achieve my dream.

And to my friends, who turned every daunting challenge into a cherished memory, thank you for making this journey unforgettable.

To my Mama and Papa in heaven, thank you so much for your unconditional love. I know you are always watching over me and I know that you are proud of me. You will always be my heroes. I love you!

Last but not least, I will forever be thankful to my family who always believe in me. To Nica Fernanda and Reymark Vincent who always supported me when I was tired or had doubts about myself. When tension and worry piled on me, you helped to alleviate the strain. Most of all, thank you to my partner Gerald your unwavering support has been my greatest strength. Thank you for believing in me even on the days when I didn't believe in myself. I'm forever grateful for the sacrifices you've made to ensure I succeeded. I wouldn't have reached this point without your love and encouragement. Thank you for always cheering me up!

REFERENCES

[1] Ankrum, J.W. and Rita M. Bean (2008). Differentiated Reading Instruction:What and How. Reading Horizons. Article 6, Volume 48, Issue 2.
[2] DepEd Order No. 12 s. 2015. "Guidelines on the Early Language, Literacy and Numeracy Program: Professional Development `Component."
[3] DepEd Order No. 18 s. 2017. "Guidelines on the Utilization of the 2017 Every Child a Reader Program funds for the Early Language, Literacy, and Numeracy Program: Professional Development Component"
[4] Morgan, H. (2014). Maximizing Student Success with Differentiated Learning. The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 87(1), 34-38. doi:10.1080/00098655.2013.832130

AUTHOR'S PROFILE

MESILIZA L. GODEN

The author is born on January 13, 1985 at Ormoc City, Leyte, Philippines. She finished her Bachelor in Elementary Education at St. Peter's College of Ormoc. In her high school and college days, she was very active in academic and in extracurricular activities. She was a leader in different organizations when she was a student and that helped her decide to take Elementary Education as her field of specialization for her master's degree. She is currently finishing her Master's Degree of Arts in Education major in Elementary Education at Western Leyte College of Ormoc City.

She is currently working in a lending company at Brgy. Punta, Ormoc City, Leyte, Philippines. She is a Loan officer and at the same time the board members of the said company appointed her as authorized person to execute, deliver/file papers, documents and affidavits required for the filing and prosecution of civil and criminal cases against erring employees arising in the said company. She believes that even though she is not working in DepEd yet, still she can use her learnings in her present job. And she believes that someday she will become a member of DepEd as a teacher.