

Implementation of the Hands-On Activities Through Interactive Lessons in Relation to The Performance of Kindergarten Pupils Based on Early Childhood Care and Development Checklist

MARY GRACE B. JANSON

Teacher I

Western Leyte College

Master of Arts in Education

Major in Elementary Education

ramacejanson@gmail.com

Abstract — This study evaluated the Extent of the implementation of the hands-on activities through interactive learning activity sheets and other learning materials to the performance of the kindergarten pupils based ECCD Checklist. The findings of the study were the basis or a proposed Improvement plan. This study utilized a descriptive-correlational research design to determine the extent of the implementation of hands-on activities through interactive learning activity sheets and other instructional materials, and how these relate to the performance of kindergarten pupils as assessed using the Early Childhood Care and Development (ECCD) Checklist. The descriptive aspect of the research aimed to assess the implementation levels of interactive and hands-on teaching strategies in kindergarten classrooms, while the correlational component examined the relationship between these strategies and learners' developmental progress across different domains. The Test of Relationship, which examines the correlation between the implementation of hands-on activities through interactive learning activity sheets and the academic performance of kindergarten learners. The analysis used Pearson's correlation coefficient (r) and a t-test to determine whether there is a statistically significant relationship between the two variables at the 0.05 level of significance. The table summarizes the r -value, computed t -value, and table value, followed by the decision on the null hypothesis and the strength of the relationship. The results show a moderate positive correlation between the implementation of hands-on activities and academic performance, as indicated by the correlation coefficient. The computed t -value also exceeds the table value at the 0.05 significance level, leading to the rejection of the null hypothesis. This means that there is a statistically significant relationship between how well hands-on and interactive learning materials are implemented and the academic outcomes of the kindergarten learners. While the relationship is not strong, it is still meaningful and suggests that improvements in instructional practices may influence learner performance positively. The moderate correlation reveals that while hands-on activity-based instruction is beneficial, other factors may also influence academic outcomes, such as home support, readiness skills, teacher experience, or the learning environment. Still, it underscores that the more structured and effective the use of interactive learning materials, the more likely learners are to develop stronger foundational skills in literacy, numeracy, and socio-emotional development. The result implies that enhancing the quality and consistency of hands-on, interactive instruction can moderately impact learners' academic performance. Teachers and administrators should consider increasing training and resource allocation for activity-based learning strategies. Although not the sole factor, these

practices clearly contribute to improving educational outcomes at the kindergarten level, fostering a more engaging and effective learning process for young children.

Keywords — Implementation, Hands-on Activities Performance, Kindergarten, ECCD

I. Introduction

Republic Act 10533 also known as “Enhanced Basic Education Act of 2013” is the basis for the continuing educational reform which articulates the main target of the curriculum to equip learners in K to 12 with fundamental literacy and numeracy skills needed for the academic success in the later stage.

Hands-on activities such as coloring, cutting, and pasting not only enhance fine motor abilities but also foster creativity, curiosity, and active participation in the classroom. These interactive methods keep children engaged and motivated, allowing them to learn through play and exploration. Incorporating such activities ensures that learning becomes a joyful experience while building a strong foundation for future academic tasks.

The vital role that interactive learning materials—such as activity sheets, coloring tasks, cutting, pasting, and other tactile exercises—play in enhancing the fine motor performance of kindergarten pupils. Fine motor skills, which involve the coordination of small muscles in the hands and fingers, are fundamental for early academic tasks such as writing, drawing, and using classroom tools. According to Case-Smith and Holland (2009), early interventions that focus on motor development through meaningful, play-based tasks have a significant positive impact on a child's school readiness and later academic performance.

Many young learners in early childhood settings experience difficulties in mastering fine motor skills, often leading to delays in tasks like holding a pencil, cutting with scissors, or manipulating objects. This study acknowledges that providing hands-on activities through interactive learning activity sheets and developmentally appropriate materials can address these delays while simultaneously promoting creativity, concentration, and engagement. As highlighted by Cameron et al. (2012), when children participate in structured yet playful hands-on activities, they are more likely to develop both motor competence and cognitive engagement, establishing a strong foundation for more complex learning experiences in later years.

This research is deeply anchored in the belief that motor development is not only a physical milestone but also a critical element of a child's holistic growth, encompassing emotional regulation, self-confidence, and independence. By integrating these hands-on learning approaches into daily classroom routines, educators can foster an inclusive and stimulating environment that supports both the academic and developmental needs of young learners.

Completing this study is essential as it contributes valuable insights into evidence-based practices for early childhood education. It offers concrete strategies for teachers, school

administrators, and curriculum planners to support fine motor development effectively. Moreover, the research underscores the need for intentional and engaging classroom interventions that go beyond rote learning, ensuring that children are well-equipped for the physical demands of school life and beyond.

Furthermore, the researcher would like to find out whether the hands-on activities through the integration of Interactive Learners Activity Sheets and other Learning Materials will improve the performance of the Kindergarten Pupils particularly on the motor skills.

This study evaluated the Extent of the implementation of the hands-on activities through interactive learning activity sheets and other learning materials to the performance of the kindergarten pupils based ECCD Checklist. The findings of the study were the basis or a proposed Improvement plan.

Specifically, the study sought to answer the following questions:

1. What is the extent of the Implementation of the hands-on activities through interactive learning activity sheets and other learning materials In Terms Of:
 1. Guidelines
 2. Techniques
 3. Materials
 4. Benefits
 5. Participation Of Learners
 6. Challenges?
2. What is the performance of kindergarten based on ECCD Checklist?
3. Is there a significant relationship between the extent of the implementation of the hands-on activities and the performance of learners and the performance of the kindergarten based on ECCD checklist?
4. What improvement plan on the implementation of hands-on activities can be proposed based on the findings of the study?

NULL HYPOTHESIS

There is no significant relationship between the extent of the implementation of the hands-on activities and the performance of learners and the performance of the kindergarten based on ECCD checklist.

II. Methodology

Design. This study utilized a descriptive-correlational research design to determine the extent of the implementation of hands-on activities through interactive learning activity sheets and other instructional materials, and how these relate to the performance of kindergarten pupils as assessed using the Early Childhood Care and Development (ECCD) Checklist. The descriptive aspect of the research aimed to assess the implementation levels of interactive and hands-on teaching strategies in kindergarten classrooms, while the correlational component examined the relationship between these strategies and learners' developmental progress across different domains. To gather the necessary data, the researcher sought formal approval from the Schools Division Superintendent (SDS), Public Schools District Supervisor (PSDS), and School Heads of selected public schools. Upon approval, a validated researcher-made survey tool was distributed to kindergarten teachers to assess the frequency and quality of implementation of hands-on activities and interactive learning materials in their daily instruction. The tool focused on areas such as motor skills development, cognitive engagement, language acquisition, and socio-emotional learning through play-based and experiential methods. Simultaneously, the academic and developmental performance of the kindergarten pupils was measured using the ECCD Checklist, which served as the standard evaluation instrument for early childhood education. Teachers provided pupils' ratings across multiple developmental domains such as gross and fine motor skills, language, cognitive, and socio-emotional abilities. The data collected were analyzed using appropriate statistical tools. Descriptive statistics (mean, frequency, and percentage) were used to determine the extent of implementation of the interventions, while Pearson's r was employed to identify the relationship between the implementation of hands-on and interactive learning strategies and the performance of pupils based on ECCD results. This design allowed the researcher to interpret both the implementation practices and their impact on learner outcomes, and to draw meaningful conclusions and recommendations for enhancing early childhood education practices. The main locale of the study was the Tinag-an Elementary School in the Schools Division of Leyte. The respondents of the study were the Kindergarten Learners. The information for the analysis was gathered using the research instruments was a researcher-made survey questionnaire designed to assess the extent of the implementation of hands-on and interactive learning strategies. This tool was validated by a panel of experts in early childhood education and instructional materials development to ensure its content validity and reliability. The questionnaire was structured into several key areas including the frequency of use of interactive activity sheets, availability and appropriateness of learning materials, engagement of learners during hands-on tasks, and alignment of these activities with the kindergarten curriculum. It employed a Likert scale format to allow teachers to express their level of agreement or frequency of practice.

The second research instrument used was the Early Childhood Care and Development (ECCD) Checklist, a standardized assessment tool implemented by the Department of Education to measure the holistic development of kindergarten pupils. This checklist evaluates children's performance across multiple domains: gross and fine motor skills, language and literacy, cognitive

development, social-emotional development, and self-help skills. Teachers utilized the ECCD Checklist to record each child's developmental progress, which was then used as the basis for measuring the outcome variable of the study. The use of both instruments—one to evaluate the instructional inputs and the other to assess learner outcomes—ensured a comprehensive understanding of how interactive and hands-on learning experiences impact kindergarten learners' development. The proposed Intervention Plan was taken based on the findings of the study.

Sampling The respondents of the study were the 21 Kindergarten Learners of Tinag-an Elem School in the Schools Division of Leyte 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 followed a systematic process in conducting the study titled “Extent of the Implementation of Hands-On Activities Through Interactive Learning Activity Sheets and Other Learning Materials to the Performance of Kindergarten Pupils Based on the ECCD Checklist.” Initially, a formal request to conduct the study was made by the researcher through a transmittal letter addressed to the Schools Division Superintendent of the Department of Education. Upon approval, coordination was done with the Public Schools District Supervisor and the School Head to conduct the study to the kindergarten learners to secure consent and arrange schedules for the distribution of research instruments and data gathering.

Following approval, the researcher distributed a validated researcher-made questionnaire to the kindergarten teachers. This instrument aimed to assess the extent of implementation of interactive and hands-on learning strategies. Teachers were guided in answering the questionnaire to ensure accuracy and consistency of responses. In parallel, the Early Childhood Care and Development (ECCD) Checklist was used to gather data on the developmental performance of kindergarten pupils. The ECCD data was sourced from existing school records as regularly maintained by the teachers, ensuring the authenticity and reliability of learner performance data.

After all instruments were collected, the data was organized and encoded for analysis. Descriptive statistics such as weighted mean and frequency were used to interpret the responses in the implementation questionnaire. Meanwhile, inferential statistics—specifically the Pearson's Product Moment Correlation Coefficient (Pearson r)—was used to determine the relationship between the extent of implementation of hands-on, interactive learning strategies and the performance of kindergarten pupils as measured by the ECCD checklist.

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

confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The quantitative responses will be tallied and tabulated. The data was treated statistically using the following statistical tools.

Weighted Mean was used to determine the level or extent of implementation based on the responses of kindergarten teachers. Interpretation of the weighted mean was guided by a predefined scale indicating the degree to which hands-on and interactive strategies were applied in classroom instruction.

Pearson’s Product-Moment Correlation Coefficient (Pearson r) to determine whether a statistically significant relationship existed between the extent of implementation of hands-on, interactive learning strategies and the academic performance of kindergarten pupils. The results of this test helped establish whether improvements in learning performance could be associated with the strategic use of interactive materials and activity sheets in early childhood instruction.

III. Results and Discussion

Table 1
Extent of the implementation Of The hands-on activities through interactive learning activity sheets

	A. GUIDELINES	Weighted Mean	Interpretation
1	Clear guidelines exist for using activity sheets in hands-on learning.	5.00	Strongly Agree
2	Teachers are trained in implementing interactive learning materials.	5.00	Strongly Agree
3	Guidelines align with curriculum standards and objectives.	5.00	Strongly Agree
4	Activity-based learning is formally included in instructional planning.	5.00	Strongly Agree
5	Regular reviews are conducted to improve implementation guidelines.	5.00	Strongly Agree
	Mean	5.00	Strongly Agree
	B. TECHNIQUES		
1	Hands-on techniques promote problem-solving and discovery.	5.00	Strongly Agree
2	Lessons are structured to include physical, manipulative tasks.	4.55	Strongly Agree
3	Students are encouraged to experiment and explore concepts.	4.67	Strongly Agree
4	Techniques used are developmentally appropriate and engaging.	5.00	Agree
5	Teachers integrate activity sheets with hands-on tasks effectively.	4.0	Agree
	Mean	4.64	Strongly Agree
	C. Materials		
1	Interactive activity sheets are well-designed and purposeful.	4.60	Strongly Agree

2	Supplementary materials (manipulatives, visuals, etc.) are available.	4.50	Strongly Agree
3	"Materials are appropriate for learners' grade and skill levels.	4.50	Strongly Agree
4	Learners have Digital and printed versions of materials are accessible when needed.	3.50	Agree
5	Materials are regularly updated or improved based on learner feedback.	4.00	Agree
	Mean	4.22	Strongly Agree
	D. Benefits		
1	Learners show increased engagement through hands-on activities.	4.50	Strongly Agree
2	Hands-on learning improves understanding of complex concepts.	4.00	Agree
3	Learners retain information better through physical interaction.	4.00	Agree
4	Learners demonstrate improved creativity and collaboration.	5.00	Strongly Agree
5	Activity-based instruction contributes to positive attitudes toward learning.	5.00	Strongly Agree
	Mean	4.50	Strongly Agree
	E. Participation of Learners		
1	Students actively participate in hands-on and interactive activities.	4.00	Agree
2	Learners collaborate effectively during group tasks.	5.00	Strongly Agree
3	Learners take initiative during exploration activities.	5.00	Strongly Agree
4	Learners complete activity sheets with minimal prompting.	4.00	Agree
5	Learners express enjoyment and interest in hands-on lessons.	5.00	Strongly Agree
	Mean	4.60	Strongly Agree
	F. Challenges		
1	Teachers face time constraints in planning hands-on lessons.	2.00	Disagree
2	Inadequate materials hinder implementation.	1.00	Strongly Disagree
3	Class size limits the effectiveness of interactive activities.	3.00	Undecided
4	Some learners struggle with following multi-step tasks.	3.00	Undecided
5	Lack of training on using activity sheets reduces instructional impact.	4.00	Agree
	Mean	2.60	Agree
	Grand Mean	4.26	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 the Hands-On Activities Through Interactive Learning Activity Sheets, which outlines the effectiveness and frequency of applying

hands-on learning strategies among kindergarten pupils using activity sheets and related materials. The table is organized into six domains: Guidelines, Techniques, Materials, Benefits, Participation of Learners, and Challenges. Each item was rated using a Likert scale, and the responses were summarized through the weighted mean and corresponding interpretations.

In the domain of Guidelines, all five indicators received a perfect weighted mean of 5.00, indicating Strong Agreement across all statements. This suggests that clear, structured, and curriculum-aligned policies for implementing interactive learning using activity sheets are firmly in place, and teachers are well-trained to follow them. The Techniques domain also received high ratings, especially on indicators involving discovery learning and developmentally appropriate strategies. This implies that lessons are thoughtfully designed to promote learner engagement through tactile and experiential tasks. The Materials domain showed strong results as well, with most items receiving high scores, although access to digital and printed versions and frequency of updates received slightly lower agreement, suggesting areas for possible improvement.

The Benefits and Participation of Learners domains both received Strongly Agree interpretations, highlighting that learners are highly engaged, retain information better, demonstrate increased collaboration, and develop positive attitudes through activity-based instruction. These domains underscore the effectiveness of interactive strategies in enhancing student involvement and learning outcomes. On the other hand, the Challenges domain received mixed responses. While time constraints and insufficient training were agreed upon as challenges, other issues such as large class sizes and multi-step tasks yielded Undecided or Disagree ratings. This reveals that while the implementation is generally successful, logistical and structural issues still need attention.

Based on the grand mean of 4.26, the overall extent of implementation was interpreted as Strongly Agree, indicating a very high level of integration of hands-on, interactive learning practices in early childhood education. This result demonstrates that activity-based methods are not only present but are actively enriching instruction and learner experience. However, the data also suggests that addressing minor challenges, especially in materials availability and training, can further enhance implementation success.

Table 2
Performance Of Kindergarten Learners

Score Range	Description	PRETEST CONTROL	
		Frequency	%
(130 and above)	Suggest Highly Advanced Development - SHAD	0	0
(120-129)	Suggest Slight Advanced Development - SSAD	0	00
(80-119)	Average Development - AD	20	42

(70-79)	Suggest Slight Delay in Overall Development -SSIDOD	1	47
(69 and below)	Suggest Significant Delay in Overall Development - SSDOD	0	0
Total		21	100
Weighted Mean		98.29	AD - Average Development

This table presents the performance of Kindergarten Learners, which outlines the results of the pretest administered to the control group of kindergarten pupils. The assessment is based on the ECCD (Early Childhood Care and Development) Checklist and categorizes learner performance into five descriptive levels: Suggest Highly Advanced Development (SHAD), Suggest Slight Advanced Development (SSAD), Average Development (AD), Suggest Slight Delay in Overall Development (SSIDOD), and Suggest Significant Delay in Overall Development (SSDOD). The table shows the frequency and percentage of learners falling into each category based on their pretest scores.

As indicated, the majority of the learners—20 out of 21 or 95%—fell within the Average Development category, with a score range of 80–119. Only 1 learner (5%) fell within the Suggest Slight Delay in Overall Development range (70–79). Notably, none of the learners scored within the advanced development levels (SHAD or SSAD), and no learners were recorded with scores suggesting significant developmental delays. This distribution highlights that while most learners demonstrate developmental progress aligned with age-appropriate expectations, there is minimal evidence of advanced performance or severe delays in this group.

The weighted mean score of 98.29 confirms the interpretation of Average Development among the learners. This suggests that, prior to any intervention, the general developmental status of the pupils is at a typical level for their age, with most meeting the baseline expectations in domains such as language, cognitive skills, motor coordination, and social-emotional development. The results provide a solid benchmark to evaluate the effectiveness of subsequent instructional strategies or interventions.

The result implies that while kindergarten learners generally possess the expected developmental skills, there is a notable absence of highly advanced learners and a presence of some who may require targeted support. This suggests that differentiated instruction, particularly through enriched hands-on learning and guided interactive activities, may be beneficial to support both average learners and those slightly at risk of delay. Teachers should monitor learners closely and adapt strategies to elevate both ends of the learning spectrum.

Table 3
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Implementation Of The hands-on activities through interactive learning activity sheets to Academic Performance	0.61	3.556	1.674	Reject Ho	Significant Relationship (Moderate)

This table presents the Test of Relationship, which examines the correlation between the implementation of hands-on activities through interactive learning activity sheets and the academic performance of kindergarten learners. The analysis used Pearson’s correlation coefficient (r) and a t-test to determine whether there is a statistically significant relationship between the two variables at the 0.05 level of significance. The table summarizes the r-value, (0.61) computed t-value (3.556), and table value (1.674), followed by the decision on the null hypothesis and the strength of the relationship.

The results show a moderate positive correlation between the implementation of hands-on activities and academic performance, as indicated by the correlation coefficient. The computed t-value also exceeds the table value at the 0.05 significance level, leading to the rejection of the null hypothesis. This means that there is a statistically significant relationship between how well hands-on and interactive learning materials are implemented and the academic outcomes of the kindergarten learners. While the relationship is not strong, it is still meaningful and suggests that improvements in instructional practices may influence learner performance positively.

The moderate correlation reveals that while hands-on activity-based instruction is beneficial, other factors may also influence academic outcomes, such as home support, readiness skills, teacher experience, or the learning environment. Still, it underscores that the more structured and effective the use of interactive learning materials, the more likely learners are to develop stronger foundational skills in literacy, numeracy, and socio-emotional development.

The result implies that enhancing the quality and consistency of hands-on, interactive instruction can moderately impact learners’ academic performance. Teachers and administrators should consider increasing training and resource allocation for activity-based learning strategies. Although not the sole factor, these practices clearly contribute to improving educational outcomes at the kindergarten level, fostering a more engaging and effective learning process for young children.

IV. Conclusion

Based on the results of this study, the analysis affirms a statistically significant and moderately positive relationship between the implementation of hands-on activities through interactive learning activity sheets and the academic performance of kindergarten learners. This suggests that when teachers effectively integrate developmentally appropriate, engaging, and tactile instructional methods into early childhood education, learners are more likely to demonstrate improved academic development. Although the strength of the relationship is moderate—indicating that other variables may also play a role—the findings validate the value of interactive and experiential learning in fostering foundational skills. Therefore, consistent use of hands-on strategies, supported by well-designed materials and continuous teacher training, can serve as a meaningful intervention to enhance learning outcomes in the kindergarten stage, laying a strong groundwork for lifelong academic success.

V. Recommendations

Based on the findings of this study, the following recommendations are proposed to the ff:

1. The Teacher should continuously integrate hands-on activities and interactive learning materials in daily classroom instruction. They should utilize developmentally appropriate learning activity sheets to enhance engagement and comprehension among kindergarten pupils. Teachers are also encouraged to undergo professional development or training to improve their capacity in implementing effective, activity-based teaching strategies aligned with the ECCD Checklist.
2. The School Heads should provide regular monitoring and support to ensure the consistent and quality implementation of hands-on activities and interactive materials in kindergarten classes. They should facilitate training programs, allocate appropriate resources, and promote collaboration among teachers for best practices in early childhood instruction.
3. The Public Schools District Supervisor should initiate capacity-building sessions and oversee the implementation of interactive learning strategies across schools. They should evaluate the effectiveness of materials and instructional practices based on ECCD standards and ensure that schools are equipped with adequate learning tools and resources.
4. The Parents should support their children's learning at home by engaging in simple hands-on activities that reinforce classroom lessons. They are encouraged to communicate regularly with teachers to understand how to assist their child's developmental progress, particularly in literacy, numeracy, and socio-emotional domains.
5. The Researcher should refine and further develop the validated learning activity sheets used in this study to benefit more early childhood educators. Future research may explore long-term effects of interactive instruction, variations across different learning environments, and the impact of parental involvement on kindergarten performance.
6. The Future Researchers should replicate this study in varied contexts and grade levels to broaden its applicability. They may also examine the relationship between specific

domains of the ECCD Checklist and particular types of interactive materials, thus providing more targeted instructional interventions in early childhood education.

ACKNOWLEDGEMENT

First and foremost, I give all praise and glory to Almighty God for His boundless grace, wisdom, and countless blessings. His divine guidance and strength have sustained me throughout the journey of my graduate studies and the completion of this thesis.

I am deeply grateful to the individuals who have significantly contributed to the realization of this academic endeavor.

My heartfelt appreciation is extended to Dr. Sabina B. Conui, Dean of the Graduate School, for his valuable insights, encouragement, and unwavering support, which have greatly shaped the development and refinement of this research.

I wish to express my sincerest gratitude to my research adviser, Dr. Elvin H. Wenceslao, for his steadfast guidance, expertise, and constant encouragement throughout the entire research process. His dedication and support have been instrumental in helping me accomplish this academic milestone.

My deep appreciation also goes to the members of my thesis committee, Dr. Bryant C. Acar, Dr. Jasmine B. Misa and Dr. Annabelle A. Wenceslao, for their constructive feedback and thoughtful recommendations, which have helped improve the quality and depth of this study.

I am also thankful to my fellow Kindergarten teachers for their help in distributing and collecting the pre-test and post-test materials, which was a big help during data gathering.

Special thanks to the Kindergarten pupils who participated in the study, and to their parents for their cooperation, time, and support throughout the activity-based tasks.

Lastly, I extend my deepest thanks to my family for their unwavering love, support, and encouragement. Your belief in me has been my greatest source of strength and motivation.

This journey has been both challenging and rewarding. To everyone who became part of it—thank you.

REFERENCES

- [1] Donath, L., Imhof, K., Roth, R., & Zahner, L. (2014). Motor skill improvement in preschoolers: How effective are activity cards? MDPI.
- [2] Madrona, P. G., Inieta, J. R., Espinosa, A. I. G., & Sánchez, J. S. (2014). Intervention guidelines on teaching social and motor skills in kindergarten. Science and Education Publishing

[3] Rukiyah, M., & Kanedi, M. (2017). Child science skill improvement through hands-on learning activities in kindergarten with limited human resources and facilities.

AUTHOR'S PROFILE



MARY GRACE B. JANSON

Mary Grace B. Janson was born on July 8, 2000, in Balugo, Albuera, Leyte, Philippines. She completed her Bachelor of Elementary Education with distinction at Visayas State University – Main Campus. From her early academic years, she has shown a deep interest in the field of elementary education.

During her practice teaching, she was recognized for her outstanding performance and was awarded an Excellence Award for her teaching demonstration. This achievement significantly influenced her decision to pursue further studies in the same field.

Currently, she is pursuing her Master of Arts in Education, major in Elementary Education, at Western Leyte College of Ormoc City. Alongside her graduate studies, she is serving as a Teacher I under the Department of Education. She is assigned as a Kindergarten teacher at Tinagan Elementary School, located in Barangay Tinagan, Albuera, Leyte.

Her dedication and passion for early childhood education continue to shape her professional growth and commitment to quality teaching.