

**ASSESSMENT OF MULTIGRADE TEACHING PROGRAM:
BASIS FOR AN ACTION PLAN**

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Major in Educational Management

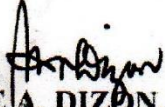
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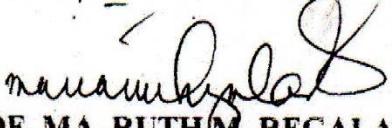


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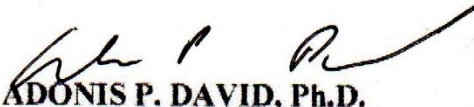

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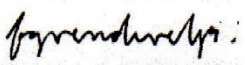
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DEDICATION

This
humble
piece of work
is wholeheartedly
dedicated to my husband
Agapito Q. De Leon Jr, to my
kids Kyle Rafael and Kyve Justy,
to my mother Mrs. Lolita T. Demain,
and to my father Mr. Dioclesio C. Demain Sr,
to my brothers and sisters June, Rolando (+), Ruben, Josephine,
Jocelyn and Rogelio. Likewise to my in-laws; nephews and
nieces, uncles and aunties and
to my cousins

Ldd

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ABSTRACT

Name : Lolita Demain De Leon

Title : ASSESSMENT OF MULTIGRADE TEACHING
PROGRAM: BASIS FOR AN ACTION PLAN

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Multigrade Instruction
Action Plan of Multigrade Teaching Program

Degree : Master of Arts in Education
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Prof. Ma. Ruth M. Regalado

This descriptive research study was conducted to assess the Multigrade Teaching Program in remote schools in the District II of Tanay, Division of Rizal. The assessed provisions and conditions of its status and the experienced challenges by the multigrade implementers from the identified components in running the program as well as the obtained benefits were gathered in an attempt to create an action plan as an additional platform for its efficacy. The researcher used the four-point Likert rating scale and the instrument was validated by five experts. In analyzing the data, Cronbach Alpha was used to assess the instrument's reliability, and weighted mean to find the respondents' perceptions. Based on the findings, the researcher recommended that the developed action plan for multigrade teaching program be adapted; that future researchers may conduct similar studies to address the feedback in this study; and that the newly developed and validated instrument be used also in similar program assessment activities with the same teaching delivery approach in other districts of Division of Rizal.

CHAPTER 1

THE PROBLEM AND LITERATURE REVIEW

Background of the Study

Education is the core value of the country's development. It defines outstanding role to politics, economy, social, and cultural life. With Filipinos deep regard to education on making significant changes and difference to their lives and succeeding generations, it has always been strongly raised as a source of excellence towards national development and the prime thrust to move forward for collective and economic freedom. The 1987 Constitution likewise promises the right to education of every Filipino. It provided that "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all" (p.43).

The right of every Filipino to quality basic education is further emphasized in Republic Act 9155 or the Governance of Basic Education Act of 2001. This law reiterates the rule of the State to protect and promote the rights of all Filipinos by delivering free and compulsory educational services to all children in the elementary and high school level.

Furthermore, in response on what was provided in the Constitution, DECS Order No. 38, series 1993 in the Declaration of Policy, identified that:

"the state shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all; and considering the present thrust of the Government to make at least elementary education truly accessible to all, particularly to children in the remotest barangays, it is

hereby declared policy that all public elementary schools, as much as practicable and considering existing facilities and teachers, will offer complete Grades I to VI through combination and multigrade classes” (p.1).

Furthermore, the World Declaration on Education for All (EFA) in Jomtiem, Thailand declared that basic quality education shall be accessible to all whenever and whatever strategies or various means. In response, the Philippines designed the structure of the 10-year EFA Philippine Plan of Action covering 1991-2000 and implemented nationwide involving all the sectors of the government and authorities from private academe. In the first decade of EFA movement, included in one of the thrusts is the universalization of quality primary education, specifically the use of another approach in the delivery of teaching and learning process.

The Philippines reaffirmed to the set vision of the 1990 World Declaration and committed itself to 2015 EFA Goals during the World Education Forum held in Dakar. Identified from its commitment is to ensure that all children particularly girls, those belonging to ethnic minorities, and with difficult circumstances will receive full access to basic quality education that is complete free and compulsory. Another significant commitment is to ensure that the provision of educational services specifically the development of learning competencies to all young people and adults are addressed through equitable access to suitable learning and life skills programs.

The right of Filipino children to quality education at all levels in remote areas with incomplete elementary school demands a more responsive access in fulfilling these important needs. The Bureau of Elementary Education is committed to strengthen the multigrade classes as an educational program that can really enable more children to complete their elementary schooling.

Miller (1996) mentioned that the efficient and effective implementation of multigrade approach to education do not only require moving all grade levels together in one classroom. Putting up a multigrade classroom requires extensive collaboration and careful planning to provide the needed educational resources such as the professional development of the multigrade teachers and the required skills to implement the multigrade teaching program.

Planning time should be necessary and must be accessible to run into the necessities of both learner and teacher. Pointless planning, staff development, instructional materials, support and assessment procedures will have an effect on the realization of the multigrade program. Thus far, many teachers from private and public sectors, education leaders, and parents continue to ask questions and validate the claim of multigrade teaching approach in providing equal learning opportunities.

Multigrade teaching may be considered a retort to educational difficulties. Quite a few critics take an outlook that multigrade classes is an efficient means to provide access to basic education with inadequate and limited educational resources to small and with few numbers of learners.

Multigrade teaching approach is perhaps known in the field of education; but there is no merit of recognition from people or care to admit it. The study conducted by the Northwest Regional Educational Laboratory in the United States found this perception to be true with the number of multigrade teachers who are either untrained or trained in monograde approach. There are some instructional materials to support the teaching and learning delivery, but the multigrade classroom did not convey remarkable assessment compared to monograde classrooms in urban schools with trained teachers.

In a significant finding of Veeman (1995), forty percent of the respondents are not prepared to deliver teaching and learning process in multigrade approach and never received trainings to overcome such situation. Teachers claimed that their assignment or deployment in multigrade schools and teach in the structure of the multigrade classes are not an option for them to choose.

New inducted professional teachers assigned to teach in a multigrade classroom are expected to have a common knowledge on what would be their extensive roles beyond the thoughts of the learned theories in teaching. Likewise, a full grasp on the expected challenges that may possibly encounter once they are already in the field to provide multigrade instruction could be helpful to cope up from these challenges. Different readings and researches on ideal practices in teaching multigrade classes are essentials in facing these challenges.

The concerns of multigrade teachers are common in many other locations. In the study conducted by Mulchany (1991) in Newfoundland and Labrador, multigrade teachers received little attention. The rationale behind this issue is the understanding that this type of educational approach is being considered as a temporary solution in addressing inadequacy in educational services; more so, there was a belief that multigrade classroom is basically the same with monograde classroom and did not need special attention. Nonetheless, learners, parents, and even teachers show low level of interest in multigrade classrooms. Mulchany opposed that this is the result of not addressing the needs for the development of curriculum and multigrade instruction. He suggested for extensive training of multigrade teachers to provide teaching strategies

intended for multigrade classes and to develop distinctive curricula responsive to multigrade set-up.

The demand and requirements in the Philippines was even vaster. The government did not only hire qualified new teachers and trained those who are already in the service through sponsored training, but helped them maximize their potentials or utilize their multi-skills in considerably underprivileged locations and situations. For the implementation of Education For All (EFA), teachers have to make progress in creating innovations, reflective compassion, and commitment. More so, a progressive school could only be determined with the presence of teachers who are agents and facilitators of inspiring changes and perhaps one of the most overwhelming changes is the provision for multigrade instruction.

The multigrade schooling approach has been embraced based from the result of international research findings that it is a cost-effective means of raising access rate and learners achievement to basic quality education, particularly in poor, rural and remote locations. This approach has been an integral part in the educative process and making significant contribution to access and equity of EFA goals. But just like any other programs relative to education, assessment shall be conducted to be able to give highlights both on the strengths of the current status and the issues and concerns that need to be addressed to improve the quality and efficacy of multigrade instruction.

The first multigrade school opened in the District of Tanay was Cuyambay Elementary School, which was established during 1911. The school was recognized as independent complete elementary school in multigrade setting and until now there are still two classes or combined classes with one teacher in this school. Other multigrade

grade schools in the district were established because of the location and the number of settlers. Mamuyao Elementary School was established during 1941; Laiban Elementary School during 1950; San Andres and Tinucan Elementary Schools during 1960; Cayabu Elementary School during 1969; Nayon Elementary School and its Kinabuan Annex during 1972; Madilay-Dilay Elementary School during 1981; and Aguho and Magata-Manggahan Elementary Schools during 1985. These schools started in multigrade set-up and at present there are still classes under the multigrade program using the multigrade or combination classes.

Some of these schools served as the locations in the conduct of the study for the School Year 2017 -2018. The district has nineteen (19) schools but in this study only twelve (12) schools in remote barangays implementing the combination and multigrade classes are included, namely: Aguho Elementary School, Cayabu Elementary School, Cuyambay Elementary School, Laiban Elementary School, Madilaydilay Elementary School, Mamuyao Elementary School, Magata-Manggahan Elementary School, Monte de Tanay Elementary School, Nayon Elementary School, Kinabuan Annex Elementary School, San Andres Elementary School, and Tinucan Elementary School. The district is guided by a vision of good leadership and democracy. It assists to produce people who are responsible, productive, environment friendly, globally competitive, and God – fearing citizens. The mission to provide quality and relevant basic education curriculum to develop learners physically, morally, and spiritually through teachers and school administrators. It has different projects like the implementation of Continuous Improvement project in every school to offer immediate solution on reading

comprehension, numeracy competencies, absenteeism, nutritional status and waste management.

Department of Education remarked that for multigrade schools to achieve better and consequently progress in education results, the curriculum should be made more applicable and responsive to the capabilities of the learners. Classroom management such as suitable grouping methods with appropriate teacher training will improve learning. But based from the revealed study of the department on the performance of multigrade schools in the Philippines which is generally lower than of either regular schools or the national mean percentage score, this could be attributed to disadvantages such as location, limited resources, and inexperienced teachers. Furthermore, the relative disadvantages of multigrade schools may be rooted on low priority in terms of funding and resource allocation, teacher preparation for challenges related to teaching in multigrade schools and the perception and practices in relation to multigrade schools.

It is in this context that the researcher, realizing the importance of multigrade teaching approach in remote community schools as an educational program, the researcher conducted the study to shed light on its status, challenges and benefits identified by implementers.

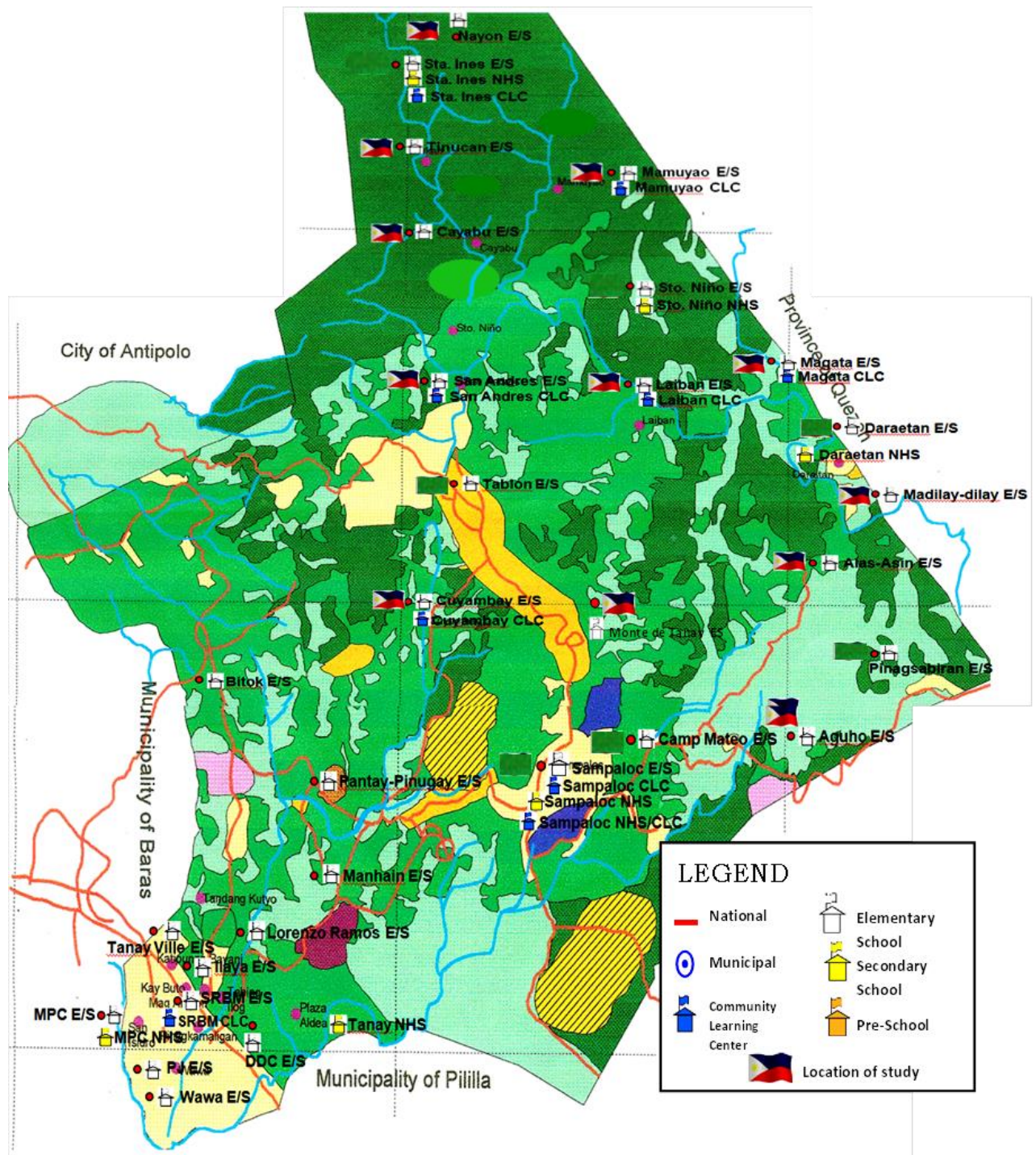


Figure 1. Location Map of the study showing the school – respondents in the District II of Tanay, Rizal.

Literature Review

The Concept of Multigrade Teaching

Schools for multigrade classes and multigrade teaching are neither a current research experiment nor a fresh innovation or invention introduced by experts in the field of education. These have been utilized and provided for many years now, mostly are the countries in the developing world, a fact based on geographic location and the status in the economy. Multigrade instruction have become the most efficient means of these countries particularly in disadvantage, far-flung and remote communities in efforts to send basic quality education accessible to all children. Based on the different findings of researches and studies that were conducted international suggested that multigrade approach could provide education services even with limited resources and improve the participation rates and academic performance of learners even in underprivileged and remote communities. With this understanding, the Philippines has adopted the multigrade teaching program. The country believes the potentials that could possibly obtained using this approach and in bringing education closer to learners. Thus, there was an increased number over the past decades in establishing the multigrade schools in the islands of the Philippines. But as the number grew, along with it the emergence of issues and challenges in the implementation of multigrade teaching (SEAMEO INNOTECH, 2011).

Multigrade instruction is significantly helpful and an important tool in serving all nations in achieving their targets on internationally-mandated Education for All. Along with it is the attainment of the national millennium development goals by bringing good quality education to all children regardless of ethnicity, place, location, socio-economic

status or those children who are underprivileged and live in disadvantaged area (UNESCO, 2013). The significant result in putting up this teaching program in local communities is the opportunity of the schools and teachers to serve and help the community better by providing them quality education which has relevance in their daily living and in local concepts. There are countries in Asia and the Pacific adopting the multigrade teaching, and established multigrade schools like in Cambodia, China, India, Indonesia, Vietnam and Philippines. Multigrade teachers in these countries use this approach and understand this as multigrade teaching classes with diverse learners in abilities and ages, and teaching the different grade levels at the same time.

Wellington declaration on multigrade education is the first world declaration to address the issues on multigrade education. This is the solution to improve the marginalized rural communities through providing access to basic quality education. (Jobert, 2010). On March 24, 2010 during the Southern African Multigrade education conference, the delegates unanimously adopted it. This time, the world is giving attention to all concerns and facts that this approach can make a significant difference in improving the opportunities for life success of primary school children and this is towards progress.

There were also facts behind why multigrade set-up is utilized in remote areas especially in indigenous communities. Multigrade schools in these areas were the result of small number of learners by grade levels. Because of the location, there were inconsistency issues in the deployment of teachers, and sometimes they are not willing to teach in these locations. Absenteeism of teachers is mostly high in rate and perhaps one of the reasons is due to the attendance in in-service trainings and the involvement

of NGOs in giving trainings for multigrade teachers. Although this is given, education in rural areas decreased in quality, the pedagogies used were not appropriate for multigrade instruction and the learning environment is not conducive (Aryal, 2003).

There is no new concept on multigraded or monograded school (Juarez and Associates, 2013). There are significant stories to tell for both developing and developed countries in their quest to provide adequate educational services to small communities with few numbers of school children. They decided the solution by grouping all learners with different grade levels, ages, and experiences in single classroom. This happened in Finland where less than three teachers handled 70 percent of the enrolled primary pupils in schools; while in Iceland there is an average enrolment of 50 learners in all rural primary schools. In the countries like Spain and Scotland, 25 percent of the schools have less than 50 learners. The bigger countries like United States and Canada have provided this policy of multigraded classroom. They recognized this as an important approach in rural parts for primary education. France have more than eleven thousand schools in which classes were handled by one teacher. This type of schools in many developing countries are more common. This strategy could be used to enhance and develop the prospects of school children in acquiring education which is impossible to primary schools with one teacher per grade level and limited size of the population. Because there is only one teacher who handles two or more classes simultaneously in a multigrade school, a multigrade teacher is responsible in teaching those learners; hence, developed and developing countries adopted multigrade schooling in rural areas.

Little (2001) enumerated some of the circumstances why multigrade teaching is implemented. There are areas that have a very minimal population and the distance

between schools is too far with few numbers of enrolled children. There are schools that need to put together two or more grade levels in single classroom because of the limited number of classrooms; and the number of enrolled children in these classes is small, while other grade levels are monograded. There are also monograde schools where the population of the community decreases, and so teachers need to deploy in other schools with bigger enrolment; consequently, teachers who stay in the school need to adopt multigrade teaching. There are also situations where the increase of population lead to school expansion, but there is small number of enrolment in the expanding higher-grade levels. The decision of the parents to enroll their children to nearby popular schools led the former schools to decrease their enrolment and the number of teachers. There is also a condition where the official allocation of teachers in the school is for monograde teaching, but the actual number of deployed teachers is less. The inadequate number of deployment is due to limited number of teachers, the appointed teacher to the school does not report for duty or teachers go on leave for medical reasons. There is also situation where the number of learners accepted in a class is composed of more than one class group; so it is necessary to combine other learners of different grade levels in one class group. The high absenteeism rate of teachers is also a factor where schools were affected because there is no available teacher to replace the absent teacher or no one to act as a substitute teacher. Another condition is that teachers in other schools prefer to organize classes in multigrade rather than in monograde, the reason for such being academic or for the delivery of instruction, which is often part of education system development.

Status of Multigrade Teaching

Multigrade schools in the world could not be properly estimated nor their present status be determined because of the absence of educational statistics presumed to be collected by national and international authorities. Consequently, the common knowledge on the existence of multigrade teaching is deflating (Little (2004). The agencies in commonwealth countries and UNESCO are expected to routinely collect data and information on the status of multigrade schools and classes and further gather feedback on the implementation of multigrade instruction seem to have insufficient data.

There is not much research or studies conducted on the implementation of multigrade teaching, so wide information to use as reference is very challenging to discover and compile. Another reason cited is the narrated existing practices of multigrade teaching in different countries. The important information needed to include is the number of multigrade teachers and learners and the status of multigrade teaching implementation. As long as the information is not cited, the reference is limited. However, there are some gathered information to identify the status of multigrade teaching based on the description and explanation of respective countries.

France and Sweden are developed countries and have significant percentage on the existence of multigrade teaching approach in the primary grades but the extent of this percentage is higher in developing countries like India and Sri Lanka with 84% and 63% respectively. The situation in other developing countries has the worst scenario. Teachers neglect other grade level and consume the whole period of the day teaching only the learners of the other grade. According to Juarez and Associates (2013), there are approximately four hundred twenty thousand multigrade schools in China, twenty

thousand multigrade schools in Indonesia and one thousand five hundred forty multigrade schools in Malaysia. In other part of the world like in Latin America, only 22 percent are monograded in Mexican primary schools. Belize has existing 50% multigraded schools; while Honduras has 88% multigraded schools. While in Guatemala only five thousand schools are monograded out of 7,544 primary schools.

Wolf and Garcia (2000) revealed that 95% of the 21,500 primary schools are located in rural areas of Peru. There is 89% existing multigrade schools located in rural areas with 41,000 or 69% multigrade teachers. There is a different status in Sri Lanka where there are less than three teachers in 1,250 schools out of the existing 10,120 schools and far more different in Vietnam with the combination of 2 to 5 different grade levels in single classroom for 2,162 multigrade schools. These schools are part of the list on the most neglected part of education system. These schools are located in low-income and isolated areas, and most of the number of teachers do not receive proper trainings; while the trained teachers still deliver the monograde teaching approach. The content of the national curriculum, the provision of the teaching and learning materials, and the design of the learning activities are appropriate only for monograde classes. As a result, multigrade learners receive the same routine of activities until these learners become passive. Urbanization is fast growing in most part of the world, but one reality is that multigrade schools would still be utilized for more years to come. With this understanding, the provision for adequate educational services and meeting the demands of using this approach in the delivery of teaching and learning process are very significant in achieving basic quality education for all.

The use of webcast found to be effective and has a useful contribution in implementing the multigrade instruction to primary schools as revealed in the study of Giannakos and Vlamos (2012). The study was piloted in six small isolated areas in Greece with the involvement of twenty-two primary learners. Those learners were exposed to multigrade teaching in traditional way and using webcast. The result of the achievement was both compared.

Multigrade teaching is also observed in industrialized countries (Little, 2001). The northern regions of Australia have 40 percent multigrade schools in 1988; Sweden have 35 percent while France have 22 percent multigrade classes. This education system was also found in the rural areas of United Kingdom. The incidence of small schools was because of the distributed population in these areas. As per record, there is 6.3 percent multigrade schools with less than 50 enrolled children and so multigrade teaching approach was utilized. There was a greater number of multigrade schools in UK with the same number of thinly populated rural areas.

In the study of Soleimani, Hadadian, and Shahrabi (2011) revealed that the unfortunate establishment of multigrade classes in remote rural areas is due to the geographical condition and the status of economic situation considered belong to marginalized areas, with these areas not receiving adequate and appropriate teaching facilities. Few reasons why there was a decrease in population were due to migration of community people to urbanized areas; early marriages decreasing the number of enrolled children in rural schools; and as a result, there was an increase in the number of multigrade classes. Monograde classes were only present in highly populated communities and towns. Based on the statistical data of school year 2007-2008, Iran

had 28,000 multigrade schools out of 63,000 elementary schools. Some of these schools have combined five different grade levels with 5 students in each grade level forming the multigrade classes. While in other cases, the number of learners in grade level had increased to 30 and used to combine 2 to 3 grade levels. From the roll of the multigrade teachers, one was tasked to manage the school and handle one or two grade levels at the same time.

Research and studies focusing on multigrade teaching and practices, particularly conducted in rural communities, were very uncommon. For instance, the program in Asia and the Pacific discussed the development of educational innovation and the competence of teachers in handling multigrade classes is one important focus. Multigrade teachers have to design the appropriate delivery of multigrade instruction addressing the needs of different grade levels and leading them to be engaged in activities and progressed at their own pace. However, inadequate learning space, seats and even blackboards limit the full engagement of learners to more learning. In terms of curriculum content, multigrade teachers have many loads making it difficult for them to decide what competencies to deliver and how to deliver them to learners, since teachers were not trained for multigrade instruction. It was difficult to deliver the teaching and learning process in monograde class but then much was needed to be done in handling multigrade classes. Multigrade teachers need support through trainings for them to know the inventive ways in using the curriculum and manage their multiple loads. They needed to be provided with developmental training on appropriate teaching methodologies and the flexibility in using time, space, resources, and support from local community. Another important preparation for teachers deployed in multigrade schools

is to be equipped with experience in handling the curriculum of primary school, and acquire the necessary approaches for the implementation (UNESCO, 2013).

Many teachers in South Africa perceived that multigrade teaching demands more of their time and that more difficult compared to monograde teaching. (Department of Education in South Africa, 2015). Some of the challenges mentioned include untrained teachers to handle multigrade classes, hence, they relied on their own experience in managing multigrade instruction. Inadequate school facilities or poor resources. The curriculum design is intended for monograde class, but used just the same for multigrade classes. The daily lesson plan and the prepared activities are the same as utilized in monograde teaching. Little knowledge in the most suitable teaching strategies for multigrade teaching delivery. Lack of support for multigrade teachers specifically in giving technical assistance and not so impressive results of the learners' achievement rate. The very small number of enrolled pupils or sometimes too big to handle for multigrade classes. And inadequate number of teachers specially with only one teacher deployed in schools. Hence, the plans to support in improving the quality of education in multigrade schools are still far from the solutions to the mentioned challenges. Teachers should go beyond understanding the context of the curriculum to local concepts. There should be competence in these concepts to deliver the enhanced teaching and learning process in multigrade schools.

In the Philippines, the implementation of multigrade teaching program is to provide access to basic education in remote rural areas, bringing education where the learners are to ensure all children are in the school even though the presence of complexities is too high. As per record, 36 percent of the 37,697 public elementary schools are

multigrade schools or 8 percent of the 12,574,506 school children are enrolled in multigrade classes as of school year 2008-2009. These schools are located in the remotest barangays and the most underprivileged communities. These areas are not easily access via a regular means of transportation, there are locations that needed crossing of rivers and sea, and even walking for a day or two to get there. These communities are also off-grid and the source of water is the springs and wells. In terms of ratio, specifically on the number of pupils per teacher, number of textbooks per pupil, and the class size per classroom were generally disadvantaged compared to monograde or single grade classes (SEAMEO INNOTECH, 2012).

Multigrade Classroom Management

The presence of carefully designed curriculum for multigrade instruction requires efficient and effective classroom management thus had better serve its purpose. Among the components in managing multigrade classroom significantly include classroom structure or organization, managing the learning requirements of students and transfer of learning of the required competencies to every grade level. These activities are the ultimate responsibilities of the multigrade teacher among many other. However, these require proper planning on instructional space and the availability of resources to get the best results. The basic principle in multigrade classroom management is the understanding of connections of the three scopes such teacher, learner and classroom. The multigrade teachers plan, design, and manage the most appropriate activities for different grade levels and lead them to fully engage in learning. This happen easily if the classroom is organized and structured in the most conducive way of learning in

which innovative activities are created to enjoy and learn from groupings to individual learning. Multigrade teachers play the most important role in classroom management and are considered the best instructional device in the delivery of instruction (UNESCO, 2015 no matter the number of enrolment-- whether a decrease or uneven in number (Mulryan-Kyne, 2007).

The conducted study of Tribhuvan University in Nepal (2003) suggested the ideal learning environment for multigrade teaching as part of the development in educational innovation. Mentioned in this study is the consideration in setting up the multigrade classroom such as the cleanliness of the classroom, proper lighting and ventilation and the adequate number and appropriate sizes of furniture and fixtures.

Highlighted from the study of Enayati, Zameni, and Movalhedian (2016) is the main task of an effective multigrade instruction to lower the issues on accustomed learning environment. Giving learners interactive exercises and integrative activities which are focused on the given routine, order and discipline took place inside the class. Most of the time such atmosphere of maximum learning engagement does not happen. It is the other way around, where these circumstances lower the chances for grabbing educational opportunities. These should not be neglected in a multigrade class since learners most of the time are inactive because teachers need to teach other learners of higher or lower grade. These learners are asked to do the task in their textbooks or do the assigned activity but the teacher misses to provide close supervision for both learners and activities. As a result, there is failure in managing and monitoring the class. Organized classrooms and quiet learners do not indicate an increase in the extent of learning. To maintain the degree of implementation of programs and interventions, ideal

and efficient practice of class hours to possibly avoid failures in academic is important and the conduct of diagnosis to set the direction and be able to address the needs. More so, the engagement of learners at different levels and the involvement in the implementation of programs and interventions will give teachers enough time to address individual differences.

In the study conducted by NIED (2011) in Namibia specifies the teacher competencies on classroom management. They revealed that teachers' performance in classroom management is not impressive. The male teachers outperformed the female ones on teachers and learners' dimension; while the female teachers took a lead on classroom dimension. All teachers with Grade 5 and 6 combinations had a good performance in all categories of classroom management. About 20% of the teachers who combined Grades 1 to 2 were also excellent in each category. Multigrade teachers with multigrade teaching experience for more than 35 years were observed with inconsistencies in their performances. However, teachers with 1 to 10 years of multi-grade teaching experience outperformed other groups. Teachers with B.Ed (Hons) had a 'good' constant grading in all aspects of classroom management, followed by BETD teachers who were rated 'good' and 'excellent' in all dimensions compared to other groups of teachers. The ratings of other groups differed from very weak and fair. Teachers who went through the NIED multi-grade training outperformed others in all categories of classroom management, followed by those who were trained by other institutions. Teachers in different educational regions performed differently in classroom management. In classroom dimension, Khomas and Karas regions were rated good; while Kunene and Hardap had excellent ratings. In learners' dimension, Khomas,

Kunene, Erongo, and Karas regions had a 'good' rating; while Kunene and Hardap regions were rated 'excellent'. Hardap region was the only one with an excellent performance in classroom dimension; while Khomas, Karas, and Erongo regions had a 'good' rating. Teachers with less than 16 years in teaching profession outperformed other teachers. Teachers with 11 – 15 years in teaching had an 'excellent' performance in all categories; while those who taught for less than a year had a constant 'good' performance in all categories.

Positive Outcomes and Drawbacks of Multigrade Teaching

Multigrade instruction is conceptually organized as an answer to multigrade classes with the understanding to develop self-directed learners and progress on their pace. This teaching approach encourages the multigrade teachers to organize the learning environment to be activity-centered and innovate instructional materials purposely design for multigrade instruction especially for the lower grades. By doing this, learners were encouraged to interact with others; slow learners have the opportunity to make progress at their own pace. In addition, learners have the concept of evaluating the status of their own learning, and then seeking what else they need to learn more, which promotes learning with groups or peer tutoring. Regardless of the gathered and mentioned advantages and benefits for learners and instruction, there were also circumstances or conditions in the implementation of this approach that needs proper addressing. Untrained teachers and inadequate learning resources may result to low achievement rate of learners. Multigrade instruction consumes a lot of time of the teachers, and so they could not provide other services like talking to people outside school to mobilize support from community stakeholders. There is also an issue of

inadequate support in technical assistance to multigrade teachers on teaching delivery and designing instructional materials. Although learners are developed for independent learning, they may not receive enough individual attention (Aryal, 2003).

In the study of Kazibwe (2004) revealed some significant indicators of successful implementation in multigrade teaching program. Favorable to this approach was having a small number of learners with big classroom structure, adequate number of teachers to handle two or three combined classes, and the intensified support of stakeholders. Adequate number of trained teachers, appropriate learning materials, teaching guides, and having a good and suitable furniture are also found successful contributors in multigrade teaching. In addition, the study provides a very good evaluation on the utilization of this policy of the government and it is greatly appropriate. There were also gathered perceptions from stakeholders that multigrade instruction have more advantages than monograde teaching. Definitely there were also issues and difficulties encountered by the implementers and these should not be neglected, but must be provided immediate solutions.

The positive impacts of multigrade teaching according to Mulkeen and Higgins (2009) are connected benefits and gathered to have the same degree of impact on homeless children; improved awareness on gender and development; increased development on educational services and intensified support from both sides of the communities. Also, the provision of access to basic education became wider and received good feedback around the world. The efficient way for millions of children living in many rural and isolated areas to receive basic education was through multigrade schools. These were the disadvantaged areas with very small population, back-to-basic

life, with no luxuries of life because they had no social and economical means. These areas were not actually the type of teaching delivery whether it was monograded or multigraded, because for the communities, the presence of a school was enough.

There are studies conducted addressing social, emotional, and intellectual learners' needs. Little (2005) even mentioned that there were effects on learners either by achieving learning on their own or interacting with groups. According to this study, learners in multigrade classrooms might be provided with opportunities to develop their competence and self-directions; but they may remain the same for the entire school year, hence, would not show any progress in social and emotional interactions compared to monograded learners. The reports also revealed positive and negative results on lowering the level of apprehension, adjustment on dealing with other groups, and maturity on handling or making friends with others. Positive impacts in the development of understanding and knowing oneself and the right attitude towards learning were also mentioned.

Contradicting this study was the belief of many institutions in education, including teachers and parents, that multigrade teaching was merely the last option of an unfortunate educational system. This could just be simply providing more classrooms and more teachers as quickly as possible; and then close all small schools and force children to enter in bigger schools even if these too were far from their homes. However, there were many countries in Europe, Australia, North America, and the Southeast Asia believing that the best way to manage a classroom was using the approach of multigrade teaching. This claim was justified with the gathered results from studies. Children realized the importance of education in their lives and increase the

level of their curiosity on acquiring the needed competencies especially with learners in isolated and remote community schools. This was considered an efficient means to bring education with limited educational services. Children from different ethnicities were motivated to acquire learning and enjoy their time, knowing there were others to help them, thus developing collaboration, interaction, achieving to be on top in a good way, developing the leadership skills, social responsibility, and portraying positive attitude towards shared learning. As a result, multigrade teachers would have an opportunity to carefully layout the plan in improving the delivery of instruction and the wise and productive use of time. This way the cognitive development of learners may be enhanced with the use of different teaching methodologies applied in multigrade teaching (UNESCO, 2015).

Wittwer, Nückles, and Renkl (2010) reveal their findings and recommendations regarding multigrade, multiage, and combination classrooms. According to this study, multigrade teachers were expected to acquire the level of skills in each discipline or content course to be able to incorporate team teaching. This understanding would prevent learners to receive inadequate learning from the beginning as the teachers start to learn and understand the learners' potentials at varying levels. It is because one of the important elements in the delivery of teaching and learning process is giving the learners with the right level of learnings they deserve. This issue could be addressed immediately prior to the learners' engagement to multigrade set-up as long as necessary and significant conduct of diagnostic test, patterns in solving problems, and other parallel tests to measure their performance were done successfully. There are two sides found on the implementation of multigrade teaching program,-- the very fast

progress of learners who experience acceleration in learning because of the subsequent years in stay with the same teacher and group of learners; hence, scaffolding in instruction is better served; and the other side is the other number of learners who find it very difficult to do task in multigrade set-up; hence they are less competent. To address this issue, teachers are expected to do much effort to guide learners little by little in the process until such time that they can also learn at their own pace. Moreover, although there is high regard in acquiring the necessary skills and knowledge, it is also suggested to look on the strategies and methods utilized by the teachers as equally valuable in teaching the learners the desired values and attitudes.

Multigrade classroom may have the chance to develop multigrade learners with much higher achievement rate than the monograde classes regardless of the different culture and ethnicity as revealed in the study conducted by Ong, Allison, and Haladyna (2000). Although multigrade instruction is far way difficult and different with monograde instruction, with the use of appropriate instructional strategies and techniques this could be achieved in no time as mentioned by Winnipeg (2003) in his observations on the different views of multigrade teaching.

The foreign and local literature and studies included in the study contributed much to the researcher's view and insight. These references deal with the implementation of multigrade teaching program. The issues and status, challenges and opportunities, and the roles and responsibilities of the school heads and teachers in the improvement of the quality of life of people.

The similarities and dissimilarities in the findings of the local and foreign studies gave the researcher an opportunity to make an in-depth analysis on the assessment of multigrade teaching in remote community schools.

Conceptual Framework

Multigrade instruction has been the retort of most Southeast Asian countries like the Philippines. This program is implemented to provide access to education to remote, disadvantaged and marginalized learning communities, it is not a choice but a necessity. Aside from the demographic and geographical situations in some instances the inadequacy of educational resources such as classrooms and teachers has further increased the need to use this educational delivery approach.

SEAMEO INNOTECH (2012) had identified quality indicators of effective multigrade instruction recognizing that it will likely continue to be a significant feature of the educational system. The practices and strategies of multigrade schools characterize the implementation of multigrade instruction and these schools may vary in terms of curriculum development and implementation, classroom management, instructional strategies, instructional materials, student achievement based on the assessment and the community involvement.

The curriculum for multigrade instruction is ideal to localize and to design lessons based on the assessed needs of the learners and community. This may include the use of integration or intercultural approach. Contextualizing the curriculum based on a national curricular framework to better suit multigrade instruction. In this way, the

multigrade curriculum develops local topics related to the cultural and social features of minorities.

Classroom management in multigrade setting must have the practice of providing spacious areas that can accommodate combined or mixed grades with movable facilities and furniture as well as learning corners most probably on the competencies developing literacy and numeracy. This learning corner must be established in multigrade classrooms thus providing independent learning and developing leadership skills. The best practice includes using natural spaces, recycled and localized materials; and maximizing the use of open spaces.

Instructional strategies in multigrade approach such as cooperative learning process, interdisciplinary learning approach and independent learning involve competence analysis that combines the use of learning materials from difference levels based on an analysis of competencies that need to be taught in one semester or in one year.

Hale (1999) perceived that multigrade classroom is conceptually provided for the benefit of the learners alone and not on the number of children or the budgetary requirement of putting up a school. With this in mind, Hale suggested to engage learners on appropriately designed activities that are match to their level of abilities and capabilities. Multigrade teachers must understand the diverse learners present inside the multigrade classroom, and must consider that they do not carry the same ability in catching up on learning, and so carefully designed activities for differentiated instruction must be provided.

Also, in line with principle discussed in the Multigrade Teacher's Handbook (1994), claiming that children experiences the same expected sequence or pattern in going through phases of growth and development. Their interactions with different factors like the stage of maturity and learning contribute to the children to go through with this stage faster than normal.

It is also clear to review the big difference of developmental learning characteristics of children compared from the requirements of adult learning. This means that appropriate and suitable teaching methodologies must be provided for specific stage of growth and development. Children specific interests and needs must be looked into consideration to be able to design delivery of instruction the best way toward their learning.

Another indicator is the instructional materials best suited for the effective delivery of multigrade instruction. This must involves the provision of school-based curriculum or localized/indigenized curriculum, syllabi, teachers' guide, learning materials, self-learning kits and peer learning modules, and more reference materials provided by the national government while the multigrade teachers produce their own teaching-learning materials.

APEID-UNESCO (1995) study showed that the improvement in student performance in mono and multigrade classes do not differ much. Student achievement based on their performance is better with the establishment of group dynamic activities. This is indicated by the development of independent work habits and self-study skills, development of positive attitudes about helping each other and the observation

concerning cooperation between different age groups is more common, resulting in collective ethics, concern and responsibility.

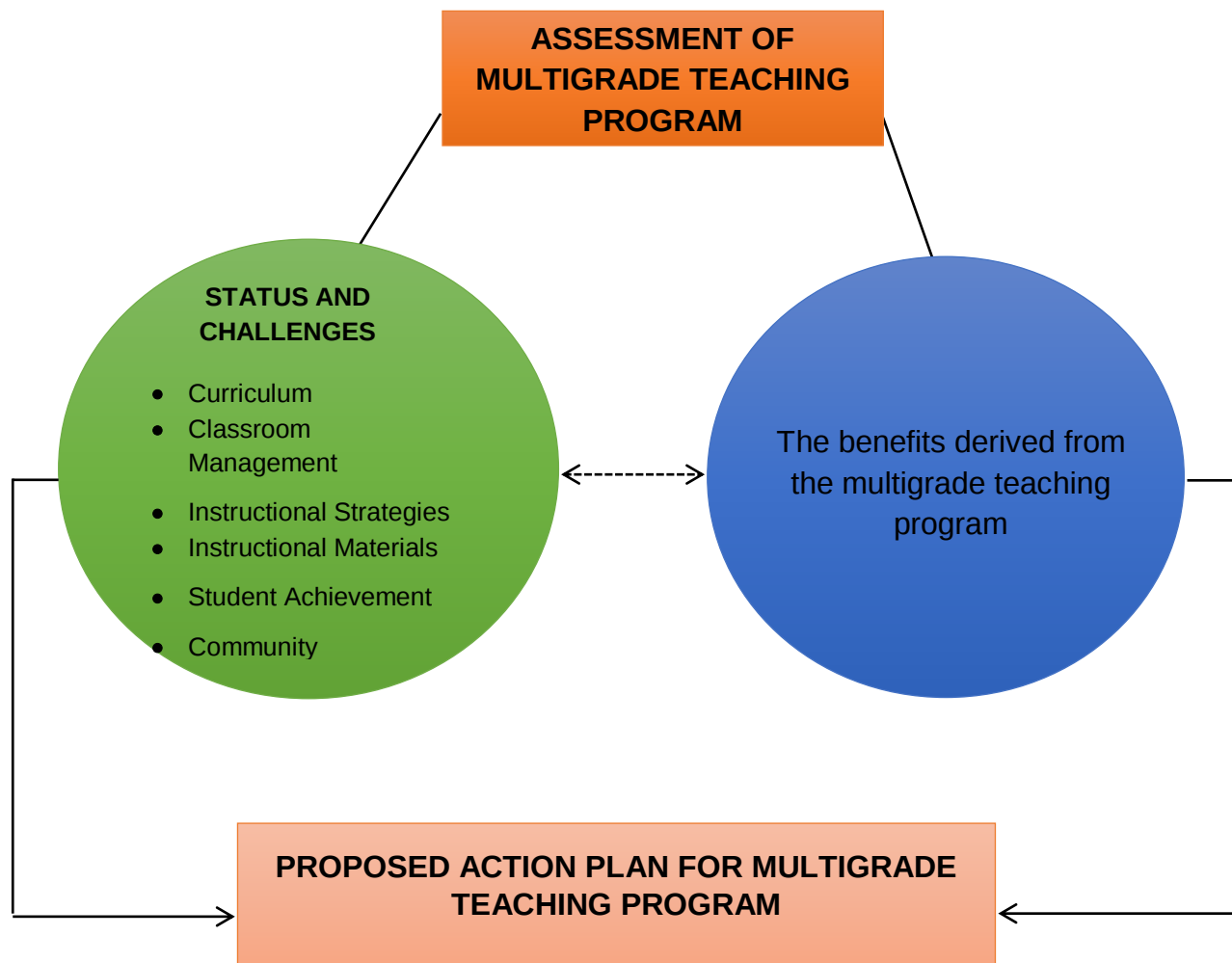
Another quality indicator of effective implementation of multigrade approach is the changed on the perceptions of community members, government and other stakeholders. The prevailing perceptions of multigrade teaching need to be improved which indicates maximum participation and support of parents and community members in school activities and children academic performance. The status of multigrade teaching and learning among various stakeholders also needs to be raised which indicates initiatives among community members in finding stakeholders for provision of educational support such as learning facilities, equipment and materials.

Buekes (2006) said educational goals continue to stand strong but the manner and pattern in achieving these goals have to change from time to time because innovations are needed in order to address the educational needs of children of different generations. This is not just simply delivering the content of the curriculum with the utilization of instructional strategies in multigrade classroom. Also leveling the expectations from teachers to acquire competencies in handling alternative teaching and learning strategies applicable to multigrade classroom. This concept could be realized when the status of implementing multigrade classes should be regularly reported. Workshops and for a should also be conducted where experiences, needs and initiatives to solve problems or to make improvements can be shared.

For a clearer picture of the concepts, the conceptual framework is presented below. Here, the assessment of multigrade teaching will focus in the process as well as in the content of the program based from the cited quality indicators. The idea is to

produce an output that is a proposed action plan for multigrade teaching based from the gathered data on the conducted assessment.

The assessment of multigrade teaching program will directly give inputs on the status of the program concerning the curriculum, classroom management, instructional strategies, instructional materials, student achievement and the community involvement with respect to the cited quality indicators. The assessment will further provide information on the above areas based from the challenges encountered by the multigrade implementers. Furthermore, the assessment will also gather benefits derived from this program, which may be based in the cited aspects above or may produce inputs that has significance in the target output of the study.



Research Problems

The study aimed to assess the multigrade teaching program in remote community schools in the District II of Tanay, Tanay, Rizal in terms of its status, challenges, and benefits. The results of the assessment will serve as the basis for the crafting of an action plan for Multigrade Teaching Program.

Specifically, it sought to answer the following questions:

1. What is the status of multigrade teaching in remote community schools with respect to:
 - 1.1 Curriculum;
 - 1.2 Classroom Management;
 - 1.3 Instructional Strategies;
 - 1.4 Instructional Materials;
 - 1.5 Student Achievement; and
 - 1.6 Community Involvement?
2. What are the challenges of multigrade teaching in remote community schools with respect to:
 - 2.1 Curriculum;
 - 2.2 Classroom Management;
 - 2.3 Instructional Strategies;
 - 2.4 Instructional Materials;
 - 2.5 Student Achievement; and
 - 2.6 Community Involvement?

3. What benefits are derived from the multigrade teaching program?
4. Based on the findings, what action plan for multigrade teaching program for the district can be proposed?

Scope and Limitation of the Study

The investigation utilized schools with combination and multigrade classes as educational program in District II of Tanay, Tanay, Rizal for the School Year 2017-2018. The respondents, however, were limited to the elementary school heads and teachers of each school-respondent.

The assessment of this study focused only on the content and the process of the implementation of the program under curriculum, classroom management, instructional strategies, instructional materials, and community involvement. The data gathered from the assessment delivered the status, challenges, and benefits of multigrade teaching in the District II of Tanay.

Furthermore, a proposed action plan for multigrade teaching program in remote community schools in District II of Tanay was the output of the study based from the inputs of the conducted assessment.

Definition of Terms

For a clearer understanding the following terms are hereby operationally and conceptually defined for the purpose of specifying and clarifying the meanings as used in this study.

Assessment. It is defined as the method in collecting and deliberating information from different sources to be able to produce evidence-based data on

person's knowledge and understanding and how it can be useful to them in relation to their acquired learning. In this study, this was the evaluation method used to identify the status, challenges, and benefits of the multigrade teaching program in remote community schools.

Challenges. This refers to something that by nature or character serves as a call; special effort, undertaking that is stimulating to be engaged in. In this study, these are situations and experiences of the multigrade teachers in the quest for effective teaching and learning process.

Classroom Management. It is defined as a carefully laid out plan for classroom instruction that promotes the discipline of learning. In this study, this refers to manner on how a multigrade class is set-up for instruction.

Combination Classes. This refers to a class with two different grade levels put together in the same classroom and handled by only one teacher. In this study, these are two different classes or two different grade levels handled by only one teacher throughout the school year.

Community Involvement. It refers to the community and parental support and contribution given for the child's learning and to the school programs and activities. In this study, this is the solicited and unsolicited support rendered by the stakeholders within the community with existing multigrade teaching program.

Curriculum. Operationally, it is defined as one of the essential components of a multigrade classroom as a learning environment. It is a plan for learning that includes goals and objectives, concepts and skills, learning experiences, methods and forms of evaluation.

Instructional Materials. These refer to learning resources that are used to aid in the transference of information from one to another. In this study, these are learning materials intended and used in multigrade set-up classes.

Instructional Strategies. These refer to the different approaches or practices utilized to ensure that the delivery of instruction will help develop, enhance, and improve students' learning. In this study, these are the pedagogies, methodologies and procedures to make learning and teaching process happen in multigrade set-up.

Multigrade Classes. These refer to classes with three grade levels within one classroom with one teacher in the Philippine public school system. In this study, these are three or more classes handle by only one teacher throughout the school year.

Multigrade Classroom. It is defined as the instructional facility to hold the delivery of multigrade instruction with two or more different grade levels and learning needs acquiring them together with only one teacher facilitating the instruction. In this study, this is the actual classroom utilized by a multigrade teacher handling two or more grade levels with different learning needs.

Multigrade School Program. It refers to the major strategy for providing as many Filipino children as possible with access to schools. In this study, this is one of the alternative delivery modes in some remote schools in the district with small population and with few teachers.

Multigrade Teacher. It means a multigrade teaching situation with learners of different grades; may teach two grades, but some teach three or four grades. In this study, this refers to a teacher handling two or more grade levels making learning and teaching happen in only one classroom throughout the school year.

Multigrade Teaching. It refers to the teaching practice or approach used in delivering the teaching and learning process in small schools with small number of learners for every grade level put together and facilitated by only one teacher. This may be organized with the combination of two or more different grade levels. In this study, this is utilized to make learning and teaching process happen in a multigrade set-up where two or more grade levels working with only one teacher facilitating the instruction.

Remote Community Schools. Operationally, these pertain to the schools that are far apart in various barangays in District II of Tanay.

Status. It means the present condition or standing from the point of view of individuals. Operationally, this refers to the current assessment of multigrade teaching program in the district with respect to curriculum, classroom management, instructional strategies, instructional materials, and community involvement.

Student Achievement. In this study, this refers to the expected results on the level of the student learning outcomes after acquiring the necessary competencies.

CHAPTER 2

METHODS

This chapter presents the research methodology to obtain, analyze, and interpret the data requirements of the study.

Research Design

This study utilized the descriptive method of research with questionnaire checklist and informal interviews as the instruments in gathering data to determine the status, challenges and benefits of multigrade teaching in remote community schools in the District II of Tanay. The conducted assessment was done by the school heads and teachers.

According to Creswell (2004), the descriptive research presents facts regarding the nature and status of anything, a group of people, a quantity of objects, assets or circumstances, course or event, system of assumed knowledge, or any kind of phenomenon, which was covered in this research.

The descriptive research was employed and was the most appropriate method to gather information that gave concrete picture of the status, challenges, and benefits of multigrade teaching in remote community schools in District II of Tanay, Tanay, Rizal.

Sampling and Participants

The population of this study consisted of twelve (12) public elementary schools implementing multigrade teaching program with combination or multigrade classes in the District II of Tanay, Tanay, Rizal.

The study was conducted in selected public elementary schools in District II of Tanay during the School Year 2017 -2018. The district has nineteen (19) schools, but in this study only twelve (12) schools in remote barangays implementing the combination and multigrade classes are included since the remaining seven (7) schools are implementing monograde teaching. The twelve schools are: Aguho Elementary School, Cayabu Elementary School, Cuyambay Elementary School, Laiban Elementary School, Madilaydilay Elementary School, Mamuyao Elementary School, Magata-Manggahan Elementary School, Monte de Tanay Elementary School, Nayon Elementary School, Kinabuan Annex Elementary School, San Andres Elementary School, and Tinucan Elementary School.

The respondents, however, were limited to the elementary school heads and teachers handling combination and multigrade classes of each school-respondent, a complete enumeration of these purposely selected public elementary schools with multigrade teaching was utilized.

Table 1 presents the schools with multigrade teaching in District II of Tanay in Tanay, Rizal with their respective school heads and number of teachers who have served as respondents of this study.

Table 1

Population and Respondents of the Study

School	School Heads	No. of Multigrade Teachers	TOTAL
Aguho Elementary School	1	3	4
Madilaydilay Elementary School	1	3	4
Magata-Manggahan Elementary School	1	1	2
Cuyambay Elementary School	1	1	2
Monte de Tanay Elementary School	1	1	2
Mamuyao Elementary School	1	1	2
San Andres Elementary School	1	1	2
Cayabu Elementary School	1	1	2
Tinucan Elementary School	1	1	2
Laiban Elementary School	1	1	2
Nayon Elementary School		4	
Nayon Elementary School Kinabuan Annex	1	3	8
TOTAL	11	21	32

Note. The source of data is the District Summary Report on School Form 4 for the Month of January 2017.

As depicted in Table 1, there were thirty-two (32) respondents consisting of eleven (11) school heads and twenty-one (21) teachers respectively. From the 19 schools in the district only these eleven schools are the implementers of multigrade teaching program, the remaining eight are monograde schools. All teachers and school head in each of these multigrade schools were the respondents of this study.

Research Instrument

The study developed and utilized a research instrument based on the different literature reviews and readings. McMillian (2000) discussed that questionnaire is most the extensively used instrument because it conveys the best way of attaining data for a wide gathering of research problems, from studies of large populations, to feedbacks of students to different instrumental approaches. De Vaus (1996) suggested that when

using questionnaires, it is vital to think in advance and anticipate what are the list of information to gather and to confirm that only appropriate questions are asked. This will prevent the toil of going back to the respondents to gather further information that will support the study.

The instrument used in this study consisted of three parts. Part I reflected the different areas to be assessed to gather data on the status of multigrade teaching such as curriculum, classroom management, instructional strategies, instructional materials, student achievement and community involvement. Every area consisted of five (5) items and underwent item total correlation. Part II reflected the same areas to be assessed and gathered the data on different challenges experienced by multigrade implementers based from the eight (8) items presented in every area. And Part III is a guided question that gathered inputs on the benefits derived from multigrade teaching.

With the expertise of five (5) Education Program Supervisors in the DepEd Division of Rizal and the two (2) advisers of the researcher from Philippine Normal University and in consideration of other literature related to the present study, the researcher was able to develop the research instrument used in this study. To validate the items in the questionnaire, suggestion from mentors were considered. After a series of changes made in the content, format and appearance, copies of the final draft were further presented to a jury.

The questionnaires were validated by five (5) Education Program Supervisors in English, and Research and Multigrade Program from Department of Education Division of Rizal. Content validation refers to the process which aims to provide the content areas it is expected to measure (Ayre and Scally, 2014). This study used one of the

most widely used methods of measuring the validity of content developed by C.H. Lawshe. It is an essential method for evaluating agreement among experts how essential a specific item or question is (Kanis, 2009). The research experts are consulted and they responded to the questions for each item in the instrument: "Is this skill or knowledge by this item 'very acceptable'; 'not acceptable' to the performance of the construct?" Greater levels of content validity existed as larger number of panel experts agreed that a specific item is essential to be part of the instrument (see Appendix C and D respectively). Thus, minimal revisions were done to improve the construction of the sentences in order to generate the kind of responses targeted.

The reliability of the instrument was established by administering the instrument to three (3) multigrade schools in District I of Tanay with two (2) school heads and eight (8) teachers who were non-participants of the study. This was done to determine the accuracy of the instrument in measuring the variables related to this research.

The computation of the reliability test using Cronbach Alpha was made through SPSS. It was found out that the instrument was very reliable having obtained a Cronbach's Alpha coefficient of 0.985.

Ibanez (2007), contends that an instrument's score could only be interpreted when it holds a significant internal consistency and when each item in the instrument measures the same paradigm as the rest of the items. Therefore, internal consistency correlations are essentially measures of homogeneity with Cronbach's Alpha being the most widely used measure. The generally agreed upon lower limit for this type of diagnostic measure to assess the internal consistency of an instrument is 0.70 although it may decrease to 0.60 in exploratory research.

Table 2

Reliability Coefficient of the Instrument Using Cronbach's Alpha

Instrument	Cronbach Alpha	Interpretation
Assessment of Multigrade Teaching Program in Remote Community Schools	0.985	Very High Reliable

The respondents were asked to assess the status of the provisions and conditions in multigrade teaching program using the 4-point likert scale with the following equivalent and description.

4 – Excellent. The provisions or conditions are extensively implemented.

3 – Very Good. The provisions or conditions are well implemented.

2 – Good. The provisions and conditions are moderately implemented.

1 – Needs Improvement. The provisions or conditions are limited and poorly implemented.

To determine the challenges faced and the assessed benefits, the respondents were asked to rate the extent of the statements using the scale with following equivalent and description.

4 – Always

3 – Sometimes

2 – Seldom

1 – Never

To identify the derived benefits from multigrade teaching, the responses of the multigrade implementers from the guided question were coded based on their commonalities and ranked based on the occurrence of each response.

Data Gathering Procedure

The research process of the study utilized the system of the input, process, and output as presented in Figure 2.

School Heads and teacher respondents only assessed the focus of the study regarding the status and challenges in the implementation of multigrade teaching program in remote community schools of the district with respect to classroom management, instructional strategies, instructional materials, curriculum, student achievement, and community involvement, which were presented in the research-made questionnaire-checklist. Moreover, the respondents were also requested to give their views with the use of interview guide on the benefits obtained in the implementation of multigrade teaching program in remote community schools within the district. All the information given by the respondents are based on their knowledge and experience on multigrade teaching in the school where the setting of the study was located.

The first frame depicted the status, challenges, and benefits on the use of multigrade teaching with respect to classroom management, instructional strategies, instructional materials, curriculum, student achievement, and community involvement in remote community schools in District II of Tanay.

The second frame consisted of data gathering procedure on the assessment of the multigrade teaching program with the use of questionnaire survey checklist and the conduct of informal interviews and observations. The following steps were undertaken to gather data relevant to the study:

1. She sought the permission of the Schools Division Superintendent with the recommending approval of the Division Research Coordinator to conduct the study in the District II of Tanay for School Year 2017-2018.
2. After getting the permission, she discussed the study with the Multigrade Principal/Consultant of the district. She presented the significance of the study and how the derived inputs of the study may possibly support the multigrade teachers.
3. She presented and discussed the study to the school heads and teachers. She explained its significance and the ethical considerations in the study.
4. She personally distributed the survey instrument to the teachers through the assistance of the school heads with multigrade classes. It took approximately sixty (60) minutes of their time. Participants were informed that the information would be kept with utmost confidentiality. A number was assigned to each participant and only the researcher had the knowledge of such information as to which number belonged to a participant. In any articles that the researcher would write or any presentations that she would do, she would make sure to use their code name, protecting the personal and professional information. After two days, the researcher retrieved all the answered questionnaires. In addition, the researcher conducted informal interviews and observations in order to validate responses given in the instrument for qualitative interpretation and discussion of data. This time the researcher personally interviewed the respondents randomly to gather significant and consistencies of responses.

The third frame in the framework reflected the output, a proposed action plan of multigrade teaching program in remote schools in the District II of Tanay.

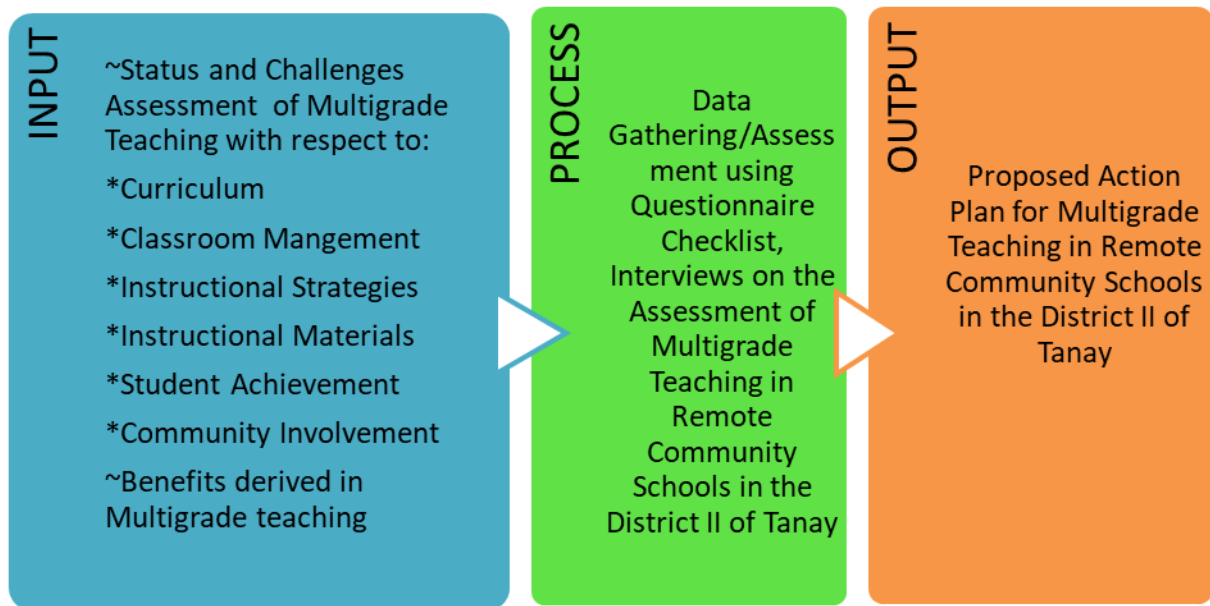


Figure 2. The Research Process on the Assessment of Multigrade Teaching Program: Basis for an Action Plan

The frames are linked together as a system. The input pertains to the research instruments used to accomplish the output, which contain the status of multigrade teaching, the challenges, and the benefits of said educational program. These inputs are used in the processes of an action and procedure and the output box represents the desired research outcomes.

Data Analysis

The measure of central tendency indicates the typical or the average value for distribution that has three common measures: mean, median and mode. Each of this measure embodies a different notion of average, and normally the mean is mostly used

measure of central tendency. It is the arithmetic average of a set of data. It is the sum of all scores in a distribution divided by the total number of cases. With interval or ratio data, the arithmetic mean can be calculated in addition to mode and the median.

To determine the status of multigrade teaching program in remote community schools in District II of Tanay as assessed by the school heads and teachers with respect to curriculum, classroom management, instructional strategies, instructional materials, student achievement and community involvement, weighted mean was applied using the scale given.

Scale	Range	Verbal Interpretation	Abbreviation
4	3.25 – 4.00	Excellent	E
3	2.50 – 3.24	Very Good	VG
2	1.75 – 2.49	Good	G
1	1.00 – 1.74	Needs Improvement	NI

To determine the challenges in multigrade teaching program in remote community schools in District II of Tanay as assessed by the school heads and teachers with respect to curriculum, classroom management, instructional strategies, instructional materials, student achievement and community involvement, weighted mean was applied using the scale given.

Scale	Range	Verbal Interpretation	Abbreviation
4	3.25 – 4.00	Always	SA
3	2.50 – 3.24	Sometimes	A
2	1.75 – 2.49	Seldom	D
1	1.00 – 1.74	Never	SD

According to Bertram (2012), Likert scale is a very popular rating scale used to determine a respondents' level of agreement. Researchers started using a 4-point scale in which there is no neutral option in order to excerpt a precise response from the

respondents. This type of Likert scale also called a forced Likert scale is use since the respondent is force to form an opinion. There is no safe 'neutral' option. Market researchers also use the 4-point scale to get specific responses. A 4-point scale can be employed on cases in which a specific user opinion is essential. It can be used for recording opinion on services/products which the user has used/experienced or in this study the present status of the multigrade teaching program as assessed by the respondents.

Ethical Considerations

To address possible ethical issues in the conduct of the study, the following measures were implemented.

1. Involvement of the participants is voluntary. They were informed of the implication of the intentions of the study.
2. The study is for the improvement of the teaching and learning process and not to put meaning or give highlights on the weaknesses of the district.
3. The questionnaire was made with the intention to collect only the necessary information directly related to the research questions and did not include personal questions.
4. The answers of the respondents assure to serve the purpose of the study and not to evaluate their performance in the school and in the district.
5. There was no personal intention in the conduct of this study because it aimed to improve teacher's performance and pupil's learning and not to satisfy any biases.

6. They were assured through the informed consent form that their participation in the study would not put their life and work in any deprived situations.
7. The output of the study may be viewed as another additional school process to be run and accomplished, which could mean additional workloads for school heads and teachers with multigrade teaching program. In order to prevent this, the output of the study will only be presented with the approval of the district supervisor through the recommendation of the district multigrade consultant after a series of dialogue, discussion, and collaboration with the school heads and multigrade teachers.

CHAPTER 3

RESULTS AND DISCUSSION

This chapter presents the results, analysis, and interpretation of data relative to the questions raised to determine the status, challenges and benefits of multigrade teaching program as assessed by the school heads and teachers of remote community schools in District II of Tanay.

Problem No. 1: **What is the status of multigrade teaching in remote community schools in the District II of Tanay?**

Table 3

Weighted Mean of the Assessed Status on Curriculum of Multigrade Teaching Program

Items	Wx	VI	Rank
1. selects common themes suitable for all the grades	2.91	VG	5
2. develops multigrade lesson plans for each target competency designed in theme as per curriculum	3.03	VG	2.5
3. includes well-selected activities	2.97	VG	4
4. integrates concepts that are relevant to the students' daily experiences	3.06	VG	1
5. incorporates activities and tools to assess students' mastery of the content	3.03	VG	2.5
Average Mean	3.00	VG	

Note. Range of Rating Description and Verbal Interpretation (VI): 1.00 – 1.74 Needs Improvement (NI); 1.75 – 2.49 Good (G); 2.50 – 3.24 Very Good (VG); 3.25 – 4.00 Excellent (E).

Table 3 presents the weighted mean and the rank of the provisions or conditions on the status of curriculum in the implementation of multigrade teaching program as

assessed by the school heads and teachers. There are Very Good indicators on curriculum as perceived by the respondents with an average mean of 3.00.

Results further show that the favorable item for the school heads and teachers is item 4 *“Integrates concepts that are relevant to the students’ daily experiences”*, with weighted mean of 3.06, verbally interpreted as Very Good; *“Develops multigrade lesson plans for each target competency designed in theme as per the curriculum; and incorporates activities and tools to assess student’s mastery of the content”*, with similar weighted mean of 3.03 verbally interpreted as Very Good. Item 3, *“Includes well-selected activities”*, had a weighted mean of 2.97 verbally interpreted as Very Good. Item 1, *“Selects common themes suitable for all the grades”* had the least weighted mean of 2.91 verbally interpreted as Very Good.

The result implies that the status in the implementation of the multigrade teaching program even with the reform in education provides opportunities for the learners to be well-involved in the teaching and learning process targeting the competencies needed and developing the knowledge and relevant concepts, right discipline and attitude towards work, and improving learners’ confidence in their early grades to exhibit lifelong learning skills. Sustaining the teaching content with substantial concepts based on the learners’ life experiences, living traditions, and culture help them clearly visualize the concepts that they need to understand. This could happen with the plan to enhance the curriculum and suggesting the inclusion of the use of localized, innovative activities and materials.

This coincides with Supaporn's (2012) study that showed the curriculum development in Thailand. The effective preparation of the school curriculum was meticulously crafted through an effort to provide an orientation on its framework done in schools and communities. As a result, the target goal for all Thai children to receive the necessary competencies as learners who could compete with what the global society is asking for were carefully included in their localized curriculum. This included teaching and learning activities directly significant to their daily living. Such type of multigrade instruction in small schools in Thailand was considered one of the best practices. In addition, Thai learners continuously seek learnings to further improve self-development and confidently exhibit the obtained potentials. The provision of localized curriculum and multigrade lesson plans with the integration from the essentials of social sciences, languages, culture and traditions, and other content areas.

Table 4

Weighted Mean of the Assessed Status on Classroom Management of Multigrade Teaching Program

Items	Wx	VI	Rank
1. provides flexible seating arrangements for learners	3.06	VG	2
2. carries out multiple lessons at the same time	2.88	VG	5
3. optimizes time for learning and activities	3.00	VG	3
4. promotes independent learning and pupil leadership	3.13	VG	1
5. establishes norms of behavior that were agreed on and expected of learners	2.91	VG	4
Average Mean	3.00	VG	

Note. Range of Rating Description and Verbal Interpretation (VI): 1.00 – 1.74 Needs Improvement (NI); 1.75 – 2.49 Good (G); 2.50 – 3.24 Very Good (VG); 3.25 – 4.00 Excellent (E).

Table 4 reveals the weighted mean and the rank of the indicators on the status of classroom management in the implementation of multigrade teaching program as assessed by the school heads and teachers. The indicators are Very Good with an average mean of 3.00.

For the school heads and teachers, top in rank was item 4, *“Promotes independent learning and pupil leadership”*, obtaining a weighted mean of 3.13 with a verbal interpretation of Very Good. It was followed by item 1, *“Provides flexible seating arrangements for learners”* with a weighted mean of 3.06 and verbal interpretation of Very Good. Next in rank was item 3, *“Optimizes time for learning and activities”* with an obtained weighted mean of 3.00 verbally interpreted as Very Good. It was followed by item 5, *“Establishes norms of behavior that were agreed on and expected of learners”*, with weighted mean of 2.91 verbally interpreted as Very Good. Last in rank was item 2, *“Carries out multiple lessons at the same time”*, garnering a weighted mean of 2.88 verbally interpreted as Very Good.

The result implies that the status of the program in managing a multigrade classroom promotes a significant behavior to learners, called independent learning or self-directed learning as well as leadership. This is done through established teaching and learning atmosphere with the aim to address the needed essentials of the learners. In independent learning, learners develop a degree of self-confidence to acquire knowledge and skills at their own pace and stage. More so, multigrade learners will have the opportunities to learn based on the range of their abilities and capabilities because the curriculum was designed to meet their needs. In this way, independent and

self-directed learning abilities could be more developed and enhanced with their actions to take on leadership for their own learning.

This goes with the findings of National Institute for Educational Development (NIED,2011) which provides information on the monitoring and evaluation of multigrade teaching in Namibia schools. On the learners' perceptions and experiences of being in a multigrade classroom especially where the lower grades learners were taught with the upper grades, they benefited from the practice as they tended to learn things that they would learn in the next grade where they would be promoted. This practice enabled learners in higher grade to revise their previous work, thus independent learning was applied. In lower grades, learners had the privilege learning lessons of the upper grade in advance when the teacher taught the higher grade.

Table 5

Weighted Mean of the Assessed Status on Instructional Strategies of Multigrade Teaching Program

Items	Wx	VI	Rank
1. teaches all groups together with the similar content and uses the same methodology in transferring the content	2.81	VG	5
2. teaches one grade while other work independently	3.22	VG	2
3. teaches one content area in all levels and applies differentiated instruction	3.03	VG	4
4. develops activities for independent learners	3.06	VG	3
5. develops teaching strategies suited for group, age and grade levels	3.25	E	1
Average Mean	3.07	VG	

Note. Range of Rating Description and Verbal Interpretation (VI): 1.00 – 1.74 Needs Improvement (NI); 1.75 – 2.49 Good (G); 2.50 – 3.24 Very Good (VG); 3.25 – 4.00 Excellent (E).

It can be gleaned from Table 5 the weighted mean and the rank of the indicators on the status of instructional strategies in the implementation of multigrade teaching program as assessed by the school heads and teachers. These indicators are Very Good with obtained average mean of 3.07.

The table further shows that on instructional strategies, item 5, *“Develops teaching strategies suited for group, age and grade levels”* ranked one with an obtained weighted mean of 3.25 verbally interpreted as Excellent. The respondents perceived that multigrade teachers were very good in item 2, *“Teaches one grade while other work independently”*, obtained a weighted mean of 3.22. It was followed by item 4 *“Develops activities for independent learners”*, with an obtained weighted mean of 3.06 verbally interpreted as Very Good. Fourth in rank was item 3, *“Teaches one content area in all levels and applies differentiated instruction”*, with an obtained weighted mean of 3.03 verbally interpreted as Very Good. Last in rank was item 1, *“Teaches all groups together with the similar content and uses the same methodology in transferring the content”* with an obtained weighted mean of 2.81 verbally interpreted as Very Good.

The result implies that the status of multigrade teaching program in the utilization of instructional strategies is remarkably upright considering the provisions needed for the transfer of learning to happen. In addition, the result gives a significant view on the development of the suitable teaching strategy that can be applied across age and grade level. This will motivate multigrade learners with different ethnicities to work and learn together and contribute to each other's learning pace. To develop positive outlook towards sharing along with collaboration, leadership, and good rapport with each other.

This is parallel with the findings of Talisayum (2005) indicating that the improvement on the academic performance of students is a positive result of the application of collaborative and dynamic teaching delivery modes. In this type of learning delivery, learners prefer to be participative and active in the process and the desire to learn is very high. Based on other studies conducted on this type of teaching and learning delivery, it was suggested that peer tutoring was an effective approach in multigrade teaching. This give opportunities for multigrade learners to be well-trained in using structured questions that will help them frame much higher level of inquiry. This is also useful in strengthening the concepts of the previous lessons and in forming a strategy for the implementation of an intervention.

These findings are also supported by Vasay (2010) who revealed that the logical, rational, and moral principles of the learners are greatly affected with the utilization of peer tutoring in the class. Moreover, it involves the learners' skills in articulation and communication, understanding of diverse perceptions, consciousness on effective management of time, wisdom on co-responsibility, self-less, collaboration with other learners, upright discipline and respect to everyone.

Table 6 presents the weighted mean and the rank of the indicators on the status of instructional materials in the implementation of multigrade teaching program as assessed by school heads and teachers. The indicators are Very Good with an obtained average mean of 2.94.

Table 6

Weighted Mean of the Assessed Status on Instructional Materials of Multigrade Teaching Program

Items	Wx	VI	Rank
1. places in a folder each set of grade-level materials including specific content and guidelines	3.00	VG	2.5
2. develops student worksheets on different concepts and themes	3.06	VG	1
3. provides sufficiently the diverse grade levels with teaching and learning materials	3.00	VG	2.5
4. develops localized and relevant teaching and learning materials at low cost	2.88	VG	4
5. updates inventory of materials that facilitate quick retrieval	2.78	VG	5
Average Mean	2.94	VG	

Note. Range of Rating Description and Verbal Interpretation (VI): 1.00 – 1.74 Needs Improvement (NI); 1.75 – 2.49 Good (G); 2.50 – 3.24 Very Good (VG); 3.25 – 4.00 Excellent (E).

Results further show that the favorable item for the school heads and teachers was item 2, *“Develops student worksheets on different concepts and themes”*, with a weighted mean of 3.06 verbally interpreted as Very Good. *“Places in a folder each set of grade-level materials including specific content and guidelines, and provides sufficiently the diverse grade levels with teaching and learning materials”*, with similar weighted mean of 3.00 verbally interpreted as Very Good. Item 3, *“Develops localized and relevant teaching and learning materials at low cost”*, with an obtained weighted mean of 2.88 verbally interpreted as Very Good. The least weighted mean of 2.78 verbally interpreted as Very Good was for item 5, *“Updates inventory of materials that facilitate quick retrieval.”* was noted.

The result implies that the assessed status on the provision of instructional materials in the implementation of multigrade teaching program develops student worksheets on different concepts and themes. As these were already established and utilized, these might further sustain the teaching and learning process and possibly attain the target competencies. The design of these materials must be carefully checked specifically the usefulness of these materials in different grade levels. Other references is a good source for the development of theme worksheets that could be available inside the classroom.

The study of UNESCO Bangkok (2015) is related to the present study since it delivers useful findings on practical tips for teaching multigrade classes, considered innovative in the development and reproduction of teaching and learning materials and take advantage on what is available or present and may be useful in building concepts and themes. Stories from these local materials are very significant on building the learners' appreciation on their own culture and how it could be relevant in their lives. The need to use local environment as a classroom and a source of innovative materials will bring education closer to learners. Learners from higher grade levels will have the chance to showcase their learned skills in making their workbooks artistic, and involve them in filling out the instruction and content so that the relevance on local culture is incorporated.

Table 7

Weighted Mean of the Assessed Status on Student Achievement of Multigrade Teaching Program

Items	Wx	VI	Rank
1. increases academic achievement rate based from the result of NATs and other developmental tests	2.69	VG	5
2. reduces number of non-readers	3.03	VG	3.5
3. reduces number of non-numerates	3.03	VG	3.5
4. contributes to the increase of participation and completion rates	3.16	VG	1
5. reduces dropout and repetition rates	3.09	VG	2
Average Mean	3.00	VG	

Note. Range of Rating Description and Verbal Interpretation (VI): 1.00 – 1.74 Needs Improvement (NI); 1.75 – 2.49 Good (G); 2.50 – 3.24 Very Good (VG); 3.25 – 4.00 Excellent (E).

Table 7 reveals the weighted mean and the rank of the indicators on the status of student achievement in the implementation of multigrade teaching program as assessed by school heads and teachers. These indicators are Very Good with an obtained average mean of 3.00.

School heads and teachers perceived that the first in rank was item 4, “*Contributes to the increase of participation and completion rates*”, with an obtained weighted mean of 3.16 verbally interpreted as Very Good. It was followed by item 5, “*Reduces dropout and repetition rates*” with an obtained weighted mean of 3.09 with a verbal interpretation of Very Good. Item 2, “*Reduces number of non-readers*” and item 3, “*Reduces number of non-numerates*”, both gained a weighted mean of 3.04 verbally interpreted as Very Good. Last in rank was item 1, “*Increases academic achievement rate based on the result of NATs and other developmental tests*”, with a weighted mean of 2.69 verbally interpreted as Very Good.

The result implies that the status of student achievement utilizing multigrade instruction contributes meaningfully on increasing the number of learners on the percentage of participation and completion. As mentioned, multigrade teaching is directed towards quality improvement; it is an efficient means to give access for remote communities to receive basic quality education although there are only limited educational services like teachers and classrooms. Every learner will have the chance to build good relationships among learners, friends, or classmates and definitely will expect the same or more experiences from the same teacher for more than two years or more, ensuring participation and completion rates of learners.

This is similar with the discussion and conclusion of Enayati et.al (2016) in their studies that there was little positive impact of multigrade teaching, one of which was the expected increase on access. Multigrade school is the only option for millions of children around the world or if not all of them to receive access to basic education. It is because of the disparate numbers of multigrade schools in underprivileged areas. The fundamental issue of education in those marginalized places is not the type of school whether it is monograde or multigraded, it is actually the availability of the schools. More so, other studies revealed that there were no significant difference, which discussed that learning from multigrade school is a substandard compared to multigrade school. The essential core in the organization of multigrade school is flexibility specifically in the developed and unindustrialized countries. This is very useful in giving solution to prevent absenteeism, repetition rate, and dropout rate. With the relationship built with classmates, and among learners from other grade levels and teachers, the acquired learning styles and leadership and the development of self-direction will eliminate self-

issues on working below grade levels that could stop them to go school. This motivates the learner to further develop one's abilities and later take the lead in learning with others, and encourages others to do the same and benefit from one another.

Table 8

Weighted Mean of the Assessed Status on Community Involvement of Multigrade Teaching Program

Items	Wx	VI	Rank
1. optimizes participation of parents in their children education and school matters	3.03	VG	1
2. engages parents and other stakeholders as resource/support persons	2.75	VG	5
3. builds parents capacity to support school-based management	3.00	VG	2
4. develops and sustains programs and projects of multigrade schools	2.94	VG	3
5. builds linkages with the government and private sectors, educational institutions and organizations	2.88	VG	4
Average Mean	2.92	VG	

Note. Range of Rating Description and Verbal Interpretation (VI): 1.00 – 1.74 Needs Improvement (NI); 1.75 – 2.49 Good (G); 2.50 – 3.24 Very Good (VG); 3.25 – 4.00 Excellent (E).

It can be gleaned from Table 8 the weighted mean and the rank of the indicators on the status of community involvement in the implementation of multigrade teaching program as assessed by school heads and teachers. The indicators are Very Good with an obtained average mean of 2.92.

The table further shows that on community involvement, item 1, “*Optimizes participation of parents in their children education and school matters*” ranked one with an obtained weighted mean of 3.03 verbally interpreted as Very Good. “*Builds parents*

capacity to support school-based management” ranked two and obtained a weighted mean of 3.00. It was followed by item 4, *“Develops and sustains programs and projects of multigrade schools”*, with a weighted mean of 2.94 and verbally interpreted as Very Good. Next in rank was item 5, *“Builds linkages with the government and private sectors, educational institutions and organizations”*, with a weighted mean of 2.88 verbally interpreted as Very Good. It was followed by item 2, *“Engages parents and other stakeholders as resource/support persons”* with an obtained weighted mean of 2.75 verbally interpreted as Very Good.

The result implies that the status of multigrade teaching program in remote community schools on community involvement had established the optimum participation of parents in their children’s education and school matters. Mobilizing support from parents and gaining the support of local community leaders are precisely useful in schools with multigrade classes. Implementing a multigrade teaching program with the solid base among parents and teachers is more manageable than putting an effort to make people change their point of views. There is a need to spread the atmosphere of the support system with school and community through opening the channels of communication.

This is parallel with the findings of National Institute for Educational Development (NIED, 2011) which summarized the views of parents on multigrade teaching. Parents understood that the number of learners determined the appointment of teachers in schools. This implies that some parents were well informed on the policies and requirements of teacher-learner ratio and perhaps the staffing norms. Parents felt they should be involved in the education of their children. Having the detailed information on

how their children were doing at school was more important than being involved in minor issues that had little to do with children's scholastic progress. The school involvement that parents felt could be effective in promoting teaching and learning by assisting learners in school work, partly assisting in teaching, and conveying frequent classroom observation to familiarize with how lessons were conducted. This involvement could help them to understand the problems teachers faced in classes, and refrain from blaming them when children failed.

Table 9

Weighted Mean of the Assessed Status of Multigrade Teaching Program in Remote Community Schools

Area	Wx	VI	Rank
1. Curriculum	3.00	VG	3
2. Classroom Management	3.00	VG	3
3. Instructional Strategies	3.07	VG	1
4. Instructional Materials	2.94	VG	5
5. Student Achievement	3.00	VG	3
6. Community Involvement	2.92	VG	6
Average Weighted Mean	2.99	VG	

Note. Range of Rating Description and Verbal Interpretation (VI): 1.00 – 1.74 Needs Improvement (NI); 1.75 – 2.49 Good (G); 2.50 – 3.24 Very Good (VG); 3.25 – 4.00 Excellent (E).

Table 9 presents the assessed status of all the identified components in the implementation of multigrade teaching program in remote community schools in District of Tanay II with an obtained average weighted mean of 2.99 verbally interpreted as Very Good. It can be gleaned from the table that all aspects considered in assessing the status of the multigrade teaching program were remarkably Very Good as revealed by each obtained weighted mean.

First in rank were the Instructional Strategies with a weighted average of 3.07. Second in rank was the Curriculum, followed by Classroom Management and Student

Achievement with similar obtained weighted mean of 3.00. Next was Instructional Materials with a weighted mean of 2.94. Lastly was Community Involvement with a weighted mean of 2.92.

The results imply the notable status on the different areas assessed on multigrade teaching in remote community schools. The potentials on the successful implementation of the multigrade teaching program were reflected based on the given results. Furthermore, among these areas, instructional strategies received a much higher assessment, which means that this area has been the top essential for the multigrade schools in remote schools for successful implementation of the program. It also implies that the implementers of multigrade instruction significantly received relevant trainings in different instructional strategies.

According to Moreno (2011), teaching whether in regular classes or multigrade classes, special teacher or content teacher, the teaching strategies should always address the learning styles and the level of difficulty of learners. This requires equivalent innovations on the part of the teacher before effective teaching can be attained. Teachers with love and deep concern for teaching and in the learning process utilize varied learning strategies to meet the demands of every type of learner inside the classroom and not how lesson plans are written in different formats. In addition, hardworking teachers use tested and developed teaching strategies as a result of research to improve learners' academic performance.

This is parallel from the study of SEAMEO INNOTECH (2012) that present findings on excellent performance indicators of multigrade teaching delivery in Southeast Asia. According to this study, innovative multigrade teaching delivery helped

improve the learner's psychological, emotional, as well as social development with their involvement and engagement on activity-centered tasks directing them to learn with group or independently. Multigrade instruction entails diverse methodologies to provide differentiated instruction and teaching techniques. It is necessary for teachers to be adequately equipped with skills to make sure an active learning process is delivered with the use of pedagogical approaches appropriate to multigrade teaching. Moreover, the methods and practices in managing multigrade classes along with challenges met which are different from the set-up of a single class. One of the mentioned steps is the development and enhancement of teachers' abilities and capabilities to execute different pedagogies in multigrade instruction through learning action cell sessions and trainings as well as district wide demonstrations and open house exhibits organized for multigrade schools. Short courses or long period of trainings during summer or semestral breaks should be received by multigrade teachers to improve the quality of their multigrade instruction.

Problem No. 2: What are the challenges of multigrade teaching in remote community schools in the District of Tanay?

Table 10 presents the challenges on curriculum encountered in the implementation of multigrade teaching program in remote community schools as assessed by the school heads and teachers.

Table 10

Weighted Mean of the Assessed Challenges on Curriculum of Multigrade Teaching Program

Items	Wx	VI	Rank
1. the intensive lesson planning for several grades	3.31	A	5
2. the instructional planning at the learner's level of development	3.28	A	7
3. the preparation of activities to increase the learner's level of understanding	3.31	A	5
4. the use of extensive resources and varied materials when teaching	3.41	A	3
5. the necessity to learn the learning styles, level of abilities and multiple intelligences	3.44	A	2
6. the need to sustain the preference of each learner essentials in different grade levels	3.56	A	1
7. the different assessment for different grades	3.31	A	5
8. the task to ensure every learner receives all-inclusive proposed curriculum irrespective of grade level movement	3.22	So	8
Average Mean	3.36	A	

Note. Range of Rating Description and Verbal Interpretation (VI): 1.00 – 1.74 Never (N); 1.75 – 2.49 Seldom (Se); 2.50 – 3.24 Sometimes (So); 3.25 – 4.00 Always (A).

As shown, the respondents revealed that they “always” encountered several challenges in the curriculum, based on the weighted mean of 3.36 of the responses given. Out of eight (8) challenges on curriculum, seven (7) were pointed out as “always” encountered and presented according to rank order. Item 6, “*The need to sustain the preference of each learner essentials in different grade levels*” obtained a weighted mean of 3.56. Next was item 5, “*The necessity to learn the learning styles, level of abilities and multiple intelligences*” had a weighted mean of 3.44. It was followed by item

4, *“The use of extensive resources and varied materials when teaching”* obtained a weighted mean of 3.41. Next was item 1, *“The intensive lesson planning for several grades”*; then item 3, *“The preparation of activities to increase the learner’s level of understanding”*; and item 7, *“The different assessment for different grades”* with a similar weighted mean of 3.31. The instructional planning at the learner’s level of development, item 2 was next in rank and obtained a weighted mean of 3.28. Moreover, respondents considered item 8 a challenge, *“The task to ensure every learner receives all-inclusive proposed curriculum irrespective of grade level movement”* rated as “sometimes” encountered with a weighted mean of 3.22.

The result implies that respondents were always challenged on their commitment to provide quality multigrade instruction in the implementation of curriculum, although they were given more independence; and as result, they actually produced and designed specific lessons for the target competency or skill with the integration of varied strategies and common themes appropriate to combined grade levels taught at differentiated varying activities. This may have been difficult for multigrade teachers since the design needs to address the target competencies of every learner and maintain the track of learners’ need of two or more grades.

This is parallel with the findings of National Institute for Educational Development (2011) which reveals the result on the monitoring and evaluation of curriculum on multigrade teaching in Namibia schools. The discussion on the challenges in teaching multigrade classes revealed that the combination of two or more grades do not avail time for teachers to focus on weaker and struggling learners during the teaching and learning interaction. Teachers spent more time in classroom management than in

teaching or helping learners who have experienced learning backlog. Learners who went through the content could already shout the answers to the posed questions for lower grades:

“The challenges are like learners make noise when you are busy with the other class. Sometimes in these days, resources (textbooks) are not enough; you end up with learners fighting for one book. The other challenge is time – not enough to cover two grades in forty minutes. One ends up using the other period.

The first difficult thing is to look at the work for both grades and decide what is similar. Especially for grades 1 & 2, it is difficult to teach grade 1 because they cannot read or write like the grade 2. The teacher has to determine what sort of work to give to the grade 2 that engage them in reading and writing while she pays attention to grade 1 who are still no learn how to read and write.

As I teach the grades 2s, the grade 3 have already done the work last year, then it is like, oh we know it already, these are dull kids. The grade 3 also shouts out the answers when I am busy with the grade 2. Honestly, I don't give individual attention to all my learners. I have one learner in a class who has sight problem. She writes very slow, that is why I go so slow and this affects my time management” (p.62)

Table 11

Weighted Mean of the Assessed Challenges on Classroom Management of Multigrade Teaching Program

Items	Wx	VI	Rank
1. the number of learners with challenging behavioral problems	2.81	So	8
2. the range of learner capabilities, performances and learning styles	3.16	So	1.5
3. the arrangement for learners to combine with different grade level peers for activities such as sports and field day	2.94	So	7
4. the flexibility in the use of time in accordance with learners needs	3.16	So	1.5
5. the setting of classroom atmosphere	3.13	So	3
6. the development of classroom rules and procedures	3.00	So	6
7. the encouragement of learners to work in small groups and individually	3.06	So	5
8. the preparation of one group of learners	3.09	So	4
Average Mean	3.04	So	

Note. Range of Rating Description and Verbal Interpretation (VI): 1.00 – 1.74 Never (N); 1.75 – 2.49 Seldom (Se); 2.50 – 3.24 Sometimes (So); 3.25 – 4.00 Always (A).

Table 11 depicts the challenges on classroom management encountered in the implementation of multigrade teaching program in remote community schools as assessed by the school heads and teachers. The respondents sometimes encountered these challenges with an obtained average weighted mean of 3.04.

The range of learner capabilities, performances and learning styles and the flexibility in the use of time in accordance with learners' needs were both ranked first. The setting of classroom atmosphere was third in rank, while the preparation of one group of learners ranked fourth. Ranked fifth was the encouragement of learners to work in small groups and individually; and ranked sixth was the development of classroom

rules and procedures. The arrangement for learners to combine with different grade level peers for activities such as sports and field day ranked seventh; and lastly, the number of learners with challenging behavioral problems had weighted means of 3.16, 3.13, 3.09, 3.06, 3.00, 2.94, and 2.81 respectively.

The result implies that managing the classroom with multigrade classes was sometimes challenging. The range of learner capabilities, performances and learning styles, and the flexibility in the use of time in accordance with learners' needs were raised as issues in their quest to effectively manage the multigrade classes. Understanding the diversity and complexity of learners in multigrade classes according their educational needs, background from family and socio-economic status, age and gender, and potentials should come primarily out of teacher's roles and responsibilities. Moreover, multigrade teachers will realize that this diversity will give them a chance to produce better learning and not an issue to find necessary solution. At this point, multigrade teacher may possibly respond to these diversities through personally addressing learners with different backgrounds and learning styles. This includes an early assessment on the number of children who are at risk of failing and taking necessary options or solutions to make sure they will succeed staying in school.

This is parallel with the findings of Aryal et al. (2003) which indicates that instructional environment incorporating the multigrade teaching techniques with a great number of learners has been a difficult practice. Multigrade teachers were put inside the box where they were confronted with the difficulties of handling multigrade classes with multilevel abilities because they were prepared to execute lesson in monograde situation and utilize monograde teaching techniques. As a result, a call is made for the

enhancement of the existing program, redefining and readjusting its existing practices appropriate to the current classroom situation of the country to eliminate further issues because of its continued implementation of the same styles and techniques. Primarily to be able to do this, curricular flexibility that will accommodate multiple abilities of learners in different grade levels should be prepared and designed for multigrade instruction.

Table 12

Weighted Mean of the Assessed Challenges on Instructional Strategies of Multigrade Teaching Program

Items	Wx	VI	Rank
1. the expectation that learners need to develop independence and progress at their own pace	3.34	A	1.5
2. the encouragement for older learners to demonstrate helpfulness and leadership	3.22	So	5.5
3. the ability to share instructional responsibilities with the learners	3.16	So	7
4. the necessity to improve varied and exclusive teaching strategies	3.34	A	1.5
5. the facility to develop common theme appropriate to both groups	3.25	A	3.5
6. the consideration on the learner differences in planning for instruction	3.22	So	5.5
7. the assessment of learners on a daily basis	3.25	A	3.5
8. the ability to ensure that the learners achievement at any level would have the same degree in a monograde class	3.13	So	8
Average Mean	3.24	So	

Note. Range of Rating Description and Verbal Interpretation (VI): 1.00 – 1.74 Never (N); 1.75 – 2.49 Seldom (Se); 2.50 – 3.24 Sometimes (So); 3.25 – 4.00 Always (A).

Table 12 reveals the challenges on instructional strategies encountered in the implementation of multigrade teaching program in remote community schools as

assessed by the school heads and teachers. Generally, it obtained an average weighted mean of 3.24. Among the specific challenges assessed by the respondents, it was noticeable that items 1, 4, 5, and 7 topped the list of the challenges and were “always” encountered by them. The expectation that learners needed to develop independence and progress at their own pace and the necessity to improve varied and exclusive teaching strategies got a similar weighted mean of 3.34 respectively. The facility to develop common theme appropriate to both groups and the assessment of learners on a daily basis both had a weighted mean of 3.25. Moreover, respondents considered item 2, *“The encouragement for older learners to demonstrate helpfulness and leadership;”* and item 6, *“The consideration on the learner differences in planning for instruction”* as “sometimes” challenging with a weighted mean of 3.22. While item 7, *“The ability to share instructional responsibilities with the learners;”* and item 8, *“The ability to ensure that learners’ achievement at any level would have the same degree in a monograde class”* were also regarded as “sometimes” encountered with the weighted mean of 3.16 and 3.13 respectively.

The result implies the weight and gravity of the experiences encountered by the respondents on delivering the teaching and learning process of multigrade instruction utilizing appropriate instructional strategies. The expectation that learners need to develop independence and progress at their own pace and the necessity to improve varied and exclusive teaching strategies for them to be able to be effective and efficient in transferring the learning seems to connote a serious issue in the implementation of multigrade teaching program in remote community schools.

The study of Wittwer et.al (2010) is related to the present since it discusses the findings and recommendations regarding multigrade, multiage, and combination classroom. According to this study, multigrade teachers are expected to acquire the level of skills in each discipline or content courses to be able to incorporate team teaching. This understanding will prevent learners to receive inadequate learning from the beginning as the teacher starts to learn and understand the learners' potentials at varying levels. It is because one of the important elements in the delivery of teaching and learning process is giving the learners with the right level of learning they deserve. This issue could be addressed immediately prior to the learners' engagement to multigrade teaching as long as necessary and significant conduct of diagnostic test, patterns in solving problems and other parallel test that will measure their performance were done successfully. There are two sides found on the implementation of multigrade teaching program. First is the very fast progress of learners who experience acceleration in learning because of the subsequent years in stay with the same teacher and group of learners; hence, scaffolding in instruction is better serve. The other side is the other number of learners who find it very difficult to do task in multigrade set-up; hence, they are less competent. To address this issue, teachers are expected to do much effort to guide them little by little in the process until such time that they can be self-directed. Although there is high regard in acquiring the necessary skills and knowledge, it is also suggested to look for strategies and methods that can be utilized by the teachers as equally valuable in teaching the learners the desired values and attitudes.

Table 13

Weighted Mean of the Assessed Challenges on Instructional Materials of Multigrade Teaching Program

Items	Wx	VI	Rank
1. the access to receive the readily available appropriate teaching materials	3.28	A	1.5
2. the access to make use of exclusively designed lesson guides and instructional materials	3.22	So	3.5
3. the ability to prepare instructional material from the form of textbooks and designed for monograde classes	3.22	So	3.5
4. the need to be inventive and artistic in designing materials for multigrade teaching	3.28	A	1.5
5. the use of guide stimulating teaching aids	3.16	So	6
6. the solicitation of support for the production of suitable instructional materials	3.16	So	6
7. the utilization of printed materials to make activity-centered learning more collaborative and interactive	3.09	So	8
8. the coping mechanism to the limited resources available in school	3.16	So	6
Average Mean	3.20	So	

Note. Range of Rating Description and Verbal Interpretation (VI): 1.00 – 1.74 Never (N); 1.75 – 2.49 Seldom (Se); 2.50 – 3.24 Sometimes (So); 3.25 – 4.00 Always (A).

Table 13 presents the encountered challenges in instructional materials as assessed by the school heads and teachers in the implementation of the multigrade teaching program. As shown, the respondents revealed that they “sometimes” encountered several of these challenges with an average mean of 3.20.

As assessed by the school heads and teachers, out of eight (8) challenges on instructional materials, two (2) were pointed out as “always” encountered and these are

presented according to rank order. Item 1, *“The access to receive the readily available appropriate teaching materials;”* and item 4, *“The need to be inventive and artistic in designing materials for multigrade teaching”* obtained a weighted mean of 3.28. Respondents also revealed that they “sometimes” encountered item 2, *“The access to make use of exclusively designed lesson guides and instructional materials;”* and item 3, *“The ability to prepare instructional material from the form of textbooks and designed for monograde classes”* both have a weighted mean of 3.22. It was followed by item 5, *“The use of guide stimulating teaching aids”*; item 6, *“The solicitation of support for the production of suitable instructional materials”*; and item 8, *“The coping mechanism to the limited resources available in school”* obtained a similar weighted mean of 3.16. The last in rank was item 7, *“The utilization of printed materials to make activity-centered learning more collaborative and interactive”* obtained a weighted mean of 3.09.

The feedback of the respondents on instructional materials used in teaching multigrade classes revealed that it was a burden for them to provide support for instruction specifically the access from readily available appropriate teaching materials and the need to be creative in developing them. These two issues raised showed that multigrade teaching in remote community schools inadequately receive support for the provision of appropriate teaching materials and the training of teachers to be creative on the development of these materials. Some materials are prepared but there seem inadequate supplies to sustain the number of multigrade schools, teachers, and especially learners. The central office, region, and even division offices although primarily prepared several instructional materials, multigrade teachers are still expected to create and develop innovative materials. This is to support facilitation of learning

particularly in presenting the local context to meet the concrete needs in multigrade instruction. These teacher-made materials put more relevance on national curriculum and cater the need of the local community.

This is similar with the findings of Juvane (2005) in redefining the role of multigrade teaching. Aside from the program to strengthen teacher's abilities and capabilities in multigrade instruction, there are other important components involve in multigrade strategy. The demand to produce enough number of innovative and personally-crafted teaching materials appropriate to different levels of varying activities for independent, big or small group learning, is equally valuable. The conduct of appropriate training in the development of teaching materials shall also be included in the teacher's professional program. This also include the technique in the effective utilization of self-learning packages, learning corners and arrangement, daily routines and instructions and class monitoring. Although trainings on the necessary skills were conducted for teachers, still these have been found insufficient and were not applied in the classroom instruction. Modification on printed materials like textbooks is highly suggested in a way that methodologies for independent learning and exercises are integrated to meet the demands of multigrade learners.

Table 14

Weighted Mean of the Assessed Challenges on Student Achievement of Multigrade Teaching Program

Items	Wx	VI	Rank
1. the various assessment in measuring the practices in the teaching-learning process	3.22	So	4
2. the quality of instruction is connected and equated to the increase rate of participation	3.19	So	5.5
3. the objective to reduce or zero in dropout and repetition rates of children	3.16	So	7
4. the different interventions, programs and projects to be implemented to reduce non-readers and non-numerates	3.31	A	1
5. the national and other different level of tests given to measure student performance	3.28	A	2.5
6. the performance of students in the multigrade classes compared to the performance of students in monograde class	3.28	A	2.5
7. the differences of learners in terms of performance, capability, development and conduct in the classroom	3.19	So	5.5
8. the quantity of independent learners for self-directed learning while the teacher is engaged in another group	3.09	So	8
Average Mean	3.22	So	

Note. Range of Rating Description and Verbal Interpretation (VI): 1.00 – 1.74 Never (N); 1.75 – 2.49 Seldom (Se); 2.50 – 3.24 Sometimes (So); 3.25 – 4.00 Always (A).

Table 14 depicts the challenges on student achievement encountered in the implementation of multigrade teaching program in remote community schools as assessed by the school heads and teachers. The respondents “sometimes” encountered challenges in working and maintaining good student achievement, rated with an average weighted mean of 3.22.

The table also discloses the information that the respondents were “always” challenged on different interventions, programs and projects to be implemented to reduce non-readers and non-numerates that was ranked first with a weighted mean of 3.31. Same gravity of experiences was noted on item 5, *“The national and other different level of tests given to measure student performance”*; and item 6, *“The performance of students in the multigrade classes compared to the performance of students in monograde class”* with a weighted mean of 3.28.

Likewise, the other five (5) items on multigrade teaching on student achievement were pointed out as “sometimes” encountered. Item 1, *“The various assessment in measuring the practices in the teaching-learning process”* ranked fourth with a weighted mean of 3.22. Next in rank was item 2, *“The quality of instruction is connected and equated to the increase rate of participation”*; and item 7, *“The differences of learners in terms of performance, capability, development and conduct in the classroom”*. Both have a similar weighted mean of 3.19. Next in rank was item 3, *“The objective to reduce or zero in dropout and repetition rates of children”* with a weighted mean of 3.16. Last in rank was item 8, *“The quantity of independent learners for self-directed learning while the teacher is engaged in another group”* with a weighted mean of 3.09.

These challenging issues concerning student achievement faced by the respondents in the implementation of multigrade teaching program in remote community schools should not be taken for granted since learners’ academic performance is significantly an important output of the program. One of these evident issues is the noted experiences of the respondents to implement different interventions, programs, and projects to reduce non-readers and non-numerates. Therefore, the provision of

multigrade teachers to bring education where the learners are is no longer reasonable with the demands of the millennials. Rather, the teacher is likely to provide extreme quality of the multigrade instruction. As a result, monitoring on the quality of teaching delivery and the expected learning outcomes is the major role of multigrade teachers. To ensure that the problems on non-readers and non-numerates are addressed early teachers are confronted with different interventions, programs and projects.

This is parallel with the findings of Enayati et.al (2016) which concluded that the main objective for an effective multigrade instruction to happen is lowering the issues on accustomed learning environment. Giving learners interactive exercises and integrative activities that make learners focus on the given routine just so order and discipline are produced inside the class does not provide an atmosphere where maximum learning is absorbed. In fact it is the other way around by which these circumstances lower the chances in grabbing educational opportunities that need not be neglected in a multigrade class, since learners most of the time are inactive because teachers need to teach other learners on higher grade or lower grade. These learners are asked to do the task in their textbooks or do the assigned activity, but teachers miss to provide close supervision for both learners and activities, and fail to monitor and manage the class. To maintain the degree of implementation of the programs and interventions, ideal and efficient practice of class hours to possibly avoid failures in academic and the conduct of diagnostic to eliminate unnecessary factors are very much important. More so, the engagement and involvement of learners from different levels and taking their part in the implementation of programs and interventions will give teachers enough time to address individual differences.

Table 15

Weighted Mean of the Assessed Challenges on Community Involvement of Multigrade Teaching Program

Items	Wx	VI	Rank
1. the plan to optimize participation of parents in their children's education	3.28	A	4
2. the realization of parents on the importance of parental involvement	3.34	A	2
3. the strong involvement of the community and the support to multigrade school	3.34	A	2
4. the participation of parents in the discussion of the current issues and concerns in multigrade teaching-learning process	3.13	So	8
5. the involvement of the community in developing the school premises	3.22	So	7
6. the initiative of parents in finding access and support for the school from other stakeholders	3.34	A	2
7. the positive recognition of parents in the implementation of programs and projects of the school	3.25	A	5.5
8. the parent involvement in relaying/disseminating school's information	3.25	A	5.5
Average Mean	3.27	A	

Note. Range of Rating Description and Verbal Interpretation (VI): 1.00 – 1.74 Never (N); 1.75 – 2.49 Seldom (Se); 2.50 – 3.24 Sometimes (So); 3.25 – 4.00 Always (A).

Table 15 reveals the challenges on community involvement, which were noted to be “always” encountered as assessed by the school heads and teachers in implementing the multigrade teaching program in remote community schools. Generally, it obtained an average weighted mean of 3.27.

Among the specific indicators, it was noticeable that the respondents “always” encountered the challenges on items 1, 2, 3, 6, 7, and 8. The realization of parents on

the importance of parental involvement, strong involvement of community, support to multigrade school, and the initiative of parents in finding access and support for the school from other stakeholders have a similar weighted mean of 3.34. Next is the plan to optimize participation of parents in their children's education with a weighted mean of 3.28. The positive recognition of parents in the implementation of programs and projects of the school and parent involvement in relaying/disseminating school's information both had a weighted mean of 3.25. Moreover, respondents considered item 5, "*The involvement of the community in developing the school premises*" as "sometimes" challenging with a weighted mean of 3.22 while item 4, "*The involvement of the community in developing the school premises*" was also regarded as "sometimes" encountered with the weighted mean of 3.13.

The result implies that the remarkable efforts made by the multigrade schools to intensify the involvement of parents to their children education still undergo many challenges, which need to be taken into account. Respondents were challenged to make parents realize the importance of parental involvement, to solicit strong involvement of the community and the support to multigrade school, and to gather initiatives from parents in finding access and support from other stakeholders for the school.

The study of Aryal et.al (2003) is related to the present since it discusses one of the issues in multigrade/multiclass teaching. People in the community tend to avoid communication from the school and hesitant to support the programs and school activities and not well informed on the needs of the schools in the facilitation of multigrade instruction. However, they have realized the significance of taking their time in noticing the teaching and learning activities of the school. This is an indicator that

people in the community could not distinguish the difference in instructional activities between multigrade and multi-class of the school. This study found out that the people in the community were much involved in the development of school facilities than supporting the school in improving the practices in teaching. On the views of the local officials, they expected similar things from the community. Teachers observed that the support of the community was merely in the financial aspect and on school facilities. Teachers realized the significance of solicited support from the parents through intensified mobilization of partnerships and linkages for the benefit of improving the multigrade teaching program. A female teacher even expressed her feeling concerning community support during observation. She told that they took efforts to make people aware of the educational accomplishment of the school but did not improve the attitude of the people towards the school. For instance is the acquisition of the school lot although the owner of the land agreed to donate the land for the school but the community did not take any action or initiative to acquire the land in legal manner.

Table 16

Weighted Mean of the Assessed Challenges of Multigrade Teaching Program in Remote Community Schools

Area	Wx	VI	Rank
1. Curriculum	3.36	A	1
2. Classroom Management	3.04	So	6
3. Instructional Strategies	3.24	So	3
4. Instructional Materials	3.20	So	5
5. Student Achievement	3.22	So	4
6. Community Involvement	3.27	A	2
Average Weighted Mean	3.22	So	

Note. Range of Rating Description and Verbal Interpretation (VI): 1.00 – 1.74 Never (N); 1.75 – 2.49 Seldom (Se); 2.50 – 3.24 Sometimes (So); 3.25 – 4.00 Always (A).

Table 10 depicts the assessed challenges encountered by the school heads and teachers in the implementation of multigrade teaching program in remote community schools. The respondents “sometimes” encountered these challenges as revealed by an average weighted mean of 3.22. The table also discloses the information that the respondents “always” experienced the challenges on Curriculum that was ranked first based on a weighted mean of 3.36. In addition, the respondents were “always” challenged on the aspects of Community Involvement as revealed by a weighted mean of 3.27, ranking second in the list. Other aspects considered in challenges were “sometimes” experienced presented in order. Third in rank was Instructional Strategies with a weighted mean of 3.24, fourth was Student Achievement with a weighted mean of 3.22, fifth was the Instructional materials with a weighted mean of 3.20 and last in rank was Classroom Management with a weighted mean of 3.04.

The result implies that the respondents always experience the challenges on curriculum and community involvement. Normally the structure of the curriculum is designed based on the concept of monograde instruction with the competencies arranged in spiral progression and with the provision of adequate number of instructional materials; but then again the department has never stopped on addressing the needs of inclusive education. They have arranged trainings for multigrade teachers to give guidance and strengthen teacher capabilities in understanding the content of curriculum and be able to facilitate the target learning competencies in multigrade set-up. The problem starts on the process of conceptualizing the curriculum to fit with the existing needs of multigrade classes in remote schools. The assessment specifically focused on

the activities expected to be done and provided by a multigrade teachers, the result revealed a consistent experience among the respondents.

A research conducted by the Department of Basic Education in South Africa (2015) reinforced that the delivery and access of quality multigrade teaching and learning in schools depends on its successful planning for implementation. The core or the primary principle to improve the quality of teaching and learning delivery is through assessing the policy statement of the curriculum and the provision of advance and appropriate instructional materials. The document provides the target learning competencies and content standards for every year in all learning areas and it is imperative to provide all these in schools to make sure that the support in learning is accessible. Multigrade teaching work with different context and the value of needed instructional materials is greater since learners work most of the time without teacher's close supervision, as they are expected to learn independently and progress on their own pace. The quality of their output and the activities set to them are relatively determined by the quality of instructional materials. The available resources need to be of a different kind like workbooks for languages and mathematics and self-directed learning guides where learners can systematically work on them. The curriculum adaptation for multigrade schools is also suggested through curriculum differentiation and multigrade annual teaching plans. The tools in information and communication technology are also introduced to schools that practice multigrade teaching to enhance the quality of teaching and learning with the provision of infrastructure in relation to ICT support and technology solutions to multigrade schools.

These significant suggestions could possibly lessen the challenges faced by multigrade administrators and teachers in implementing the multigrade teaching program in remote community schools with the concerted collaboration of all groups specifically the community.

The study of Kivunja and Sims (2015) claimed that there is no way to increase the small number of enrolment for every grade in remote community schools but the perceptions of parents on the significance and efficacy of implementing the multigrade teaching program in their community can be improved. Based from the provided and well-supported evidence, multigrade school is an efficient means to realize the policy aim of Education for All (EFA). The number two in Millennium Development Goal (MDG) that pleads for EFA achievement estimated 32% learners from primary schools in Majority World who will need to receive education in multigrade schools.

Problem No. 3: What benefits are derived from the multigrade teaching program?

The responses of the school heads and multigrade teachers on the benefits contributing to the enhancement of multigrade teaching in remote community schools were coded or classified by the researcher. Table 17 displays the identified benefits.

Table 17

Frequency on the Benefits Contributing to the Enhancement of Multigrade Teaching

BENEFITS	<i>F</i>
Development of different methods and practices of instructional delivery and learning materials	29
Advancement in open learning for experience based and activity-centered methodologies	25
Preparation for factual and actual situations with constant collaboration among people with varied skills and abilities	9
Efficiency in the delivery of educational services to small and remote communities	8
Development of support system in the facilitation of learning with pupils, parents and community stakeholders	7
Acquisition of the skills to work with diverse groups and deal with the content of curriculum in all learning areas	5
Improvement of one's life in the community through the help of multi-skilled and trained teachers in health, agriculture and free enterprise	5
Utilization of inadequate teaching-learning resources such as trained teachers, classrooms and materials effectively	2

3.1 Development of different methods and practices of instructional delivery and learning materials.

Multigrade teaching program sets opportunities for teachers to bring out their innovative skills and develop themselves in creating suitable delivery modes and materials to transfer the teaching and learning processes. Further, they will be able to cultivate their potentials because of the gained experiences. Table 17 shows that twenty-nine (29) respondents identified this as a benefit or advantage which may contribute for the enhancement of multigrade teaching program. One respondent wrote:

“As a multigrade teacher it creates varied ways of teaching strategies according to the learning needs of learners and their ability na hindi mababakante ang mga grade level handled together; for example they work together, then individual and activities according sa grade nila na hindi magiging hassle kay teacher kasi ang iba ay sumusulat bago ang recitation. As a multigrade teacher it lessens the preparation for choosing a topic. Pwedeng isang topic na gagamitin pero ang gagawing assessment ay ibibigay ayon sa kanilang grade na kinabibilangan. Mayroon din na group activity which creates classroom cooperative learning and individual activity which builds learning accordingly.”

This benefit was connected to instructional strategies assessed as remarkably very good, and utilized in the implementation of multigrade teaching program. The result was also related to the study of Kittiratchadanon (2012) that presents the best multigrade practices in small schools in Thailand, which include teachers' orientation and training; as a result, their roles involved designing learning resources in different ways for learners to receive and acquire significant information and concepts, opening different sources where learners could have a venue to explore their own concepts. It was also suggested to check on offering the channels of articulation where students can expand and express their own thoughts and to look on the ability to establish and focus in giving information, concepts and competencies to manage a differentiated classroom. To look, search, and create materials and produce in adequate number; to arrange materials and space; to let learners move from different and varied organized activities; and discover their own level improvement at their pace are also needed.

3.2 Advancement in open learning for experience based and activity-centered methodologies.

In multigrade instruction, many opportunities exist both for teachers and learners. Learners are developed to become independent in their own learning and most of these come from shared experiences of others from higher grades or own classmates and the learned experiences from every performance or activity they have made. It is because in varied activities utilized by a multigrade teacher, the transfer of learning could be done across different age group or classes; there is a need for collaboration and teamwork among learners working together and sharing of different inputs from each will be heard and gathered so that they could produce the expected output. More than doing what is needed to do in accomplishing the task is their opportunity to master the process and the competencies needed in doing it. One of the respondents wrote:

“Bringing out experiences and letting it be shared in the class as an example will provide more learning. Also, using hands-on application in following the steps provided or in testing the principles or a theory will develop the skills of the learners and boost up their confidence in doing things. It also encourages the learners to seek more learning and explore new experiences. As a multigrade teacher, handling different grade levels is more effective for me to teach them by giving them activities which will let them explore it on their own and sometimes I use the ICT integration for more fun and excitement.”

This proves the identified benefit in classroom management as a result of assessment conducted, as revealed in Table 4. It was noted that the development of independent learning among learners is very good; and this happened through the

provision of activity-centered and shared experiences approach in managing classroom with multigrade classes or levels.

This is parallel with the findings of Enayati et.al (2016) which discussed the techniques and suitable practices in managing the classroom of multigrade schools with the integration of information communication technology. Their research findings revealed ten important strategies, where number four strategy mentioned the organization of learning environment in which they defined a multigrade classroom as a catch basin of words and views. Multigrade teachers must look at this as an opportunity and make necessary moves or actions. The bigger step is the utilization of the most known, appropriate, and applicable teaching methodologies developed for diverse learners where the presence of flexibility is needed. This modern view of pedagogy talks of important elements in teaching strategies such as collaboration, critical thinking, researches and solutions from issues that play significant role on relevance to content courses; hence, it is extremely promoted. Likewise, as regards to strategy 6, multigrade teachers must try to see the characteristics of their learners primarily their abilities and being inquisitive from all forms of learning. In this way, they could offer the best design of suitable learning activities to meet the desired learning outcomes.

3.3 Preparation for factual and actual situations with constant collaboration among people with varied skills and abilities.

One mission of education is to prepare learners for lifelong learning skills with the collaborative efforts of the community, family, and stakeholders. With the kind of set-up in a multigrade class where different age groups and levels interact with one another

and with the significant supervision of teachers inside the classroom, possible exchanging of ideas and information especially experiences from their real life situations could be used as spring board in their lesson or in deepening the values learned from life. Since different ages are involved, the younger ones could project the right image to follow the older ones; could get better models, examples and practices from these sharing; or could actually learn from the actual performances of the older ones in displaying their talents, skills, and abilities inside and outside the classroom.

Table 17 identified a benefit or advantage gained for the enhancement of multigrade teaching program. One of the respondents wrote:

“Someone said that experience is the best teacher and I will add that we can learn from experiences of others kung tayo ay makikipag-interact sa ibang tao. Multigrade classes handle different kind of people belong to different age group. If there is a constant interaction with the people in the community, the teachers could help their pupils learn something out of their shared experiences that could be useful in their lives and this learning will probably prepare them to face challenges of life. Isa sa halimbawa ay ang pagdalo sa isang tribal wedding for us to understand their culture and beliefs.”

The identified benefit confirmed the status of assessed curriculum presented in Table 3 about providing learners with the integration of concepts relevant to their daily experiences, which was rated as remarkably very good. The findings of Soe (2012) were parallel to the study in which responsibilities of multigrade teachers were cited as regards all-around student development. One of the primary roles of teacher is to

manage effectively the delivery of the teaching and learning processes. Bigger than this is to make sure that those learners will have the grasp of understanding and knowledge to support them in assessing basic concepts and important ideas. Teacher helps them keep up with requirements to reach academic goals.

Encouragement and motivation are necessary tools for student development and in nurturing their own talents. Aside from academic activities, multigrade teacher is responsible in giving learners the social experiences from extra-curricular activities in which they can freely enjoy and find pleasure and happiness. Multigrade teachers as facilitators are also responsible to demonstrate ways to self-development. They are front liners in doing the task of making sure that learners receive knowledge, skills, and attitudes so they perform as good citizens of the country. More so, they perform the task of planning, managing, monitoring, evaluation, and communication.

3.4 Efficiency in the delivery of educational services to small and remote communities.

To realize the efficiency on the provision of educational services is to effectively provide the access to quality, equitable, culture-based, and complete basic education even in the remotest communities. This kind of access in education is feasible through the implementation of multigrade teaching program to ensure that children at the right age are in school and will receive the right education they deserve. Table 17 showed this particular benefit, noting that this contributed in enhancing multigrade teaching. One of the respondents wrote:

“Multigrade schools is the answer of our government to cater educational services to the remotest and farthest communities which has a small number of

people particularly our indigenous communities that basically set their homes in far flung areas. Realistically, for the community multigrade classes is an acceptable means to finish at least their elementary schooling.” This identified

benefit was connected to the very good result of assessment done on the status of community involvement as revealed in Table 8. Multigrade teaching program as an efficient means in providing educational services in remote communities optimizes participation of parents in their children education and school matters.

This is parallel with the findings of Huong (2005) in his study on significant functions and contributions of multigrade teaching program in the delivery of educational system. It has established its worth in the system to be useful and essential learning venue rather than a passing retort to certain inadequacies. According to this study, in Vietnam there are more classes that are multigrade with one teacher handling more than two different grade levels. Nonetheless, most teachers handling combination classes are very high in percentage. At present, the utilization of multigrade teaching program and the establishment of more multigrade schools are mostly found in ethnic minority areas. This is to bring closer the access to basic quality education where learners are specifically the disadvantaged children.

3.5 Development of support system in the facilitation of learning with pupils, parents, and community stakeholders.

Building rapport with the community is challenging considering the location and culture; and even more challenging as regards to opening the opportunity for the community to take part in delivering the teaching and learning process. However, one of

the significant processes that could make the life of multigrade teacher easier in terms of instruction is the realization of the pupils, parents and community to take the responsibility and to demonstrate willingness in making instruction and learning fun and easy. Pupils exercising collaborative learning in-group activities, parents assisting their children in doing home works and the community generously sharing information to the school or sometimes becoming the actual source of learning portrays an ideal context for learning. Seven (7) respondents identified this benefit as shown in Table 17. One of the respondents wrote:

“Teaching in a remote area is challenging because you need to be friend to all. The feeling na ikaw na ang lahat. Teaching in a remote area with multigrade classes does not only caters the learners but also the parents and other community members. We teachers also learn from our students, parents and the community. Teachers need to be friend with the parents and community. We need to do the home visitation and participate in any activity conducted by the community so that the knowledge you gained from them will help you in your teaching.”

Although last in rank, this identified benefit corresponds to the result of assessment on the status of community involvement as revealed in Table 8. It stated that there was a very good engagement of parents and other stakeholders as resource/support persons.

This finding is related to the study of Sopheak (2012) that the situation of multigrade program in the country of Indonesia have given so many good things in the development of educational services. One of the cases of small school located in remote

area with very minimal number of learners per class has successfully implemented multigrade teaching program with evidence to show the improvement in learners' academic performance. The approaches and strategies used in multigrade teaching include the engagement and involvement of community stakeholders to support the educational services. Others become lecturers and trainers, coordinators to local school management, partners and donors of learning materials and in the improvement of physical facilities, and facilitators in other field of expertise like in culture and arts.

3.6 Acquisition of the skills to work with diverse groups and deal with the content of curriculum in all learning areas.

Teachers in monograde have the opportunity to utilize different learning approaches in the delivery of instruction, and they could even develop a contextualized curriculum responsive to the needs of pupils with different cultures. But beyond this, multigrade teachers learn to apply teaching modalities with diverse groups and contextualize the curriculum content in all learning areas. This entails the multigrade teachers to address the needs of not only one group of individuals but also of a number of grade levels present inside the classroom so that learning could happen. In this set-up they learn and equip themselves keeping in mind the opportunities to be developed personally and professionally. This benefit was identified by five (5) respondents as shown Table 17. One respondent wrote:

“By working with different age groups you will learn of what they can do and can’t do, their already acquired knowledge and the things that they still need to know and understand. Knowing your students level of understanding gives you

an idea of what learning competencies and activities suited to your students. Study or observe your students. Study their interests, culture and differences. Contextualize the objectives and localize or indigenize your instructional materials to be used.”

The identified benefit agrees with the result of assessment on instructional strategies as revealed in Table 5. The multigrade teacher has the opportunity to develop varied teaching strategies which can be utilized across age and grade levels.

Relative to the teaching and learning modalities being utilized in multigrade schools, the observations conducted by Merckx (2002) on classroom management in multigrade for Zambian teachers explained some opportunities afforded by the set-up. He mentioned that learners become complacent and comfortable working at their level of competency believing that others will do the same thing and have the same experience at the same time. Every learner feels the acceptance that he or she can contribute to the development of every learning situation where teacher finds time and effort to provide the child the intervention program based on the assessment and evaluation. Contextualized curriculum is utilized to bring together the relevant competencies and topics, which has significant connection to the children's lives through engaging them in activities with exploration in local concepts. Knowing they are working with one another, a learner support his or her own understanding of knowledge, skills, and attitude with the help of other learners. Teachers encourage children to have conversations on the development of their learning and lead them to understand the concepts of what they have learned.

3.7 Improvement of one's life in the community through the help of multi-skilled and trained teachers in health, agriculture, and free enterprise.

A multigrade teacher does not only serve as the facilitator of learning on the content of curriculum. The basic idea of bringing education to the community so that the children will be educated and have the chance to change life for the better is far more important. The community expects them to be their savior and their bridge from poverty to a little improvement of their lives because they expect that much from the teachers. Trained multigrade teachers with skills in agriculture and business could help the community access the information or the knowledge they need from them. This benefit identified by five (5) respondents, as shown in table 17, contributes in enhancing multigrade teaching, as one respondent wrote:

“Most multigrade schools are located in far flung areas with indigenous people in the community. The main source of income is farming. In an IP community, hygiene and healthy habits are not a common priority. It is not a common practice to have a healthy lifestyle. Indeed teacher is the role model and the main source of information of learners as well as the community. If teachers are well trained with multi-skill competencies, teachers can help learners to improve their hygiene practice and educate parents the importance of having a good healthy habits. Kung ang guro ay may sapat na kaalaman tungkol sa agrikultura, matutulungan at matuturuan ang mga bata ng iba pang uri ng pagtatanim maliban sa pagkakaingin. Sa panahon na walang kaingin may iba pang pagkukunan ng kabuhayan ang mga bata at magulang.”

This is parallel with the findings of Villalino and Brusas (2009) in their study on community-based multigrade schools in the Philippines, which improved the academic performance, participation rate, cohort survival rate, and retention rate of the pupils. More than the benefits provided by multigrade instruction on the level of academic performance as shown from the evidence of statistics, multigrade teaching program provide learners, teachers, parents, and the community the sociocultural benefits; and this could not be denied even in the educational system. Moreover, findings on the innovative and effective practices of multigrade schools in Libmanan South District under the Camarines Sur Division in Region V mentioned this. In terms of literacy, multigrade schools gathered support from a parent or elderly student who has already mastered the basic literacy and numeracy skills and became the facilitator. The facilitator was hired as a programmed teacher and the schools have provided the prearranged lessons to be taught. Part of the innovation is the engagement and involvement also of the fast learners from higher-grade levels, as they are the leaders in establishing peer group learning. Both the programmed teacher and pupil leaders provide actual conduct of instruction utilizing the specially-designed modules or sometimes assisting in facilitating the instruction. Schools also solicit support from the experts in other fields like music and agriculture. One is the itinerant teacher who is locally funded employed based on skills, trainings, and expertise; and the other one is the resource person who is a resident of the community, either a parent or alternative learner with special skills, training, and expertise. Occasionally, these people will visit multigrade schools and facilitate the learnings in other subject areas such as home economics, agriculture, industrial arts, PE, music and arts.

3.8 Utilization of inadequate teaching-learning resources such as trained teachers, classrooms and materials effectively.

Bringing education where the learners are is the defined goal in intensifying access to quality basic education, reaching out to all learners even in the farthest barangays and sitios to make sure that no child is left behind. Putting up a school in a community with a small number of learners enrolled in every grade level will mean implementing a multigrade teaching program since the number of teachers installed is based on the number of learners, or the teacher to learner ratio. This also means that a number of learners will determine the number of classrooms and the instructional materials to be used with its consideration at the location or area, which is probably off-grid or no source of electricity. These limited educational resources make way to efficiently use multigrade teaching program as long as the deployed teacher is trained and as long there is classroom and materials to be used. One respondent wrote:

“Being a multigrade teacher is not easy because we handled two or more grade levels. Some of the learners are from indigenous family. The school also is located with limited resources therefore a teacher must be more resourceful in able to cater all learners. Teaching in multigrade classes is very challenging therefore teacher must be productive. Productive in terms of resources. Dahil sa layo ng paaralan at may kakulangan ang classroom sa mga kagamitang panturo ay dapat flexible ang mga instructional materials, maaaring gamitin sa ibang grade level at iba pang subject.”

This is similar with the discussion of Ahmad (2008) in her presented report citing the rationale behind multigrade classes in small schools with few numbers of learners in

Malaysia. As a law, it is obligatory for Malaysian children to receive basic education free no matter what ethnicity they belong to and where they are. It is not a question of numbers in enrolment to be able to provide a regular class. Schools are put up by the government believing that education must be accessible to all children near their homes which is the important reason why multigrade classrooms are created. In addition, she said that Malaysia creates the best multigrade classroom in small populated schools. Multigrade schools are provided with: infrastructure and facilities; the conduct of instructional assessment; trained teachers; and most importantly bringing the children in school. This mantra of Malaysian government is a reflection of its mission to provide access to quality basic education services to all children. They prioritize educational system, exerts great efforts and invests lot of funds. The encountered issues in running the multigrade schools are included in the discussion during the parliamentary procedures. These schools are also consistently monitored so that gaps will not occur among schools, and services can be equally provided.

Problem No. 4: Based on the findings, what action plan for multigrade teaching program for the district can be proposed?

Little (2006) revealed that multigrade teaching program is implemented not only because it is the essential way to deliver educational services to remote and thinly populated communities. There are advantages in running this teaching program that is why certain systems of education purposefully adopt this approach. More so, Tsolakidis, Sotiriou, and Koulouris (2005) suggested that the teacher has to be aware of these advantages and opportunities; then positively act accordingly.

The challenge is in the organized presentation of teaching methodologies applicable to diverse learners and situations and acceptable around the world from different disciplines. Its application is based on progressive point of education in which innovative approaches are employed. This promotes discussion, teamwork, critical thinking and possible discoveries on solution to problems.

With this understanding, Kazibwe (2004) also revealed that teachers have to be provided with relevant trainings and instructional guidelines to progressively implement multigrade teaching. There are certain issues in implementing the multigrade teaching program having weaknesses in itself and in the manner it is introduced. These issues have to be addressed for its successful implementation.

The cited remarks above on the different ways to enhance the capabilities of multigrade teachers such as their awareness, methodologies and trainings must be provided an equal weight on the development of materials, instructional planning, instructional strategies, classroom management and assessment.

Similarly, the results of the study served as feedback mechanism in which the issues and concerns gathered from the assessment conducted with the school heads and teachers of multigrade schools need to be addressed in the delivery of the program. These significant findings were utilized to possibly meet the quality indicators of effective multigrade instruction such as the practices and strategies in curriculum development and implementation, classroom management, instructional strategies, instructional materials, student achievement and community involvement. Thus, the researcher proposed an action plan of multigrade teaching program, which is hereby included.

The specific findings in every area component was gathered and was able to create an equivalent proposed action. In the curriculum, the absence of technical assistance for multigrade teachers in the area of selecting common themes suitable for all grades will be given through capacitating them in the process of its selection with the development of an enhanced system to sustain the preference of each learner essentials in different grade levels. In classroom management, inadequate trainings for multigrade teachers on different strategies to execute or deliver multiple lessons at the same time will be addressed with the enhancement of multigrade teachers teaching strategies to carry out multiple lessons and the development of their flexibility in the use of time with the range of learner capabilities, performances, and learning styles. In instructional strategies, the lack of capability trainings for multigrade teachers on how to teach all groups together with the similar content and the use of methodology in transferring the content. This will be addressed with the improvement of multigrade teachers' capabilities on the wide range of teaching strategies and methodologies that will develop learners' independence and progress at their own pace. In instructional materials, the absence of technical assistance in organizing properly and updating the inventory of materials that facilitate quick retrieval will need to have the collaboration on multigrade teachers for the enhancement on the system of inventory of materials so that these learning materials will always be ready for easy use. In student achievement, the difficulty in increasing the academic performance of learners on national achievement test and other developmental tests will have to capacitate multigrade teachers in doing action researches, which will produce best interventions and strategies to increase learners' academic performance. And in the community involvement, the difficulty in

engaging parents as resource or support persons in the school will have to intensify the networking skills of multigrade implementers to engage parents and stakeholders as support or resource persons.

The proposed action plan intends to strengthen key areas identified in the implementation of Multigrade Teaching in District of Tanay II, Division of Rizal. The goal is to develop approaches to embrace this action plan, recognize the significance of this action plan in order to develop the common vision among multigrade teaching implementers and implement this action plan in order to achieve effective program delivery for the learners. Specifically, the proposed action plan hopes to strengthen and sustain the needed provisions and conditions in teaching multigrade, expand the benefits and opportunities obtained in implementing multigrade instruction for the implementers, learners, and community stakeholders and contribute to the development of Multigrade Teaching Program that is relevant and responsive to 21st century life skills.

CHAPTER 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, conclusions, and recommendations relative to the study.

Summary of the Study

This study focused on the assessment of multigrade teaching program in remote community schools in the District II of Tanay, Division of Rizal. This study utilized the descriptive method of research with the developed research instrument and informal interviews to assess the provisions and conditions of its status and the experienced challenges by the multigrade implementers from identified components in running the program as well as the obtained benefits were gathered in order to create an action plan as an additional platform for its efficacy. There were 32 implementers, 11 school heads, and 21 multigrade teachers who served as respondents of the study in assessing the delivery of multigrade teaching program. The gathered data were analyzed, interpreted and served as the inputs on the development of the proposed action plan of multigrade teaching program.

Summary of Results

Guided by the statement of the problem, the findings of the study are hereby summarized:

1. The status of multigrade teaching program in remote community schools based on the assessed indicators of curriculum, classroom management, instructional

strategies, instructional materials, students achievement and community involvement show that multigrade teachers need technical assistance in selecting common themes suitable for all the grades. They need to be sustained with different strategies to execute or deliver multiple lessons at the same time. They needed support to improve their capability through trainings on how to teach all groups together with the similar content and to use the same methodology in transferring the content. They need the technical assistance in updating the inventory of materials that facilitate quick retrieval. There is difficulty in increasing the academic achievement rate based on the result of NATs and other developmental tests. Moreover, they found it difficult to engage community as resource or support persons in the school.

2. The challenges faced by the multigrade implementers in remote community schools based on the components include concern in sustaining the preference of each learner essentials in different grade levels. The range of learner capabilities, performances and learning styles, flexibility in the use of time in accordance with learner needs. The development of a wide range of teaching strategies, and on meeting expectation that learners need to develop independence and progress at their own pace. They had concern as regards with access to receive readily-available appropriate teaching materials and the different interventions, programs and projects implemented to reduce non-readers and non-numerates. In addition, they had concern on making parents realize the importance of parental involvement, strong involvement of community, support to multigrade school, and

initiative of parents in finding access and support for the school from other stakeholders.

3. The various benefits obtained in implementing the multigrade teaching which could contribute in developing an enhancement program were the experience to devise and improvise different methods and practices of instructional delivery and learning materials; an open learning advancement for experience- based and activity-centered methodologies; the chance for the preparation for factual and actual situations with constant collaboration among people with varied skills and abilities; an efficient means of delivering educational services to small and remote communities; and an effective means of using adequate teaching-learning resources such as trained teachers, classrooms, and materials; an opportunity to develop the support system in the facilitation of learning with pupils, parents, and community stakeholders; provision of opportunity to acquire the skills to work with diverse groups and deal with the content of curriculum in all learning areas; and could possibly help improve one's life in the community through the involvement of multi-skilled and trained teachers in health, agriculture, and free enterprise or small scale business.
4. The proposed action plan for multigrade teaching program was developed with the different program area component and key findings. This include proposed action for every key findings, included also in the action plan the suggested activities, persons involved, supplies and materials and funding requirement. Success indicators are also included in order to further strengthen and continuously ensure program effectiveness and efficacy.

Conclusions

Based on the findings and result of the study, the following conclusions are drawn:

1. Multigrade teaching program in remote community schools was well implemented. Multigrade implementers were adept in multigrade teaching; however, provisions and conditions based from the quality indicators in implementing the program must be sustained.
2. The challenges experienced by the multigrade implementers were minimal and do not influence in the implementation of multigrade teaching program. These challenges can be used as an efficient means to run the program effectively.
3. The obtained benefits in implementing the multigrade teaching program in remote community schools helped not only the multigrade implementers but also the learners, parents, and community stakeholders.
4. The proposed action plan for multigrade teaching program will help sustain the needed provisions and conditions in implementing the program, thus addressing the needs of the multigrade teachers, learners as well as quantifying the benefits obtained in the program.

Recommendations

After considering the above findings and conclusions, the researcher recommends the following:

1. An action plan to sustain and strengthen the delivery of Multigrade Teaching Implementation in remote community schools along with its identified key areas and learning components could be considered for implementation in District II of Tanay, Division of Rizal in order to uphold this inclusive education which provides accessible basic quality education to learners living in far flung areas.
2. The newly developed and validated instrument can also be used for similar program assessment activities with the same teaching delivery mode in other districts of the Division of Rizal.
3. The conduct of series of writeshop on the development of multigrade lesson plans for the multigrade implementers, workshop for the development of innovative instructional materials, and trainings and seminars for the different instructional strategies, effective and efficient management of a multigrade classroom, and optimizing the support from the group of academe, public and private sectors will definitely address the needed provisions and conditions in running multigrade teaching program in remote community schools.
4. Further study should be conducted to improve and enhance the implementation of multigrade teaching program to include other essential components not considered in this study in order to achieve an inclusive and more authentic picture of the program, and adopt evaluation models to make

the program quality assured, monitored, evaluated, and received with the necessary technical assistance offered to such program.

5. Future researchers may conduct study on the implementation of the localized curriculum of multigrade schools considering the content and standards of the K to 12 program and may further evaluate the validation and field-testing of the developed localized lesson plans for multigrade teaching.

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Appendix A

Proposed Action Plan for Multigrade Teaching Program in the District II of Tanay, Division of Rizal

I. Rationale

The Department of Education continuously provides extensive campaign in promoting better access to quality basic education and strengthening inclusive education. In support to this endeavor, program implementers strongly adhere to its commitment to ensure quality service received by the stakeholders. With this principle, the action plan of multigrade teaching program is crafted as an additional platform in sustaining the needs of its client through effective delivery of the program.

II. Goal

The Action Plan intends to strengthen key areas identified in the implementation of Multigrade Teaching in District of Tanay II, Division of Rizal, to wit:

1. Develop approaches to embrace this action plan
2. Recognize the significance of this action plan in order to develop the common vision among multigrade teaching implementers
3. Implement this action plan in order to achieve effective program delivery for the learners

III. Objectives

More specifically, the action plan hopes to:

1. Strengthen and sustain the needed provisions and conditions in teaching multigrade in District of Tanay II, Division of Rizal
2. Expand the benefits and opportunities obtained in implementing multigrade instruction for the implementers, learners, and community stakeholders
3. Contribute to the development of Multigrade Teaching Program that is relevant and responsive to 21st century life skills

IV. Framework of the Action Plan

Figure 4 presents the framework of the action plan based on the assessment results of the study. The key areas on the status of the multigrade instruction which obtained ratings of 2.50 and above were considered as strength, while those which fell below 2.50 were considered weaknesses. The key areas on the challenges of the multigrade instruction which obtained ratings of 2.50 and above were considered weaknesses, while those which fell below 2.50 were considered strength. The benefits found in this study are used to strengthen the weaknesses. Identified strength areas require continuous improvement, while weak areas require careful enhancement program.

The action plan has the following components and features: A) Curriculum – capacitated the competence of multigrade teachers in the process of selection of common themes suitable for all the grades, and developed an enhanced system to sustain the preference of each learner essential in different grade levels; B) Classroom Management – enhanced strategies to carry out multiple lessons at the same time, and developed flexibility of multigrade teachers in the use of time with the range of learner capabilities, performances and learning styles; C) Instructional Strategies – improved teacher’s capability in teaching all groups together with the similar content and uses the same methodology in transferring content, and the necessity to improve varied and exclusive teaching strategies to develop learners’ independence and progress at their own pace; D) Instructional Materials – enhanced system of inventory of materials that facilitate quick retrieval, and improved teacher’s creativity in developing materials for multigrade teaching; E) Student Achievement – capacitated multigrade teachers in doing action researches which will produce best interventions and strategies to increase learners’ academic performance; F) Community Involvement – intensified networking skills of multigrade implementers to engage parents and stakeholders as support or resource persons, and improved parental involvement in finding access and support for the school from other stakeholders.

Likewise, with these key features of the action plan, the needed provisions and conditions for multigrade teaching implementation will be satisfied, thus addressing the needs of the learners as well as quantifying the benefits obtained in the program.

Finally, objectives, activities, persons involved, supplies and materials, funding requirement, and success indicators are also included in order to further strengthen and continuously ensure program effectiveness and efficacy in District of Tanay II, Division of Rizal.

**Action Plan
Components and Features**

A. Curriculum

- Capacitated the competence of multigrade teachers in the process of selection of common themes suitable for all the grades.
- Developed an enhanced system to sustain the preference of each learner essentials in different grade levels.

B. Classroom Management

- Enhanced strategies to carry out multiple lessons at the same time.
- Developed flexibility of multigrade teachers in the use of time with the range of learner capabilities, performances and learning styles.

C. Instructional Strategies

- Improved teacher's capability in teaching all groups together with the similar content and uses the same methodology in transferring the content.
- Developed wide range of teaching strategies among teachers to develop learners' independence and progress at their own pace.

D. Instructional Materials

- Enhanced system of inventory of materials that facilitate quick retrieval, improved teacher's creativity in developing materials for multigrade teaching.

E. Student Achievement

- Capacitated multigrade teachers in doing action researches, which will produce best interventions and strategies to increase learners' academic performance.

F. Community Involvement

- Intensified networking skills of multigrade implementers to engage parents and stakeholders as support or resource persons.
- Improved parental involvement in finding access and support for the school from other stakeholders



**Competent
Multigrade
Teaching
Implementers**

**Matrix of Findings and Proposed Action Plan
of Multigrade Teaching Program in District II of Tanay, Division of Rizal**

Program Area Component	Key Findings	Proposed Action	Suggested Activities	Persons Involved	Supplies/ Materials	Funding Requirement/ Service Terms	Success Indicators
Curriculum	Absence of technical assistance give to multigrade teachers in selecting common themes suitable for all grades	Capacitate the competence of multigrade teachers in the process of selection of common themes suitable for all the grades	- Conduct series of write-shop for the development of multigrade lesson plans with selection of common themes suitable for all grades - District Wide Demonstration Teaching of the developed lesson plans	PSDS SHs MTs KTs MGTS	LCD Projector Laptop Handouts Bond Paper Pens	P75,600.00 MOOE April-May	Capacitated the competence of multigrade teachers in the process of selection of common themes suitable for all the grades
		Develop an enhanced system to sustain the preference of each learner essentials in different grade levels.	School-based development of learner system portfolio using the data base technology aside from the individual envelop compiling the individual result of diagnostic test, quizzes, periodic test, and summative test	SHs KTs MGTS	LCD Projector Laptop Envelopes	P10,000.00 MOOE June-March	Developed an enhanced system to sustain the preference of each learner essentials in different grade levels.
Classroom Management	Inadequate trainings for multigrade teachers on different strategies to execute or deliver multiple lessons at the same time	Enhance strategies to carry out multiple lessons at the same time.	- Conduct trainings/seminar s/ on different strategies and trends in teaching multiple lessons at the same time. - District Wide Demonstration Teaching applying the strategies learned from the training	PSDS SHs MTs KTs MGTS	LCD Projector Laptop Handouts Bond Paper Pens	P10,500.00 MOOE April-May	Enhanced strategies to carry out multiple lessons at the same time.

PSDS – Public School District Supervisor, SHs – School Heads, MTs – Master Teachers, KTs – Key Teachers, MGTS – Multigrade Teachers

	g the content		- applying the methodologies learned. - Conduct field technical assistance during the regular monitoring of multigrade classes - Conduct of school LAC sessions based from the findings of the monitoring	SHs MGTS	DLP Projector Laptop	June – March P2,000.00 MOOE June – March	
		Develop wide range of teaching strategies among teachers to develop learners' independence and progress at their own pace	- Conduct district and school level workshops for multigrade teachers in creating innovative instructional delivery and learning materials to create fun and exciting experience for learners - District and School Wide Demonstration Teaching showcasing the created innovations in teaching delivery and learning materials	PSDS SHs MTs KTs MGTS	LCD Projector Laptop Handouts Bond Paper Pens	P20,500.00 MOOE April-May	Developed wide range of teaching strategies among teachers to develop learners' independence and progress at their own pace
Instructional Materials	Absence of technical assistance in organizing properly and updating the inventory of materials that facilitate quick retrieval	Enhance the system of inventory of materials that facilitate quick retrieval	Conduct group collaboration during the field technical assistance to develop the system of inventory for all the created learning materials that will facilitate quick retrieval and ready for easy utilization.	SHs MGTS	Boxes Magazine Filers Cabinets Envelope s Colored Papers Laptop Printer	P50,000.00 MOOE June-March	Enhanced system of inventory of materials that facilitate quick retrieval
Student Achievement	Difficulty in increasing the	Capacitate multigrade teachers in	Conduct district wide seminar in writing an school	PSDS SHs MTs	LCD Projector Laptop	P75,600.00 MOOE	Capacitated multigrade teachers in

	academic performance of learners on national achievement test and other developmental tests	doing action researches, which will produce best interventions and strategies to increase learners' academic performance	action researches and submit the proposals at the end of the seminar. • Conduct DISCOVER (District Conference of Basic Education Researchers) for multigrade schools to present the proposals for school action researches • Conduct the school action researches for three months • Conduct the second district conference for the presentation of the full paper and give awards to the best presenters • Consolidate the interventions and strategies that produce greater impact in elevating the academic performance of multigrade learners and include this as one of the presentations during the seminar workshops of multigrade teachers	KTs MGTs	Handouts Bond Paper Pens	July- October	doing action researches, which will produce best interventions and strategies to increase learners' academic performance
Community Involvement	Difficulty in engaging parents as resource or support persons in the school	Intensify the networking skills of multigrade implementers to engage parents and stakeholders as support or resource persons.	• Invite all the parents and community stakeholders during the state of the school head address (SOSA) to present school improvement plan and the target	SHs MGTs Parents Stakeholders	LCD Projector Laptop Handouts Bond Paper Pens	P2,000.00 MOOE June- March	Intensified networking skills of multigrade implementers to engage parents and stakeholders as support or resource persons.

			accomplishments of the school. Layout the needed projects and activities to do by the school with the engagement of the parents and collaboration of community stakeholders and how important is their role in the success of their children in the school. • Involve the parents and stakeholders in all school activities • Reach out to all the parents who missed their children activities through home visits.				
		Improve parental involvement in finding access and support for the school from other stakeholders	• Conduct general assemblies, scheduled teacher parent conferences, and present the school projects and activities of the school that will need their full support. • Open channels of communication with the parents and stakeholders and let them plan and organize some of the school activities that may gather support from other stakeholders inside and outside the community	SHs MGTs Parents Stakeholders	LCD Projector Laptop Handouts Bond Paper Pens	P2,000.00 MOOE June-March	Improved parental involvement in finding access and support for the school from other stakeholders

PSDS – Public School District Supervisor, SHs – School Heads, MTs – Master Teachers, KTs – Key Teachers, MGTs – Multigrade Teachers

Appendix B



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

College of Graduate Studies and Teacher Education Research

Taft Avenue, Manila



January 08, 2017

MARITES A. IBANEZ, CESO V
Schools Division Superintendent
Department of Education – Rizal
Cabrera Road, Kay Tikling
Taytay, Rizal



Madam:

Greetings of peace!

I am Lolita D. De Leon, the Teacher-In-Charge of Magata-Manggahan Elementary School, and a graduate student of Philippine Normal University, Manila. I am currently doing my thesis proposal entitled: **"Assessment of Multigrade Teaching Program in Remote Community Schools: Basis for Program Enhancement"**. My study aims to find out the status, challenges and benefits of multigrade teaching program in the District II of Tanay. The results of the study will certainly help the teaching and learning process of the multigrade teaching program.

In this regard, I would like to ask your permission in conducting my study this School Year 2017-2018 in the District II of Tanay.

Thank you so much for your support.

Respectfully yours,

LOLITA D. DE LEON
MAED Student

NOTED:

DR. MAVILLE A. DIZON
Thesis Adviser

PROF. MA. RUTH M. REGALADO
Thesis Adviser

Recommending Approval:

EVELYN R. MINA, Ed. D.
Division Research Coordinator

APPROVED:

MARITES A. IBANEZ, CESO V
Schools Division Superintendent

Appendix C



Philippine Normal University
The National Center for Teacher Education
**COLLEGE OF GRADUATE STUDIES AND TEACHER
EDUCATION RESEARCH**
Manila



March 12, 2018

Dear Madam:

Greetings!

The undersigned is currently working on a thesis paper titled “**Assessment of Multigrade Teaching Program: Basis for an Action Plan**” in partial fulfillment of the requirement for the Degree Master of Arts in Education with Specialization in Educational Management.

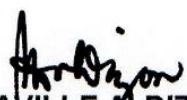
Corollary thereto, she would like to earnestly request your gifts of time and expertise in validating the content of the attached survey questionnaire which is a major instrument for data gathering, which will eventually answer the specific questions of her study. Your objective evaluation and scholarly inputs for the improvement of the instrument will be most valued and appreciated with the hope that the findings and output of this study would significantly contribute towards improving the delivery of multigrade teaching program in remote community schools.

Thank you and may the Great Lord continue to shower you with His abundant blessings.

Respectfully yours,

LOLITA D. DE LEON
Researcher

Endorsed by:


DR. MAVILLE A. DIZON
Thesis Adviser


PROF. MA. RUTH M. REGALADO
Thesis Adviser

Appendix D



Philippine Normal University
The National Center for Teacher Education
**COLLEGE OF GRADUATE STUDIES AND TEACHER
EDUCATION RESEARCH**
Manila



**VALIDATION OF SURVEY QUESTIONNAIRE ON THE
ASSESSMENT OF MULTIGRADE TEACHING PROGRAM:
BASIS FOR AN ACTION PLAN**

I. Validator's Profile

Name:

Highest Educational Attainment:

Institutional Affiliation:

Area of Expertise/Specialization:

II. Directions

Below are the six (6) significant areas to consider in understanding the status, challenges and benefits of multigrade teaching program in remote community schools that need to be assessed. Their corresponding indicators/items are temporarily given subject to your evaluation. Please rate them according to their level of acceptance as indicators/items in the instrument using the scale below:

SCALE	VERBAL INTERPRETATION
3	Very Acceptable (without revision)
2	Acceptable (without revision)
1	Acceptable (with revision)
0	Not Acceptable (Reject the indicator/item)

III. Instrument Proper (Areas to be Assessed)

STATUS ON THE ASSESSMENT OF MULTIGRADE TEACHING				
A. CURRICULUM <i>This refers to a plan for learning that includes goals and objectives, concepts and skills, learning experiences, methods and forms of evaluation.</i> There is evidence that the Multigrade Curriculum _____	0	1	2	3
1. selects common themes suitable for all the grades.				
2. develops multigrade lesson plans for each target competency designed in theme as per curriculum.				
3. includes well-selected activities.				
4. integrates concepts that are relevant to the students' daily experiences.				
5. incorporates activities and tools to assess students' mastery of the content.				
B. CLASSROOM MANAGEMENT <i>This refers to as classroom schedules and routines that promote clear, predictable instructional pattern on multigrade set-up.</i> There is evidence that the teacher _____				
1. provides flexible seating arrangements for learners.				
2. carries out multiple lessons at the same time.				
3. optimizes time for learning and activities.				
4. promotes independent learning and pupil leadership.				
5. establishes norms of behavior that were agreed on and expected of learners.				
C. INSTRUCTIONAL STRATEGIES <i>These refers to the methods that are used in the lesson to ensure that the sequence or delivery of instruction helps students learn in multigrade set-up.</i> There is evidence that in multigrade class, the teacher _____				
1. teaches all groups together with the similar content and uses the same methodology in transferring the content.				
2. teaches one grade while other work independently.				
3. teaches one content area in all levels and applies differentiated instruction.				
4. develops activities for independent learners.				
5. develops teaching strategies suited for group, age and grade levels.				

D. INSTRUCTIONAL MATERIALS <i>These refers to the materials that are used to aid in the transference of information from one to another.</i> There is evidence that the teacher _____				
1. places in a folder each set of grade-level materials including specific content and guidelines.				
2. develops student worksheets on different concepts and themes.				
3. provides sufficiently the diverse grade levels with teaching and learning materials.				
4. develops localized and relevant teaching and learning materials at low cost.				
5. updates inventory of materials that facilitate quick retrieval.				
E. STUDENT ACHIEVEMENT <i>This refers to the desired student learning outcomes – academic as well as social and psychological.</i> There is evidence that the school with multigrade class _____				
1. increases academic achievement rate based from the result of NATs and other developmental tests.				
2. reduces number of non-readers.				
3. reduces number of non-numerates.				
4. contributes to the increase of participation and completion rates.				
5. reduces dropout and repetition rates.				
F. COMMUNITY INVOLVEMENT <i>It refers to the community and parental support and contribution given to the child's learning and to the school programs and activities.</i> There is evidence that the school with Multigrade class _____				
1. optimizes participation of parents in their children education and school matters.				
2. engages parents and other stakeholders as resource/support persons.				
3. builds parents capacity to support school-based management.				
4. develops and sustains programs and projects of multigrade schools.				
5. builds linkages with the government and private sectors, educational institutions and organizations.				

CHALLENGES ON THE USE OF MULTIGRADE TEACHING				
A. CURRICULUM As a Multigrade teacher, I am challenged by _____	0	1	2	3
1. the intensive lesson planning for several grades.				
2. the instructional planning at the learner's level of development.				
3. the preparation of activities to expand each learner's level of understanding.				
4. the use of extensive resources and varied materials when teaching.				
5. the necessity to learn the learning styles, level of abilities and multiple intelligences.				
6. the need to sustain the preference of each learner essentials in different grade levels.				
7. the different assessment for different grades.				
8. the task to ensure every learner receives all-inclusive proposed curriculum irrespective of grade level movement.				
B. CLASSROOM MANAGEMENT As a Multigrade teacher, I am challenged by _____				
1. the number of learners with challenging behavioral problems.				
2. the range of learner capabilities, performances and learning styles.				
3. the arrangement for learners to combine with different grade level peers for activities such as sports and field day.				
4. the flexibility in the use of time in accordance with learners needs.				
5. the setting of classroom atmosphere.				
6. the development of classroom rules and procedures.				
7. the encouragement of learners to work in small groups and individually.				
8. the preparation of one group of learners.				
C. INSTRUCTIONAL STRATEGIES As a Multigrade teacher, I am challenged by _____				
1. the expectation that learners need to develop independence and progress at their own pace.				
2. the encouragement for older learners to demonstrate helpfulness and leadership.				
3. the ability to share instructional responsibilities with the learners.				

4. the necessity to improve varied and exclusive teaching strategies				
5. the facility to develop common theme appropriate to both groups.				
6. the consideration on the learner differences in planning for instruction.				
7. the assessment of learners on a daily basis.				
8. the ability to ensure that the learners achievement at any level would have the same degree in a monograde class.				
D. INSTRUCTIONAL MATERIALS As a Multigrade teacher, I am challenged by _____				
1. the access to receive the readily available appropriate teaching materials.				
2. the access to make use of exclusively designed lesson guides and instructional materials.				
3. the ability to prepare instructional material from the form of textbooks and designed for monograde classes.				
4. the need to be inventive and artistic in designing materials for multigrade teaching.				
5. the use of guide stimulating teaching aids.				
6. the solicitation of support for the production of suitable instructional materials.				
7. the utilization of printed materials to make activity-centered learning more collaborative and interactive.				
8. the coping mechanism to the limited resources available in school.				
E. STUDENT ACHIEVEMENT As a Multigrade teacher, I am challenged by _____				
1. the various assessment in measuring the practices in the teaching-learning process.				
2. the quality of instruction is connected and equated to the increase rate of participation.				
3. The objective to reduce or zero in dropout and repetition rates of children.				
4. the different interventions, programs and projects to be implemented to reduce non-readers and non-numerates.				
5. the national and other different level of tests given to measure student performance.				
6. the performance of students in the multigrade classes compared to the performance of students in monograde class.				

7. the differences of learners in terms of performance, capability, development and conduct in the classroom.				
8. the quantity of independent learners for self-directed learning while the teacher is engaged in another group.				
F. COMMUNITY INVOLVEMENT As a Multigrade teacher, I am challenged by _____				
1. the plan to optimize participation of parents in their children's education.				
2. the realization of parents on the importance of parental involvement.				
3. the strong involvement of the community and the support to multigrade school.				
4. the participation of parents in the discussion of the current issues and concerns in multigrade teaching-learning process.				
5. the involvement of the community in developing the school premises.				
6. the initiative of parents in finding access and support for the school from other stakeholders.				
7. the positive recognition of parents in the implementation of programs and projects of the school.				
8. the parent involvement in relaying/disseminating school's information.				

Appendix E



Philippine Normal University
The National Center for Teacher Education
**COLLEGE OF GRADUATE STUDIES AND TEACHER
 EDUCATION RESEARCH**
 Manila



LIST OF EXPERTS WHO VALIDATED THE SURVEY-QUESTIONNAIRE

Validator's Number	Position/Designation	Institution
1	Education Program Supervisor in English	DepEd Division of Rizal
2	Public Schools District Supervisor Division Focal Person in Multigrade	DepEd Division of Rizal
3	Public Schools District Supervisor Division Research Coordinator	DepEd Division of Rizal
4	Education Program Supervisor in SGOD	DepEd Division of Rizal
5	Public Schools District Supervisor Alternate Focal Person in Multigrade	DepEd Division of Rizal

Appendix F



Philippine Normal University The National Center for Teacher Education COLLEGE OF GRADUATE STUDIES AND TEACHER EDUCATION RESEARCH Manila



EXPERTS' VALIDATION RESULTS OF THE SURVEY-QUESTIONNAIRE

COMPONENTS UNDER STATUS	E1	E2	E3	E4	E5	Σ	M	VI
1. Curriculum								
Item 1	3	3	3	3	3	15	3.00	Very Acceptable without revision
2	3	3	1	3	3	13	2.60	Very Acceptable without revision
3	3	3	3	3	3	15	3.00	Very Acceptable without revision
4	3	3	3	3	3	15	3.00	Very Acceptable without revision
5	3	3	3	3	3	15	3.00	Very Acceptable without revision
2. Classroom Management								
Item 1	3	3	3	3	3	15	3.00	Very Acceptable without revision
2	3	3	3	3	3	15	3.00	Very Acceptable without revision
3	3	3	3	3	3	15	3.00	Very Acceptable without revision
4	3	3	3	3	3	15	3.00	Very Acceptable without revision
5	3	3	3	3	3	15	3.00	Very Acceptable without revision
3. Instructional Strategies								
Item 1	3	3	3	3	3	15	3.00	Very Acceptable without revision
2	3	3	1	3	3	13	2.60	Very Acceptable without revision
3	3	3	3	3	3	15	3.00	Very Acceptable without revision
4	3	3	3	3	3	15	3.00	Very Acceptable without revision
5	3	3	3	3	3	15	3.00	Very Acceptable without revision
4. Instructional Materials								
Item 1	3	3	3	3	3	15	3.00	Very Acceptable without revision
2	3	3	3	3	3	15	3.00	Very Acceptable without revision
3	3	3	3	3	3	15	3.00	Very Acceptable without revision
4	3	3	3	3	3	15	3.00	Very Acceptable without revision
5	3	3	3	3	3	15	3.00	Very Acceptable without revision
5. Student Achievement								
Item 1	3	3	3	3	3	15	3.00	Very Acceptable without revision
2	3	3	3	3	3	15	3.00	Very Acceptable without revision
3	3	3	3	3	3	15	3.00	Very Acceptable without revision
4	3	3	3	3	3	15	3.00	Very Acceptable without revision
5	3	3	3	3	3	15	3.00	Very Acceptable without revision
6. Community Involvement								
Item 1	3	3	3	3	3	15	3.00	Very Acceptable without revision
2	3	3	3	3	3	15	3.00	Very Acceptable without revision
3	3	3	3	3	3	15	3.00	Very Acceptable without revision

4	3	3	3	3	3	15	3.00	Very Acceptable without revision
5	3	3	3	3	3	15	3.00	Very Acceptable without revision
Legend: 2.5-3.0 (very acceptable, without revision); 1.5-2.49 (acceptable, with revision); 0.5-1.49 (acceptable, with revision); 0-0.49 (not acceptable)								

COMPONENTS UNDER CHALLENGES	E1	E2	E3	E4	E5	Σ	M	VI
1. Curriculum								
Item 1	3	3	3	3	3	15	3.00	Very Acceptable without revision
2	3	3	3	3	3	15	3.00	Very Acceptable without revision
3	3	3	3	3	3	15	3.00	Very Acceptable without revision
4	3	3	3	3	3	15	3.00	Very Acceptable without revision
5	3	3	3	3	3	15	3.00	Very Acceptable without revision
6	3	3	3	3	3	15	3.00	Very Acceptable without revision
7	3	3	1	3	3	13	2.60	Very Acceptable without revision
8	3	3	3	3	3	15	3.00	Very Acceptable without revision
2. Classroom Management								
Item 1	3	3	3	3	3	15	3.00	Very Acceptable without revision
2	3	3	3	3	3	15	3.00	Very Acceptable without revision
3	3	3	3	3	3	15	3.00	Very Acceptable without revision
4	3	3	3	3	3	15	3.00	Very Acceptable without revision
5	3	3	1	3	3	13	2.60	Very Acceptable without revision
6	3	3	3	3	3	15	3.00	Very Acceptable without revision
7	3	3	3	3	3	15	3.00	Very Acceptable without revision
8	3	3	3	3	3	15	3.00	Very Acceptable without revision
3. Instructional Strategies								
Item 1	3	3	3	3	3	15	3.00	Very Acceptable without revision
2	3	3	3	3	3	15	3.00	Very Acceptable without revision
3	3	3	3	3	3	15	3.00	Very Acceptable without revision
4	3	3	3	3	3	15	3.00	Very Acceptable without revision
5	3	3	3	3	3	15	3.00	Very Acceptable without revision
6	3	3	3	3	3	15	3.00	Very Acceptable without revision
7	3	3	3	3	3	15	3.00	Very Acceptable without revision
8	3	3	3	3	3	15	3.00	Very Acceptable without revision
4. Instructional Materials								
Item 1	3	3	3	3	3	15	3.00	Very Acceptable without revision
2	3	3	3	3	3	15	3.00	Very Acceptable without revision
3	3	3	3	3	3	15	3.00	Very Acceptable without revision
4	3	3	3	3	3	15	3.00	Very Acceptable without revision
5	3	3	3	3	3	15	3.00	Very Acceptable without revision
6	3	3	3	3	3	15	3.00	Very Acceptable without revision
7	3	3	1	3	3	13	2.60	Very Acceptable without revision
8	3	3	3	3	3	15	3.00	Very Acceptable without revision
5. Student Achievement								
Item 1	3	3	1	3	3	13	2.60	Very Acceptable without revision
2	3	3	1	3	3	13	2.60	Very Acceptable without revision
3	3	3	1	3	3	13	2.60	Very Acceptable without revision

4	3	3	1	3	3	13	2.60	Very Acceptable without revision
5	3	3	3	3	3	15	3.00	Very Acceptable without revision
6	3	3	3	3	3	15	3.00	Very Acceptable without revision
7	3	3	1	3	3	13	2.60	Very Acceptable without revision
8	3	3	3	3	3	15	3.00	Very Acceptable without revision
6. Community Involvement								
Item 1	3	3	3	3	3	15	3.00	Very Acceptable without revision
2	3	3	3	3	3	15	3.00	Very Acceptable without revision
3	3	3	1	3	3	13	2.60	Very Acceptable without revision
4	3	3	1	3	3	13	2.60	Very Acceptable without revision
5	3	3	1	3	3	13	2.60	Very Acceptable without revision
6	3	3	3	3	3	15	3.00	Very Acceptable without revision
7	3	3	3	3	3	15	3.00	Very Acceptable without revision
8	3	3	3	3	3	15	3.00	Very Acceptable without revision
Legend: 2.5-3.0 (very acceptable, without revision); 1.5-2.49 (acceptable, with revision); 0.5-1.49 (acceptable, with revision); 0-0.49 (not acceptable)								

Appendix G



Philippine Normal University
The National Center for Teacher Education
**COLLEGE OF GRADUATE STUDIES AND TEACHER
EDUCATION RESEARCH**
Manila



March 20, 2018

MISS IMELDA M. ASUNCION

Public Schools District Supervisor
District of Tanay IA
Tanay, Rizal

Dear Madam:

Greetings!

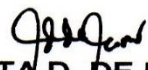
The undersigned is currently working on a thesis paper titled "**Assessment of Multigrade Teaching Program in Remote Community Schools: Basis for Program Enhancement**" in partial fulfillment of the requirement for the Degree Master of Arts in Education with Specialization in Educational Management.

In view thereof, the undersigned earnestly request your office that she be allowed to conduct the pre-test of her research instrument to teachers in Bitik Elementary School. It is hoped that the findings and output of this study would significantly contribute towards improving the delivery of multigrade teaching program in remote community schools.

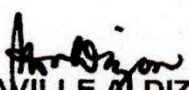
Please rest assured that the information to be gathered will be kept confidential and will be used solely in this research.

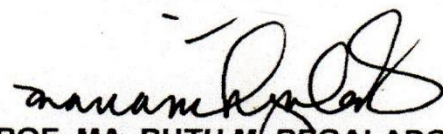
Thank you and may the Great Lord continue to shower you with His abundant blessings.

Respectfully yours,


LOLITA D. DE LEON
Researcher

Noted by:


DR. MAVILLE A. DIZON
Thesis Adviser


PROF. MA. RUTH M. REGALADO
Thesis Adviser

Received by
REYAN F. TONGOHAN
03/20/2018



Philippine Normal University
The National Center for Teacher Education
**COLLEGE OF GRADUATE STUDIES AND TEACHER
EDUCATION RESEARCH**
Manila



March 20, 2018

MR. ERNESTO B. DISCUTIDO
Public Schools District Supervisor
District of Tanay IB
Tanay, Rizal

Dear Sir:

Greetings!

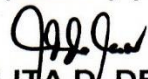
The undersigned is currently working on a thesis paper titled "**Assessment of Multigrade Teaching Program in Remote Community Schools: Basis for Program Enhancement**" in partial fulfillment of the requirement for the Degree Master of Arts in Education with Specialization in Educational Management.

In view thereof, the undersigned earnestly request your office that she be allowed to conduct the pre-test of her research instrument to teachers and school head in Rawang Elementary School and Macantog Annex. It is hoped that the findings and output of this study would significantly contribute towards improving the delivery of multigrade teaching program in remote community schools.

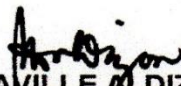
Please rest assured that the information to be gathered will be kept confidential and will be used solely in this research.

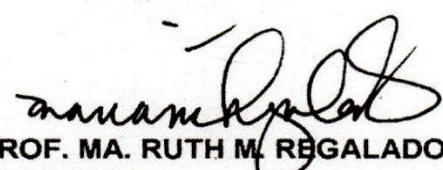
Thank you and may the Great Lord continue to shower you with His abundant blessings.

Respectfully yours,


LOLITA D. DE LEON
Researcher

Noted by:


DR. MAVILLE A. DIZON
Thesis Adviser


PROF. MA. RUTH M. REGALADO
Thesis Adviser

Received by:
JCL
REYAN E. TONGHAN
03/20/2018



Philippine Normal University
The National Center for Teacher Education
**COLLEGE OF GRADUATE STUDIES AND TEACHER
EDUCATION RESEARCH**
Manila



March 23, 2018

MISS RAQUEL R. PIÑON

Public Schools District Supervisor
District of Tanay IIA
Tanay, Rizal

Dear Madam:

Greetings!

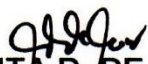
The undersigned is currently working on a thesis paper titled "**Assessment of Multigrade Teaching Program in Remote Community Schools: Basis for Program Enhancement**" in partial fulfillment of the requirement for the Degree Master of Arts in Education with Specialization in Educational Management.

In view thereof, the undersigned earnestly request your office that she be allowed to administer her research instrument and conduct interviews and Focus Group Discussion to multigrade teachers of the district. It is hoped that the findings and output of this study would significantly contribute towards improving the delivery of multigrade teaching program in remote community schools.

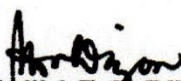
Please rest assured that the information to be gathered will be kept confidential and will be used solely in this research.

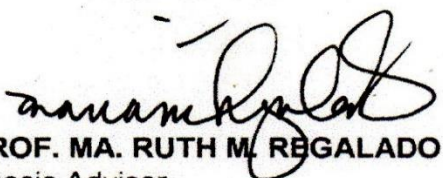
Thank you and may the Great Lord continue to shower you with His abundant blessings.

Respectfully yours,


LOLITA D. DE LEON
Researcher

Noted by:


DR. MAVILLE A. DIZON
Thesis Adviser


PROF. MA. RUTH M. REGALADO
Thesis Adviser



Philippine Normal University
The National Center for Teacher Education
**COLLEGE OF GRADUATE STUDIES AND TEACHER
EDUCATION RESEARCH**
Manila



March 23, 2018

DR. ARMANDO A. PONCE
Public Schools District Supervisor
District of Tanay IIB
Tanay, Rizal

Dear Sir:

Greetings!

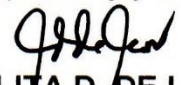
The undersigned is currently working on a thesis paper titled "**Assessment of Multigrade Teaching Program in Remote Community Schools: Basis for Program Enhancement**" in partial fulfillment of the requirement for the Degree Master of Arts in Education with Specialization in Educational Management.

In view thereof, the undersigned earnestly request your office that she be allowed to administer her research instrument and conduct interviews and Focus Group Discussion to multigrade teachers of the district. It is hoped that the findings and output of this study would significantly contribute towards improving the delivery of multigrade teaching program in remote community schools.

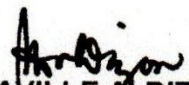
Please rest assured that the information to be gathered will be kept confidential and will be used solely in this research.

Thank you and may the Great Lord continue to shower you with His abundant blessings.

Respectfully yours,


LOLITA D. DE LEON
Researcher

Noted by:


DR. MAVILLE A. DIZON
Thesis Adviser

*Received
Armando A. Ponce
3/23/18*


PROF. MA. RUTH M. REGALADO
Thesis Adviser



Philippine Normal University
The National Center for Teacher Education
**COLLEGE OF GRADUATE STUDIES AND TEACHER
EDUCATION RESEARCH**
Manila



INFORMED CONSENT FORM

Researcher:

My name is **Lolita D. De Leon**, and I am a graduate student of Philippine Normal University. I am inviting you to participate in a research study. Involvement in the study is voluntary, so you may choose to participate or not. I am now going to explain the study to you. Please feel free to ask any questions that you may have about the research; I will be happy to explain anything in greater detail.

I am interested in learning more about the **Assessment of Multigrade Teaching Program in Remote Community Schools** to help develop an action plan of the program. You will be asked to answer a survey questionnaire and some questions based on your knowledge and experience on multigrade teaching. This will take approximately sixty (60) minutes of your time. Please be assured that all information will be kept with utmost confidentiality. To do so, a number will be assigned to your responses, and only I will have the key to indicate which number belongs to which participant. In any article I write or any presentation that I make, I will use a code name for you, hence, your details such as your place of work, residence and other personal details will not be revealed.

Your responses to this research will help in understanding the Multigrade Teaching Program in Remote Community Schools, its status, challenges and benefits, thus, contributing to the enhancement of program. The risk to you for participating in this study is the possibility on disruption in your time on task policy in teaching with the time given for the interview and for answering the survey. This risk will be minimized by sending a formal letter to our Schools Division Superintendent requesting for the approval to conduct the study. I will also send a letter to the District Supervisors and School Heads at least three days before the actual conduct of the survey so that flexible learning option will be implemented and the number of minutes taken in your working and teaching hours will be replaced. If you do not wish to continue, you have the right to withdraw from the study, and will not negatively affect your performance evaluation, at any time.

Respondent:

All of my questions and concerns about this study have been addressed. I choose, voluntarily, to participate in this research project.

Signature Over Printed Name of Respondent

Date

LOLITA D. DE LEON

Signature Over Printed Name of Researcher

Date



Philippine Normal University
The National Center for Teacher Education
COLLEGE OF GRADUATE STUDIES AND TEACHER
EDUCATION RESEARCH
 Manila



**SURVEY QUESTIONNAIRE ON THE
 ASSESSMENT OF MULTIGRADE TEACHING PROGRAM:
 BASIS FOR AN ACTION PLAN**

Name (Optional): _____
 School: _____
 Address: _____
 District: _____

PART I. STATUS ON THE ASSESSMENT OF MULTIGRADE TEACHING

Directions: Indicated hereunder are the perceived provisions and or conditions of the status of multigrade teaching. Please mark with a check the box that corresponds to the level of your agreement to each item following this scale.

SCALE	VERBAL INTERPRETATION
4	Excellent
3	Very Good
2	Good
1	Needs Improvement

A. CURRICULUM <i>This refers to a plan for learning that includes goals and objectives, concepts and skills, learning experiences, methods and forms of evaluation.</i>	4 Excellent	3 Very Good	2 Good	1 Needs Improve ment
There is evidence that the Multigrade Curriculum _____				
1. selects common themes suitable for all the grades.				
2. develops multigrade lesson plans for each target competency designed in theme as per curriculum.				
3. includes well-selected activities.				

4. integrates concepts that are relevant to the students' daily experiences.				
5. incorporates activities and tools to assess students' mastery of the content.				
B. CLASSROOM MANAGEMENT <i>This refers to as classroom schedules and routines that promote clear, predictable instructional pattern on multigrade set-up.</i> There is evidence that the teacher _____	4 Excellent	3 Very Good	2 Good	1 Needs Improvement
1. provides flexible seating arrangements for learners.				
2. carries out multiple lessons at the same time.				
3. optimizes time for learning and activities.				
4. promotes independent learning and pupil leadership.				
5. establishes norms of behavior that were agreed on and expected of learners.				
C. INSTRUCTIONAL STRATEGIES <i>These refers to the methods that are used in the lesson to ensure that the sequence or delivery of instruction helps students learn in multigrade set-up.</i> There is evidence that in multigrade class, the teacher _____				
1. teaches all groups together with the similar content and uses the same methodology in transferring the content.				
2. teaches one grade while other work independently.				
3. teaches one content area in all levels and applies differentiated instruction.				
4. develops activities for independent learners.				
5. develops teaching strategies suited for group, age and grade levels.				
D. INSTRUCTIONAL MATERIALS <i>These refers to the materials that are used to aid in the transference of information from one to another.</i> There is evidence that the teacher _____				
1. places in a folder each set of grade-level materials				

including specific content and guidelines.				
2. develops student worksheets on different concepts and themes.				
3. provides sufficiently the diverse grade levels with teaching and learning materials.				
4. develops localized and relevant teaching and learning materials at low cost.				
5. updates inventory of materials that facilitate quick retrieval.				
E. STUDENT ACHIEVEMENT <i>This refers to the desired student learning outcomes – academic as well as social and psychological.</i> There is evidence that the school with multigrade class _____				
1. increases academic achievement rate based from the result of NATs and other developmental tests.				
2. reduces number of non-readers.				
3. reduces number of non-numerates.				
4. contributes to the increase of participation and completion rates.				
5. reduces dropout and repetition rates.				
F. COMMUNITY INVOLVEMENT <i>It refers to the community and parental support and contribution given to the child's learning and to the school programs and activities.</i> There is evidence that the school with Multigrade class _____				
1. optimizes participation of parents in their children education and school matters.				
2. engages parents and other stakeholders as resource/support persons.				
3. builds parents capacity to support school-based management.				
4. develops and sustains programs and projects of multigrade schools.				
5. builds linkages with the government and private sectors, educational institutions and organizations.				

PART II: CHALLENGES ON THE USE OF MULTIGRADE TEACHING

Directions: Indicated hereunder are the perceived challenges in multigrade teaching. Please check the box that indicates how challenge each item was for you.

SCALE	VERBAL INTERPRETATION
4	Always
3	Sometimes
2	Seldom
1	Never

A. CURRICULUM As a Multigrade teacher, I am challenged by _____	4 Always	3 Sometimes	2 Seldom	1 Never
1. the intensive lesson planning for several grades.				
2. the instructional planning at the learner's level of development.				
3. the preparation of activities to expand each learner's level of understanding.				
4. the use of extensive resources and varied materials when teaching.				
5. the necessity to learn the learning styles, level of abilities and multiple intelligences.				
6. the need to sustain the preference of each learner essentials in different grade levels.				
7. the different assessment for different grades.				
8. the task to ensure every learner receives all-inclusive proposed curriculum irrespective of grade level movement.				
B. CLASSROOM MANAGEMENT As a Multigrade teacher, I am challenged by _____				
1. the number of learners with challenging behavioral problems.				
2. the range of learner capabilities, performances and learning styles.				
3. the arrangement for learners to combine with different grade level peers for activities such as sports and field day.				

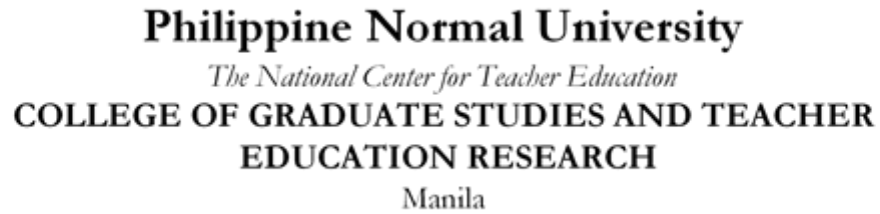
4. the flexibility in the use of time in accordance with learners needs.				
5. the setting of classroom atmosphere.				
6. the development of classroom rules and procedures.				
7. the encouragement of learners to work in small groups and individually.				
8. the preparation of one group of learners.				
C. INSTRUCTIONAL STRATEGIES As a Multigrade teacher, I am challenged by _____				
1. the expectation that learners need to develop independence and progress at their own pace.				
2. the encouragement for older learners to demonstrate helpfulness and leadership.				
3. the ability to share instructional responsibilities with the learners.				
4. the necessity to improve varied and exclusive teaching strategies				
5. the facility to develop common theme appropriate to both groups.				
6. the consideration on the learner differences in planning for instruction.				
7. the assessment of learners on a daily basis.				
8. the ability to ensure that the learners achievement at any level would have the same degree in a monograde class.				
D. INSTRUCTIONAL MATERIALS As a Multigrade teacher, I am challenged by _____				
1. the access to receive the readily available appropriate teaching materials.				
2. the access to make use of exclusively designed lesson guides and instructional materials.				
3. the ability to prepare instructional material from the form of textbooks and designed for monograde classes.				
4. the need to be inventive and artistic in designing materials for multigrade teaching.				

5. the use of guide stimulating teaching aids.				
6. the solicitation of support for the production of suitable instructional materials.				
7. the utilization of printed materials to make activity-centered learning more collaborative and interactive.				
8. the coping mechanism to the limited resources available in school.				
E. STUDENT ACHIEVEMENT As a Multigrade teacher, I am challenged by _____				
1. the various assessment in measuring the practices in the teaching-learning process.				
2. the quality of instruction is connected and equated to the increase rate of participation.				
3. The objective to reduce or zero in dropout and repetition rates of children.				
4. the different interventions, programs and projects to be implemented to reduce non-readers and non-numerates.				
5. the national and other different level of tests given to measure student performance.				
6. the performance of students in the multigrade classes compared to the performance of students in monograde class.				
7. the differences of learners in terms of performance, capability, development and conduct in the classroom.				
8. the quantity of independent learners for self-directed learning while the teacher is engaged in another group.				
F. COMMUNITY INVOLVEMENT As a Multigrade teacher, I am challenged by _____				
1. the plan to optimize participation of parents in their children's education.				
2. the realization of parents on the importance of parental involvement.				
3. the strong involvement of the community and the support to multigrade school.				
4. the participation of parents in the discussion of the current issues and concerns in multigrade				

teaching-learning process.				
5. the involvement of the community in developing the school premises.				
6. the initiative of parents in finding access and support for the school from other stakeholders.				
7. the positive recognition of parents in the implementation of programs and projects of the school.				
8. the parent involvement in relaying/disseminating school's information.				

Your responses will be kept with utmost confidentiality.

Thank you very much for your cooperation!



SURVEY ON THE ASSESSMENT OF MULTIGRADE TEACHING PROGRAM: BASIS FOR AN ACTION PLAN

Name (Optional): _____

School: _____

Address: _____

District: _____

Kindly answer the question based on your knowledge and experience on multigrade teaching. Your responses will be kept with utmost confidentiality.

Part III. What benefits are derived from the multigrade teaching program?

[illegible]

Your responses will be kept with utmost confidentiality.

Thank you very much for your cooperation!

CURRICULUM VITAE

LOLITA DEMAİN DE LEON

J.P. Rizal St.. Sampaloc Tanay, Rizal

Contact Number: 09297912691

Email address: lolita.deleon005@deped.gov.ph



PERSONAL INFORMATION

Birth date : November 06, 1979
Place of birth : Tanay, Rizal
Father : Dioclesio Capatoy Demain Sr.
Mother : Lolita Taña Demain
Status : Married
Spouse : For. Agapito Quijano De Leon Jr.
Children : Two
 Kyle Rafael D. De Leon
 Kyve Justy D. De Leon
Citizenship : Filipino
Occupation : Public Elementary Principal
Office Address: DepEd Division of Rizal, Daraetan Elementary School
 District of Tanay II-A, Tanay, Rizal

EDUCATIONAL ATTAINMENT

Degree Earned: Bachelor of Science in Office Administration
 with Certificate in Professional Education
Tertiary: University of Rizal System Pililla Campus
Secondary: Tanay National High School
Elementary: Ilaya Elementary School

CIVIL SERVICE ELIGIBILITY

Licensure Examination for Teacher

WORK EXPERIENCE

Division/District/School	Position	Inclusive Date
Daraetan Elementary School	Principal I	December 03, 2018 - Present
Magata-Manggahan ES	TIII/TIC	June 15, 2015 – December 02, 2018
Nayon Elementary School	TII/TIC	July 14, 2014 – June 14, 2015
Monte De Tanay ES	TII	June 1, 2012 – July 13, 2014
Sta.Ines Elmentary School	TII	August 2010 – May 2012
Nayon Elementary School	TI	June 2009 - August 2010
Rizal Marine and Technocomputer College	Instructor	June 2001 – July 2007

TRAININGS/SEMINARS ATTENDED

Pilot Run of Master Teachers Professional Development Program (MTPDP):

Raising the Bar of Master Teachers' Competence

BSA Twin Towers, Ortigas Avenue, Mandaluyong City

February 25 to March 02, 2019

Certification of the Regional Learning Facilitators

BSA Twin Towers, Ortigas Avenue, Mandaluyong City

February 05-08, 2019

Pedagogical Retooling in Mathematics, Languages, Science and Filipino (PRIMALS)

BSA Twin Towers, Ortigas Avenue, Mandaluyong City

August 29-31, 2018

Community of Practice (CoP) 2018: Strengthening Cultural Identities in a Multilingual Context –

Orientation and Planning in the Different K to 12 Delivery Modes

Hotel Fortuna, Cebu City

July 31 to August 03, 2018

Literacy Enhancement Through Teacher Training on Early Reading Systems (LETTERS)

Asian Institute of Management (AIM) Makati City

May 16-22, 2018

Seminar-Training on Monitoring, Evaluation and Adjustment (MEA) Plan and Framework Cum

Orientation – Workshop on School-Based Management

Days Hotel, Tagaytay City

May 09-11, 2018

School Head's Development Program

BP International Hotel Los Baños,. Laguna

October 02-08, 2016

October 16-22, 2016

November 06-12, 2016



August 2019

Assessment of Multigrade Teaching Program: Basis for an Action Plan

Lolita D. De Leon

Philippine Normal University

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Assessment of Multigrade Teaching Program: Basis for an Action Plan

(Master's Thesis, Philippine Normal University)

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