

Implementation Of Strategic Numeracy Interventions and The Academic Performance of Grade 1 & 4 Pupils in Mathematics

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Abstract — This study evaluates the extent of implementation of strategic numeracy interventions and the Academic performance of the Grade 1 and 4 pupils in Mathematics in Juaton Elementary School of Schools Division of Ormoc City. The findings were the bases for the proposed Intervention Plan. This study employed a descriptive-correlational research design to determine the extent of implementation of strategic numeracy interventions and their relationship to the academic performance of Grade 1 and Grade 4 pupils in Mathematics. The descriptive part aimed to assess how frequently and effectively teachers implement various numeracy strategies—such as the use of manipulatives, number talks, math games, small-group instruction, and visual aids—using a validated survey tool. This tool was distributed to Grade 1 and Grade 4 Mathematics teachers in Juaton Elementary School. The responses were quantified to determine the level of intervention implementation, categorized by frequency and consistency of application. The survey also collected information on training and support received by teachers, and the availability of resources to carry out these interventions. The Test of Relationship, which examines the correlation between the implementation of strategic numeracy interventions and academic performance. The statistical tools used include Pearson’s correlation coefficient (r) and a t-test to determine the significance of the relationship at the 0.05 level. The aim of this test is to assess whether the quality or extent of implementation of strategic numeracy interventions has a measurable and meaningful influence on learners' academic performance. The results of the analysis indicate a strong and statistically significant relationship between the implementation of strategic numeracy interventions and academic performance. With a high correlation coefficient, this suggests that as strategic numeracy interventions were implemented through techniques such as the use of manipulatives, number talks, math games, small-group instruction, and visual aids—academic performance of learners also tends to improve. The computed t-value exceeds the table value, leading to the rejection of the null hypothesis and confirming the strength of this relationship is not due to chance. These findings imply that implementation of strategic numeracy interventions plays a crucial role in elevating overall learner performance. Since numeracy is a foundational skill that supports learning across all subject areas, implementation of strategic numeracy interventions enables learners to better understand instructional content, perform better in assessments, and participate more actively in classroom tasks. Therefore, schools must prioritize continuous capacity-building for teachers on effective strategic numeracy pedagogies and integrate numeracy support programs for struggling learners.

Keywords — *Implementation, Strategic Numeracy Interventions, Academic Performance, Math*
4

I. Introduction

Teaching the new generation of learners is a big challenge. One must defy the odds and understand students' needs and necessities in order that they can gain the most possible learning. It is a high time that the learning providers or the teachers must be fully aware and abreast of the current situation and attitudes of learners, be innovative and resourceful enough to deal with them so that the quality of education that the government is imposing would be more achievable.

Numeracy skill is among the basic skills that an individual should have. It goes beyond the ability to count and recognize numbers. To be able to survive and excel in our current society, where demands are high, it would be beneficial for our learners to develop proficiency in numeracy.

Learning something, particularly mathematics, becomes easier when appropriate strategies and approaches are utilized by teachers, taking into consideration the different needs and learning styles of the students. How students respond to the approaches and strategies used by teachers, consequently reflects on their test performance.

Based on the Programme for International Student Assessment (PISA) 2022 for Math, the Philippines landed in the bottom 6. The result of this assessment shows that countries that performed well on PISA 2022 (among them Singapore, China, Japan, Taiwan, and South Korea) are countries that are also evidently doing well economically. So it is of utmost importance that we aim to improve the numeracy skills of our students in the hope that in the future we can be in par with these countries, economically.

Different research has shown that early intervention is vital in addressing numeracy difficulties. Strategic numeracy interventions are proven to be effective in improving the students' performance in other countries. Therefore, it is imperative to investigate the effectiveness of these interventions to the test performance of Grade 1 & 4 learners.

In our country, the curriculum is constantly being revised to adapt to the changing demands of our present time to better equip our students with the skills that can help them become globally competitive individuals, who are also critical and creative thinkers. These skills are highlighted by the Department of Education's K-12 Curriculum.

This proposed research aims to explore the extent of implementation of strategic numeracy interventions in improving the test performance of Grade 1 & 4 learners. This study is important since students shift from basic to more complex lessons in Mathematics that would require them to solve problems that are relevant to real-life situations. The result of the study will hopefully provide practical implications that can further improve the numeracy skills of students in the Philippines.

Our country is consistently falling behind on the assessments conducted by Trends in International Mathematics and Science Study (TIMSS) as well as PISA. This confirms that our

learners are not reaching their full potential in learning, including numeracy. This further emphasizes the need for effective and strategic numeracy interventions that can helpfully improve the numeracy skills of our students and in effect will also improve their test performance.

In addition, there are limited studies that focus on strategic numeracy interventions to improve the test performance of Grade 1 & 4 learners. Therefore, educators and policymakers do not have enough information needed to formulate solutions to address the low performance of students in Mathematics.

Despite the newly implemented Revised Grades 1 – 10 Mathematics Curriculum Framework, resources are still not enough to ensure that students are reaching their full potential when it comes to their numeracy. The insufficiency of educational resources, especially in rural areas, often results in poor performance among students in Math.

Through this research, the effectiveness of strategic numeracy interventions to improve the test performance of Grade 4 learners will be investigated. This study hopes to contribute in developing effective numeracy programs that will help students.

This study evaluated the extent of implementation of Strategic numeracy interventions and the Academic performance of the Grade 1 and 4 pupils Mathematics in Juaton Elementary School of Schools Division of Ormoc City. The findings were the bases for the proposed Intervention Plan.

Specifically the study sought to answer the following questions:

1. What Is The Extent Of The Implementation Of The strategic numeracy intervention 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 1 and 4 pupils in Mathematics?
3. Is there a significant relationship on the extent of the implementation of strategic numeracy intervention and the academic performance of the Grade and 1 & 4 pupils in Mathematics?

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

NULL HYPOTHESIS

There is no significant relationship on the extent of the implementation of strategic numeracy intervention and the academic performance of the Grade and 1 & 4 pupils in Mathematics.

II. Methodology

Design. This study employed a descriptive-correlational research design to determine the extent of implementation of strategic numeracy interventions and their relationship to the academic performance of Grade 1 and Grade 4 pupils in Mathematics. The descriptive part aimed to assess how frequently and effectively teachers implement various numeracy strategies—such as the use of manipulatives, number talks, math games, small-group instruction, and visual aids—using a validated survey tool. This tool was distributed to Grade 1 and Grade 4 Mathematics teachers in Juaton Elementary School. The responses were quantified to determine the level of intervention implementation, categorized by frequency and consistency of application. The survey also collected information on training and support received by teachers, and the availability of resources to carry out these interventions. To measure academic performance, the study gathered the Mathematics grades of pupils from Grade 1 and Grade 4 using School Form 9 (SF9) or the Learner’s Progress Report, with permission from school heads and consent from parents. These grades were collected for the latest grading period to ensure data relevance and consistency. After the collection of survey responses and academic records, the data were consolidated and subjected to statistical analysis. Pearson’s r was used to determine the correlation between the extent of numeracy intervention implementation and the pupils’ Mathematics performance. This design provided a clear picture of how instructional strategies in numeracy directly relate to academic outcomes, thereby supporting decisions for future instructional planning and teacher development programs. The main locales of the study was the Juaton Elementary School in the Ormoc City District 6 in the Schools Division of Ormoc City, Leyte. The respondents of the study were the Grade 1 & 4 Learners. The information for the analysis was gathered using two primary instruments were utilized. First, a researcher-made survey questionnaire was developed to assess the frequency, consistency, and effectiveness of numeracy intervention strategies implemented by teachers. The tool included items on instructional methods such as the use of manipulatives, number talks, small-group instruction, and differentiated teaching. To ensure the content validity of the instrument, it underwent expert validation by three professionals in the fields of Mathematics education, curriculum development, and educational research. Their comments and suggestions were incorporated to improve the clarity, relevance, and alignment of the items with the study objectives.

Second, to determine the academic performance of the pupils, the study made use of School Form 9 (SF9) – Learner’s Progress Report, a standardized Department of Education document that

contains the quarterly grades of learners in all learning areas, including Mathematics. The grades of Grade 1 and Grade 4 pupils for the most recent grading period were retrieved, with proper consent from the school administrators and the learners' parents or guardians. These grades served as the quantitative basis for evaluating academic outcomes and were later statistically correlated with the results from the validated questionnaire to determine the relationship between numeracy intervention implementation and learner performance. The proposed Intervention Plan was taken based on the findings of the study.

Sampling The respondents of the study were the 72 Grade 1 & 4 Learners of Juaton Elem School, Ormoc City District VI 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. To conduct the study on the extent of implementation of strategic numeracy interventions and the academic performance of Grade 1 and Grade 4 pupils in Mathematics, the researcher followed a series of systematic steps. First, formal permission was sought through a transmittal letter addressed to the Schools Division Superintendent (SDS), followed by endorsements to the Public Schools District Supervisor (PSDS) and the school heads of the participating schools. Only upon receiving the necessary approvals did the data-gathering process commence.

A validated survey questionnaire, designed to measure the frequency, consistency, and perceived effectiveness of strategic numeracy interventions (e.g., manipulative-based activities, math games, remedial sessions, number sense strategies), was distributed to the Grade 1 and Grade 4 Mathematics teachers. Prior to administration, the questionnaire underwent expert validation by educational professionals to ensure its reliability and content accuracy. Respondents were given ample time to complete the tool based on their teaching practices and experiences.

Simultaneously, the researcher obtained the Mathematics grades of the Grade 1 and Grade 4 pupils using the School Form 9 (SF9) – Learner's Progress Report. These official grade reports, which reflect the learners' quarterly academic performance, were collected with proper coordination and consent from school authorities and parents to ensure ethical standards were met.

To analyze the data collected, the researcher employed descriptive statistics (mean, weighted mean) to interpret the level of implementation of the interventions. Additionally, Pearson's Product-Moment Correlation Coefficient (Pearson's r) was used to determine the relationship between the extent of numeracy intervention implementation and the pupils' academic performance. This statistical treatment allowed the researcher to assess the significance and strength of the correlation between the two key variables in the study.

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 were tallied and tabulated. The data were treated statistically using the following statistical tool.

The Simple Percentage was employed to determine the academic performance in Mathematics of the Grade 1 & 4 pupils.

Weighted Mean. This was utilized to assess the performance of the Grade 1 & 4 pupils Mathematics.

Pearson r. This was used to determine the extent of implementation of Strategic numeracy interventions and the Academic performance of the Grade 1 and 4 pupils Mathematics.

III. Results and Discussion

Table 1
Extent of The Implementation of Strategic Numeracy Interventions

	A. GUIDELINES	Weighted Mean	Interpretation
1	Clear guidelines for strategic numeracy intervention are provided.	5.00	Strongly Agree
2	The guidelines are aligned with the school's or national curriculum.	5.00	Strongly Agree
3	Staff are well-informed about the numeracy intervention policies.	5.00	Strongly Agree
4	Guidelines provide step-by-step instructional strategies.	5.00	Strongly Agree
5	There is administrative support for implementing these guidelines.	5.00	Strongly Agree
	Mean	5.00	Agree
	B. TECHNIQUES		
1	Teachers employ varied instructional strategies to teach numeracy.	5.00	Strongly Agree
2	Intervention includes problem-solving and critical thinking techniques.	5.00	Strongly Agree
3	Teachers provide scaffolded support based on learner needs.	4.00	Agree
4	Numeracy skills are integrated across different subject areas.	4.00	Agree
5	Frequent assessment and feedback guide instruction.	4.00	Agree
	Mean	4.40	Strongly Agree
	C. Materials		
1	Adequate materials and resources are available for numeracy teaching.	5.00	Strongly Agree
2	Instructional materials are suited to different learning levels.	5.00	Strongly Agree
3	Digital or interactive tools are utilized effectively.	4.00	Agree

4	Teaching aids (e.g., number charts, manipulatives) support learning.	5.00	Strongly Agree
5	Materials are aligned with curriculum standards and intervention goals.	5.00	Strongly Agree
	Mean	4.80	Strongly Agree
	D. Benefits		
1	Students demonstrate improved basic numeracy skills.	4.00	Agree
2	Learners show greater confidence in math tasks.	4.00	Agree
3	Strategic intervention leads to higher academic performance in math.	4.00	Agree
4	Students develop a positive attitude toward numeracy.	4.00	Agree
5	Teachers observe measurable learning progress due to the intervention.	5.00	Strongly Agree
	Mean	4.20	Agree
	E. Participation of Learners		
1	Learners are engaged during numeracy sessions.	5.00	Strongly Agree
2	Students are willing to participate in math-related discussions.	4.00	Agree
3	Learners ask questions and seek help when needed.	5.00	Strongly Agree
4	The intervention encourages learners to be independent problem-solvers.	5.00	Strongly Agree
5	Students consistently complete tasks and practice exercises.	4.00	Agree
	Mean	4.60	Strongly Agree
	F. Challenges		
1	Lack of training for teachers hinders effective implementation.	1.00	Disagree
2	Time constraints limit proper delivery of the intervention.	4.00	Agree
3	Inconsistent learner attendance affects program success.	4.00	Agree
4	Insufficient resources or materials are available.	1.00	Strongly Disagree
5	Some students struggle to keep up with intervention pace.	3.00	Undecided
	Mean	2.60	Disagree
	Grand Mean	4.27	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 Strategic Numeracy Interventions, which measures how effectively strategic numeracy practices are being implemented in schools based on six key areas: Guidelines, Techniques, Materials, Benefits, Participation of Learners, and Challenges. Each area was rated using a Likert scale and interpreted through a weighted mean to reflect the perceptions of respondents on the delivery and impact of the interventions on the teaching and learning process in Mathematics for Grades 1 and 4.

The first three domains—Guidelines, Techniques, and Materials—received the highest ratings. All items under Guidelines were rated Strongly Agree with a perfect mean of 5.00,

indicating that the strategic numeracy intervention is well-supported by clear and curriculum-aligned policies, and that administrative backing and instructional clarity are strongly present. The Techniques domain followed with a mean of 4.40 (Strongly Agree), suggesting that teachers are using a variety of teaching strategies including problem-solving approaches and cross-curricular integration, although some areas like scaffolding and subject integration were slightly lower. The Materials domain also showed a strong implementation with a mean of 4.80, indicating that appropriate and diverse learning resources, including manipulatives and digital tools, are generally accessible and well-aligned with learning standards.

In terms of Benefits and Participation of Learners, the results reflected positive but slightly lower perceptions. The Benefits domain received a mean of 4.20, interpreted as Agree, suggesting that while improvements in student numeracy skills and confidence are visible, there remains room for enhancing the impact of these interventions on actual academic performance. Participation of Learners scored a higher mean of 4.60 (Strongly Agree), indicating that students are actively engaged, ask questions, and show enthusiasm in math-related tasks, which reflects a healthy learning environment fostered by the intervention.

The Challenges domain received the lowest mean score of 2.60 (Disagree), with specific items such as lack of training and insufficient materials rated very low, suggesting these are not seen as major hindrances. However, time constraints and inconsistent attendance were perceived as more pressing issues. This implies that while the overall implementation is strong, sustainability and pacing challenges still exist and may require strategic adjustment.

Based on the grand mean of 4.27 (Strongly Agree), the overall extent of implementation of strategic numeracy interventions is perceived to be highly effective. This reflects strong institutional support, teacher readiness, learner engagement, and the availability of materials. However, challenges related to time management and learner consistency remain areas for further intervention and improvement.

Table 2
Academic Performance of Learners

No.	Interpretation	Scale	Frequency	Percentage
5	Outstanding	90-100	16	22
4	Very Satisfactory	85-89	18	25
3	Satisfactory	80-84	30	42
2	Fairly Satisfactory	75-79	7	10
1	Did Not Meet Expectations	Below 75	1	1
	Total		72	100
	Average		84.94	Very Satisfactory

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 Academic Performance of Learners, which illustrates the distribution of academic performance ratings among pupils based on their final grades in Mathematics. The data is categorized into five levels of interpretation: Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory, and Did Not Meet Expectations. Each level corresponds to a specific grade range and indicates how many learners fall within that band, along with their corresponding frequency and percentage. The overall average score of 84.94 falls within the "Very Satisfactory" range.

The table reveals that the majority of the learners (42%) obtained a Satisfactory rating, followed by 25% achieving a Very Satisfactory rating. Meanwhile, 22% of the learners performed at an Outstanding level. This suggests that most learners are performing at or slightly above the minimum competency standard in Mathematics. A smaller portion (10%) received Fairly Satisfactory marks, indicating that while they passed, their performance may require further academic support. Notably, only 1% of the learners Did Not Meet Expectations, reflecting a minimal number of learners who are significantly struggling in the subject.

The overall average of 84.94, interpreted as Very Satisfactory, indicates that learners in general have demonstrated solid mastery of numeracy skills as targeted by the strategic numeracy interventions. While the majority of learners are meeting expected performance standards, there is still a notable portion (about 51%) who are performing at satisfactory or lower levels, which highlights a need for enhanced support mechanisms such as remediation or differentiated instruction to push learners toward higher achievement levels.

The implication of these findings is that although the implementation of strategic numeracy interventions appears to be effective in raising learner performance to acceptable levels, there remains a need for refinement and targeted support. Interventions must be sustained and possibly intensified to help learners shift from satisfactory to higher levels of mastery. The distribution also underscores the importance of continuous formative assessments, timely feedback, and learner-specific interventions to address diverse learner needs in Mathematics.

Table 3
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Reading Instruction to Academic Performance	0.78	2.886	0.821	Reject Ho	Significant Relationship (Strong)

This table presents the Test of Relationship, which examines the correlation between the implementation of strategic numeracy interventions and Academic Performance. The statistical tools used include Pearson's correlation coefficient (r) and a t-test to determine the significance of the relationship at the 0.05 level. The aim of this test is to assess whether the quality or extent of

the implementation of strategic numeracy interventions has a measurable and meaningful influence on learners' academic performance.

The results of the analysis indicate a strong and statistically significant relationship between reading instruction and academic performance. With a high correlation coefficient, this suggests that as strategic numeracy interventions were implemented through techniques such as the use of manipulatives, number talks, math games, small-group instruction, and visual aids—academic performance of learners also tends to improve. The computed t-value exceeds the table value, leading to the rejection of the null hypothesis and confirming the strength of this relationship is not due to chance.

These findings imply that the implementation of strategic numeracy interventions plays a crucial role in elevating overall learner performance. Since numeracy is a foundational skill that supports learning across all subject areas, implementation of strategic numeracy interventions enables learners to better understand instructional content, perform better in assessments, and participate more actively in classroom tasks. Therefore, schools must prioritize continuous capacity-building for teachers on effective strategic numeracy pedagogies and integrate numeracy support programs for struggling learners.

IV. Conclusion

Based on the results of this study, confirming that the implementation of strategic numeracy interventions positively influences learners' overall achievement. The statistical analysis using Pearson's r and a t-test at the 0.05 level led to the rejection of the null hypothesis, indicating that the relationship is not due to chance. This means that when schools implement strategic numeracy interventions through techniques such as the use of manipulatives, number talks, math games, small-group instruction, and visual aids—students are more likely to perform better academically across various subjects. The findings highlight the critical role of numeracy as a foundational skill in education and underscore the importance of equipping teachers with effective instructional methods. Prioritizing strategic numeracy interventions can create a ripple effect that enhances learners' understanding, confidence, and success in all areas of learning.

V. Recommendations

Based on the findings of this study, the following recommendations are proposed for each stakeholder group based on the extent of implementation of Strategic numeracy interventions and the Academic performance of the Grade 1 and 4 pupils Mathematics:

Teachers are encouraged to continuously implement differentiated and engaging numeracy strategies that cater to the developmental level of both Grade 1 and Grade 4 learners. Regular use of diagnostic tools, contextualized materials, and frequent formative assessments should guide instruction to meet diverse learner needs. Participation in professional development programs

focused on numeracy instruction is highly recommended to enhance pedagogical skills and address learning gaps effectively.

School leaders should ensure the full and consistent implementation of strategic numeracy interventions by providing adequate instructional supervision, monitoring classroom practices, and offering technical assistance. Allocation of resources such as manipulatives, digital tools, and training opportunities should be prioritized to support teachers in delivering high-impact numeracy instruction.

The PSDS should strengthen monitoring and evaluation mechanisms to assess the fidelity of implementation of strategic numeracy programs across schools. They are also encouraged to facilitate district-wide training sessions, learning action cells (LAC), and sharing of best practices among schools to improve learner outcomes in mathematics.

Parents should take an active role in supporting their children's numeracy development by reinforcing math-related activities at home, encouraging regular practice, and maintaining close communication with teachers. Providing a positive learning environment and recognizing efforts in numeracy tasks will further enhance learners' confidence and motivation.

Researchers are advised to explore further the long-term effects of strategic numeracy interventions on academic performance and identify which specific strategies yield the most significant results. Investigating other contextual factors that influence the success of numeracy interventions can also provide deeper insights for education stakeholders.

Future researchers may replicate or extend this study across different grade levels or learning areas, considering variables such as socio-economic background, teacher qualifications, or instructional time. Incorporating qualitative data like classroom observations and teacher or student interviews could also enrich the understanding of how strategic numeracy interventions impact learning.

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AUTHOR'S PROFILE



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The author is born on January 28, 1991 at Ormoc City, Leyte, Philippines. She finished her Bachelor's degree in Elementary Education at St. Peter's College of Ormoc. In her high school days, she was really into the academic and extracurricular activities such as campus journalism. Motivated in making a lasting impact in the lives of young learners, it has driven her to pursue 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 a Subject Matter Expert in Concentrix CVG Philippines. Currently working from home, one of her main responsibility is to provide advanced-level assistance to

resolve complex user issues and ensure optimal use of QuickBooks Online. She also provides learning sessions for experts transitioning from their training to the production stage, to enhance their product knowledge and ensure they are equipped to handle a variety of concerns. She is also listed in the Registry of Qualified Applicants in DepEd Ormoc City Division. She believes that building a strong foundation in students' minds can help them not only succeed in the 21st century, but also become responsible and contributing members of society.