

Handling multi-grade teaching: It's educational implication towards teachers' competence

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Abstract

This study aimed at determining the educational implication of teaching multi-grade pupils towards teachers' competence in Alfonso Lista, Ifugao. Descriptive research was utilized in this study anchored on the instructional practices while qualitative research was used in order to determine the interventions to improve the teachers' competence in handling multi-grade pupils. The respondents of this study were 40 multi-grade teachers and school heads, combined, in Alfonso Lista District. Total enumeration was employed. Mann Whitney-u test was used in order to determine and analyze the significant difference between the teachers and school heads about the degree of seriousness encountered by the teachers in handling multi-grade classes. Based on the findings, it showed that teaching multi-grade classes with cooperative learning activities plays a vital role in the teaching-learning process. Also, the preparation of lesson plan and visual aids adversely affect the teaching performance of the teachers. In addition, overlapping activities contribute to the failure in the teaching-learning process. Generally, there is no significant difference between the teachers and the school heads in handling multi-grade pupils. Moreover, most of the problems encountered by the school heads and teachers as facilitators are moderate/minor. As regards these, teachers and school head work hand in hand to monitor the multi-grade classes. It is recommended that the teacher should introduce active learning and cooperative learning activities among pupils. The school administrator shall allocate fund for the provision of instructional materials and visual aids to be utilized in teaching multi-grade classes. To lessen problems in teaching multi-grade classes, the school head may initiate crafting school policy in handling multi-grade classes specifically in scheduling. In addition, the school shall conduct trainings and workshop about teaching strategies in handling multi grade classes.

Keywords: Multi-grade, Handling, Implication, Competence, Education

INTRODUCTION

Multi-grade teaching is a form of teaching in which a single teacher teaches children of two or more grades (UNESCO, 2015). Likewise, multi age teaching is the vertical age grouping within the classroom where children of different ages and grade levels are mixed for perceived educational and pedagogical benefits. In other words, it is a classroom with different pupils with different levels, age, and ability to learn.

Multi-grade teaching is not universal, but the practice is widespread. Multi-grade or multilevel teaching refers to the teaching of children of different grade levels at the same time in the same setting. Moreover, Brown (2008) defines multi-grade teaching as the teaching of learners of different ages, grades and abilities in the same group.

In the context of this study, multi-grade teaching refers to the teaching of learners of different grades in one classroom at the same time, with one teacher responsible for all grades.

Multi-grade teaching has become one of the priority topics of the Working Groups on the Teaching Profession (WGTP) agenda. The reason for bringing this issue on board is the recognition that multi-grade teaching has a potential to improve the quality of teaching, thus contributing to the global effort

of achieving Education for All (EFA) goals and Millennium Development Goals (MDGs) education related goals (Juvane, 2005).

According to Brown (2010) in South Africa, the need for multi-grade teaching remains essential, especially now that it is a signatory to various international conventions and the United Nations agreement that emphasizes basic education for all. But case studies of multi-grade teaching in South Africa point to numerous challenges in the process.

In the Philippines, multi-grade class is not new to everyone because other countries experiencing this type of classes to let their children have a quality education and to support its mandate about “Education for all”.

Nevertheless, in Alfonso Lista, Ifugao a municipality that has varied tribes living in here, experiencing the type of classes which a multi-grade. The reason behind is that due the distance from their home to school. In order to solve this problem, the DepEd administrators decided to create a multi-grade classes in the different far flung barrios to offer education among the residents. Essentially, multi-grade class is not the problem. The problem behind this scenario in line with these interrogations: “Who will teach? and How to teach?”

Multi-grade teaching is a challenge in itself, but working with your teaching colleagues to make your small school “work” requires other skills as well; making do with limited resources and trying to raise more; carrying out a school self-assessment of its achievements and its needs and developing a school improvement plan; mobilizing support from impoverished and often disempowered and disinterested parents; and gaining the support of local community leaders. – all of these are skills useful in schools with multi-grade classrooms.

In all the practical tips in teaching multi-grade classes cited by UNESCO (2015) it is very useful when the teachers in the multi-grade know these tips. Drawing from the context of multi-grade teaching, especially in rural contexts, it seems clear that teachers teaching in these situations have to rely on their teacher agency to make decisions on teaching strategies, lesson context, lesson activities and teaching and learning resources to make some impact on learning. Hence, the agency would include personal attributes as frontiers to continue in their quest for facilitating learning, despite the hopelessness of the situation that they face.

Furthermore, UNESCO (2015) emphasized that multi-grade class has advantages and disadvantages for the teacher and pupils. These are some of the advantages and disadvantages of a multi-grade class. In terms of advantages, effort of teacher and money to spend in preparing visual aids will be lessened since the teacher could utilize the visual aids for the entire class of multi-grade; social aspects of pupils will be developed since they need to interact to higher or lower level; advanced learning will be augmented and teachers’ competence in teaching will probably challenge because of the diversity of learners. As to its disadvantages, teachers’ strategies in teaching will be affected, large number of pupils could probably affect the learning-teaching process.

Berry (2010) stressed out that teacher as a planner considers all the aspects that affect his teaching carrier. Varied teaching strategy should utilize and must be practiced to cater the needs of the pupils. Strategies to be used should be suited among the pupils. Thus, it is equally important for the teacher not only to comprehend and know how to implement a strategy but also to know when to use these teaching methods or what strategy combination to choose. Primarily, teachers teaching multi-grade illustrate teaching methods separately. In other words, teachers should initiate differentiated instruction and explicit teaching.

According to Juvane (2005), the practice of one teacher having to teach several grade levels at the same time is quite common in low population settlements such as remote areas and small villages in Africa. Multi-grade teaching in Africa was adapted as a necessity rather than by design to address teacher shortages especially in rural, hard to reach areas with small school enrolments, ensure a cost-effective measure to expand access to basic education.

Little (2005) described multi-grade teaching often fail to indicate whether they have arisen through necessity or choice. This is unfortunate since the conditions that give rise to learning and teaching in multi-grade settings had impact on the quality of the teaching-learning transactions. Like in this situation, if the numbers of learners per class group has large numbers, and teacher numbers few then parents' and teacher demands will, understandably be for more teachers. A description of the conditions in which multi-grade learning and teaching settings arise is not the same as a judgment about the conditions under which multi-grade is desirable.

Ritland and Eighmy (2013) stressed that showed the multi-grade teachers should optimistic about the effectiveness of multi-age education in the present era, also, the learners of all abilities and needs could benefit in the multi-age setting. More so, all stakeholders including parents, teachers, school boards, principals and superintendents should be trained on the philosophy and strategies of multiage education.

In consonance with these citations, schools can be beneficial for many disadvantaged and marginalized young children and girls (Pridmore, 2007). For example, the retention and recruitment of females' teachers in rural Pakistan is a serious issue (Shaukat, 2009). This issue can be overcome with the implementation of multi-age education by recruiting fewer teachers.

The success of the multi-age education depends upon the implementation of successful teaching techniques. The successful teaching is possible through adequate learning material to support individual and group-based learning (Little, 2005).

In order to understand the paradigm better, the Input, Process and Output (IPO) model was employed. Teachers' profile as identified multi-grades schools, instructional practices of multi-grade teachers in terms of the following parameters such as teacher as a planner; teacher as a facilitator; teacher as an evaluator; degree of seriousness of the problems encounters by the multi-grade teachers; and the intervention to be recommended to improve teachers' competence in handling multi-grade pupils as the input. On the other hand, administering survey questionnaires and data collection was done under the process.

Finally, output is the last stage of the study. It is expected that after the study, teachers teaching in the multi-grades improves their instructional practices as a planner, facilitator, and evaluator; explained the degree of seriousness of the problems encounters by the multi-grade teachers, identified the degree of seriousness of the problems encountered by multi-grade teacher as perceived by the teachers and school heads, and proposed activities in teaching multi-grade pupils and address identified problems; strengthen the competence of teachers teaching multi-grade pupils. Moreover, the result of this study serves as a reference material.

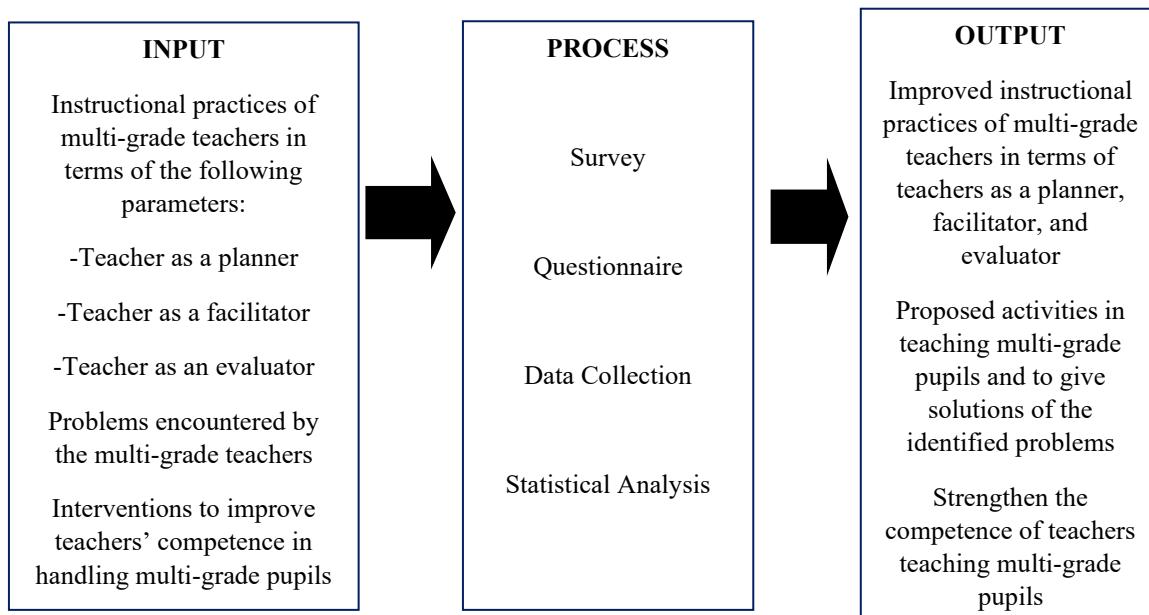


Figure 1. Paradigm of the Study

Given all these citations, this study aimed to determine the educational implications of teaching multi-grades in Alfonso Lista District and stress that teachers also need to understand development that is how pupils with varied personality think and behave, what they are trying to accomplish, and how to help them grow in particular areas at particular ages in particular contexts.

The focus of this study was to determine the educational implication of handling multi-grade pupils towards teachers' competence in Alfonso Lista District during the School Year 2018-2019. Specifically, it sought answers on the following questions: (1) What is the extent of instructional practices of multi-grade teachers in terms of the teacher as a planner, as facilitator and as an evaluator? (2) What are problems encountered by the multi-grade teachers in terms of being a planner, as facilitator and as an evaluator? (3) Is there a significant difference on the degree of seriousness of the problems encountered by the multi-grade teachers as perceived by the teachers and school head? And (4) What is the intervention to be recommended to improve teachers' competence in handling multi-grade pupils?

METHODOLOGY

The normative survey was used in this study. Administering questionnaires supplemented the needed data especially on handling multi-grade pupils and its educational implication towards teachers' competence was undergone. The descriptive quantitative method of research was utilized. It is descriptive since the researcher described, documented and analyzed phenomena related to multi-grade teaching and handling multi-grade pupils and its educational implication toward teacher's competence. Qualitative research was used in order to determine the interventions to be recommended to improve teacher's competence in handling multi-grade pupils.

The study was conducted in Alfonso Lista District, Division of Ifugao, Cordillera Administrative Region (CAR) specifically in the 12 multi-grade schools during the School Year 2018-2019. Total enumeration was used in order to select respondents of this study. All 28 teachers handling multi-grades or combined grades and 12 school heads were served as sample.

The researcher used questionnaire patterned from the Department of Education (DepEd). Furthermore, the questionnaire is based on the guidelines of the DepEd in handling multi-grade. As well, the teachers handling multi-grade were interviewed to identify the needed data in crafting the instrument. The questionnaire consisted three parts. The first part focuses on the instructional practices of the teachers in handling the multi-grades. On the second part, it includes the different problems encountered by the teachers. Finally, the last part underscores the different interventions to be undertaken to solve the problems, issues and concerns in handling the multi-grade classes. On the other hand, the five-point Likert-typed scale was used for the interpretation of data.

Table 1. Rating scale and verbal interpretation

Range	Verbal Interpretation
4.21-5.00	Always/very serious problem
3.41-4.20	Often times/serious
2.61-3.40	Sometimes/moderately
1.81-2.60	Rarely/less serious
1.00-1.80	Never/not a problem

To legalize the conduct of the study, the researcher sent a request letter addressed to the Public Schools District Supervisor (PSDS) in order to administer questionnaires to all school heads and teachers with multi-grades in Alfonso Lista District. When permission was granted, the researcher personally administered the questionnaire and the respondents were given ample time to answer the questionnaire.

In the retrieval of instruments, it was tabulated, analyzed and interpreted using the appropriate statistical tool. Descriptive analysis was used to analyze the data which were gathered from survey questionnaire related to the interventions in handling multi-grades. The data were analyzed to generate interrelated thoughts and concepts related to the research problems. The data gathered from the respondents and methods were collated and subjected to statistical analysis. Mean was utilized in order to determine the extent of practices of the multi-grade teachers. On the other hand, Mann Whitney-u test was used in order to determine and analyze the significant difference of the perception between the teachers and school heads about the degree of seriousness encountered by the teachers in handling multi-grade class.

RESULTS AND DISCUSSION

I. The Extent of Instructional Practices of Multi-Grade Teachers

As a Planner. As shown in table 2, there are two among the eight instructional practices of the multi-grade teacher as a planner that are always employed which include “organizing the subject matter from simple to complex” (mean = 4.35) and “incorporating cooperative learning activities” (mean = 4.27). The other six instructional practices were also often times utilized, but “preparing appropriate instructional aides for each grade level” (mean = 3.84) was the least. The result implies that multi-grade teachers have been utilizing all the instructional practices as a planner given the complication brought by teaching in a multi-grade classroom setting.

It shows that the result of the study confirms with the results of the study of Taole and Mncube (2012) about the experiences of teachers in multi-grade teaching in rural schools that planning for instruction in multi-grade classes is a challenge for most teachers. Teachers indicated that they do not separate planning for the grades that they are teaching. Instead, they do single planning for single grades. Thus, this kind of planning lessens the work of a teacher so that he/she can do other things needed the following day.

Table 2. Extent of instructional practices of multi-grade teachers in terms of being a Planner

Practices	Mean	QI	Rank
1. Organizes the subject matter from simple to complex	4.35	Always	1
2. Utilizes the budget of time for each work activities for each grade	4.00	Oftentimes	4
3. Observes the prescribe lesson planning for multi-grade class	3.97	Oftentimes	5
4. Structures the classroom bulletin to show clear concept of the present lesson	3.95	Oftentimes	6
5. Organizes quality multi-grade class	4.14	Oftentimes	3
6. Prepares board work ahead of time	3.89	Oftentimes	7
7. Prepares appropriate instructional aides for each grade level	3.84	Oftentimes	8
8. Incorporates cooperative learning activities	4.27	Always	2

As a Facilitator. As for being a facilitator in a multi-grade classroom setting, table 3 shows that five out of 10 instructional practices were always employed while the other half were oftentimes practiced. Among the instructional practices, “Ask, clear simple and evenly distributed questions” (mean = 4.30) and “Provides varied seat work relevant to the subject matter” (mean = 4.30) were the most utilized practices while “Observed budgeted time of pupils’ activity” (mean = 3.92) was the least practiced. It is notable that the result of the study implies positive practices of the multi-grade teachers being a facilitator in their classroom for all the instructional practices are highly considered.

The result is attuned to the study of Taole and Mncube (2012) that classroom management is another problem as regards multi-grade teaching. It was observed that, while the educator is busy with one group, the other group would be busy with a task to complete. This task will then be completed without the educator's input or supervision. In most instances the learners do not even complete the tasks assigned to them. The teachers do not even ask learners about the task, as it is used solely to keep them busy while the educator is teaching the other group. Teachers also indicated that they use the same amount of time to teach different grades in a class than one would use to teach a single grade.

Table 3. Extent of instructional practices of multi-grade teachers in terms of being a facilitator

Practices	Mean	QI	Rank
1. Uses varied motivation techniques	4.11	Oftentimes	7
2. Implements teaching strategies, appropriate and techniques effectively to develop critical thinking	4.08	Oftentimes	8.5
3. Ask, clear simple and evenly distributed questions	4.30	Always	1.5
4. Observed budgeted time of pupils' activity	3.92	Oftentimes	10
5. Keeps the classroom stress free and conducive for learning	4.16	Oftentimes	6
6. Identifies learning abilities and needs of pupils	4.22	Always	4
7. Makes use of reference materials and human resources	4.22	Always	4
8. Provides varied seat work relevant to the subject matter	4.30	Always	1.5
9. Maintains art of discipline in the learning activities	4.22	Always	4
10. Encourages leadership where the pupils act as little teachers	4.08	Oftentimes	8.5

As an Evaluator. Table 4 shows that two out of the 10 instructional practices in being an evaluator are always practiced which includes "Administer test regularly to determine learning outcomes" (mean = 4.49) and "Makes appropriate evaluation tool" (mean = 4.30) while the rest are oftentimes practiced. Though administering pretest to identify pupils' level of ability (mean = 3.81) was the least practiced among the instructional materials, it is still oftentimes employed by the multi-grade teachers.

The results imply that an affirmative practice among the multi-grade teachers is being an evaluator. The findings also highlighted that in some forms of multi-grade teaching, especially those that utilize team teaching, teachers have to learn the skill levels (in each discipline) of students about assessment. Because one of the most important aspects of teaching is providing learners with just the right level of evaluation, this may cause students to be underserved at first, as the teacher learns their students' skill levels. One way to ameliorate this problem is for pupils entering a multi-grade cycle to be diagnosed through testing, problem solving, and other performance metrics early on. This "slow-start" issue has a flip side—because multi-grade classes stretch into two (or more) years, students in subsequent years will probably experience accelerated learning due to deeper understanding of each student by teachers, hence better instructional scaffolding.

Table 4. Extent of instructional practices of multi-grade teachers in terms of being an evaluator

Practices	Mean	QI	Rank
1. Makes appropriate evaluation tool	4.30	Always	2
2. Administer test regularly to determine learning outcomes	4.49	Always	1
3. Interprets test result and utilizes it for the improvements of instruction	4.11	Oftentimes	4

4. Evaluates learning outcomes cognitively and non-cognitively	4.03	Oftentimes	5
5. Assesses pupil's reading comprehension, writing and numeracy skill	4.19	Oftentimes	3
6. Provides for quality time for feed back with pupil's and peer with the parents of the pupil concern	4.00	Oftentimes	7
7. Practices portfolio assessment of pupils' activities	3.95	Oftentimes	9
8. Administer pretest to identify pupils' level of ability	3.81	Oftentimes	10
9. Assesses pupils in multiple ways	3.97	Oftentimes	8
10. Diagnoses individual needs of pupils' base on the assessment result	4.03	Oftentimes	5

II. The problems encountered by the multi-grade teachers

As a Planner. Table 5 shows that there are eight identified problems encountered by the respondents in handling multi-grade as a planner. Additionally, there is no significant difference between the perception of the school heads and the teachers relative to the problems encountered in their handling multi-grade as a planner. Among the problems, two were identified as very serious problems that include "Overlapping activities" (mean = 4.49) and "More time in lesson planning with lesser time to make visual aids" (mean = 4.27) while the others were considered as moderate problems except for "Lack of knowledge on making multi-grade classroom program" (mean = 2.59) which was perceived as a minor problem.

The result implies that though most problem of a multi-grade teacher is still manageable; they still lack on the ability to cope up with the lesson planning and managing overlapping activities of the school. The findings coincide with the study of Aksoy (2008) that school head and teachers in a particular multi-grade classes should plan wisely to easily monitor the classes.

Table 5. Problems encountered as a Planer by the teachers and School Heads in Handling Multi-grade

Problems	Teachers (T)		School Heads (SH)		Both		T vs SH <i>p-value</i>	Remark
	Mean	QI	Mean	QI	Mean	QI		
1. Unawareness of the sequence of the subject matter	2.50	MiP	3.00	MoP	2.62	MoP	.336	NS
2. In adequate instructional materials	3.07	MoP	3.00	MoP	3.05	MoP	.848	NS
3. Lack of knowledge on making multi-grade classroom program	2.57	MiP	2.67	MoP	2.59	MiP	.903	NS
4. No copy of the budget of work	3.36	MoP	3.78	SP	3.46	MoP	.433	NS
5. multi-grade lesson plan	3.36	MoP	4.11	SP	3.54	MoP	.125	NS
6. No copy of K-12 multi-grade competencies	3.25	MoP	4.00	SP	3.43	MoP	.188	NS
7. More time in lesson planning with lesser time to make visual aids	4.29	VSP	4.22	VSP	4.27	VSP	.475	NS

8. Overlapping activities	4.46	VSP	4.56	VSP	4.49	VSP	.566	NS
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Legend: MiP – Minor Problem MoP – Moderate Problem

VSP – Very Serious Problem NS – Not Significant

As a facilitator. Table 6 shows that there are six identified problems encountered by the respondents in handling multi-grade as a facilitator. Moreover, there is no significant difference between the perception of the school heads and the teachers on the bearing of the problems encountered to their handling multi-grade as a facilitator. Among the problems, only one was identified as a minor problem which is “Unaware of the procedure of the lesson” (mean = 2.54) while the rest are of a moderate problem. This may imply that the problems encountered by the teachers as a facilitator are still manageable but still needs reinforcements from the school administrations especially on trainings and seminars to enhance their capabilities.

Table 6. Problems encountered as a Facilitator by the teachers and School Heads in Handling Multi-grade

Problems	Teachers (T)		School Heads (SH)		Both		T vs SH	
	Mean	QI	Mean	QI	Mean	QI	p-value	Remark
1. Lack of knowledge in motivation techniques	2.64	MoP	3.00	MoP	2.73	MoP	.475	NS
2. Lack of knowledge/training in multi-grade instruction	2.93	MoP	3.22	MoP	3.00	MoP	.542	NS
3. Noisy and in orderly classroom	2.82	MoP	3.00	MoP	2.86	MoP	.768	NS
4. Unaware of the procedure of the lesson	2.50	MiP	2.67	MoP	2.54	MiP	.741	NS
5. Un able to response on pupil's need	2.68	MoP	2.78	MoP	2.70	MoP	.848	NS
6. Lack of times to carry planned sactivities	3.43	MoP	3.33	MoP	3.41	MoP	.931	NS

Legend: MiP – Minor Problem MoP – Moderate Problem NS – Not Significant

As an Evaluator. Table 7 shows that the respondents identified five moderate problems encountered in their handling of multi-grade classroom as an evaluator. Moreover, there is no significant difference between the perception of the school heads and the teachers on the bearing of the problems encountered to their handling multi-grade as an evaluator.

Among the problems, “Lack of time for remediation to help the slow learners uplift their achievement” (mean = 3.43) was the most serious one while “Lack of knowledge in multiple ways of assessing pupils’ ability” (mean = 2.78) was the least. This may imply that teachers still need trainings and seminars to enhance their capabilities in handling multi-grade as an evaluator.

Table 7. Problems encountered as an evaluator by the teachers and school heads in handling multi-grade

Problems	Teachers (T)		School Heads (SH)		Both		T vs SH	
	Mean	QI	Mean	QI	Mean	QI	p-value	Remark
1. Lack of knowledge in multiple ways of assessing pupils' ability	2.71	MoP	3.00	MoP	2.78	MoP	.566	NS
2. Lack of assessment tools	3.00	MoP	3.11	MoP	3.03	MoP	.768	NS
3. Inadequate knowledge in interpreting test result	2.86	MoP	3.11	MoP	2.92	MoP	.433	NS
4. Lack of time for remediation to help the slow learners uplift their achievement	3.50	MoP	3.22	MoP	3.43	MoP	.638	NS
5. Formative test are not being carried	2.93	MoP	3.00	MoP	2.95	MoP	.903	NS

Legend: MoP – Moderate Problem

NS – Not Significant

The significant difference on the degree of seriousness of the problems encountered by the multi-grade teachers as perceived by the teachers and school head

There is no significant difference by the teachers and school head in handling multi-grade pupils as a planner, facilitator and evaluator. Most of the problems encountered by the school heads and teachers are moderate problem and there is only one minor problem. Therefore, teacher and school head work hand in hand to monitor the multi-grade classes.

The intervention to be recommended to improve teachers' competence in handling multi-grade pupils.

The teachers need to gain the knowledge in preparing appropriate instructional aides for each grade level. It includes also the preparation of board work ahead of time and structures the classroom bulletin to show clear concept of the present lesson. These three instructional practices as a planner, facilitator and evaluator need more attentions to have a better way of teaching multi-grade classes.

As a planner. Table 8 shows that there are five (5) recommended interventions that a teacher needs to give attention to give solution to be improved as a planner in teaching multi-grade pupils. The teacher shall prepare lesson plan on time obtained the highest frequency of 5. This means that it is one way to improve the teachers/ competence in handling multi-grade pupils. On the other hand, the teacher will manage her time wisely and the schedule must be followed immediately were obtained same frequency of three (3) while assigned subject to be taught shall be followed and overlapping activities must be avoided were both obtained three (3) frequency. The result in line with the statement of Rajagani (2019) that nowadays, succession planning are one of the most important human resource issues.

Table 8. Recommended intervention to improve teacher's competence in handling multi-grade pupils as planner

Recommended intervention	Frequency
1. The teacher shall prepare lesson plan on time	5
2. The teacher will manage her time wisely	3
3. The schedule must be followed strictly	3
4. The assigned subject to be taught shall be followed	2
5. Overlapping activities must be avoided	2

As a facilitator. Table 9 shows the recommended intervention to improve teacher's competence in handling multi-grade pupils as facilitator. In the extent of instructional practices of multi-grade teachers there are practices which implement teaching strategies, appropriate and techniques effectively to develop critical thinking and encourages leadership where the pupils act as little teachers. These show that the multi-grade teachers need more attention to focus on and to improve the instructional practices to be implemented in their daily teaching. Another instructional practice as a facilitator is, they need to use varied motivation techniques in order to gain the attention of the learners when and while teaching the multi-grade pupils. The findings corroborate with the study of Abdul Hamid et al. (2018) that the more effective strategies can be developed, and the aspiration to produce holistic and balanced graduates can be realized.

It shows in the table that there are only three recommended interventions to improve by the teachers' in handling multi-grade pupils as facilitator. Among the three recommended intervention "the teacher facilitates each pupil while having their group activity or individual activity" obtained the highest frequency of 9 while "The teacher should implement varied motivation techniques in order to gain the attention of the learners" and "the teacher should improve the instructional practices to be implemented in their daily teaching" were both obtained same frequency of three. This means that every pupil must be motivated either intrinsic or extrinsic motivation. In doing this, the pupils may feel that they are important or belong in the class.

Table 9. Recommended intervention to improve teacher's competence in handling multi-grade pupils as facilitator

Recommended intervention	Frequency
1. The teacher facilitates each pupil while having their group activity or individual activity.	9
2. The teacher should implement varied motivation techniques in order to gain the attention of the learners.	3
3. The teacher should improve the instructional practices to be implemented in their daily teaching.	3

As an evaluator. In the extent of instructional practices of multi-grade teachers there are only two among the ten instructional practices were always practicing by the multi grade teachers in evaluating the learners, which are "makes appropriate evaluation tool and administer test regularly to determine learning outcomes." The others are oftentimes due to the lots of works performs by the teacher in their daily teaching. It shows that the teachers need to implement more evaluation tools to determine the right weaknesses of each learner or pupil.

Table 10 show that there are five recommended interventions to be improved by the teachers in handling multi-grade pupils in terms of assessment and evaluation. Among the five proposed interventions, there are two recommended interventions that obtained the highest frequency which are "Use some outdoor activities in evaluating the pupils' performance if needed" and "The teacher should use varied activities

in evaluating the performance of the pupils to avoid them to not to be bored in the class" with 10 and nine frequencies respectively. On the other hand, the teacher gives a daily evaluation/formative test to evaluate the pupils' performance, give a question immediately when presenting a story to motivate the attention of the pupils to listen and the teacher should conduct summative test to know the knowledge of each pupil in the lesson were proposed by the respondents to improve the evaluation technique of the multi-grade teacher with eight, six and four frequencies respectively.

Table 10. Recommended intervention to improve teacher's competence in handling multi-grade pupils as an evaluator

Recommended intervention	Frequency
1. The teacher should conduct summative test to know the knowledge of each pupil in the lesson.	4
2. The teacher gives a daily evaluation/formative test to evaluate the pupils' performance.	8
3. Give a question immediately when presenting a story to motivate the attention of the pupils to listen.	6
4. Use some outdoor activities in evaluating the pupils' performance if needed. And use appropriate tool to evaluate pupil's performance.	10
5. The teacher should use varied activities in evaluating the performance of the pupils to avoid them to not to be bored in the class.	9

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the research study, the following conclusions are drawn: Based on the findings, as planners in teaching multi-grade pupils, teachers organize the subject matter from simple to complex and incorporate cooperative learning activities. Therefore, in teaching multi-grade classes cooperative learning activities play a vital role in the said process; In teaching multi-grade classes, preparation of lesson plan and visual aids adversely affect the teaching performance of the teacher. Likewise, overlapping of activities contribute to the failure in the teaching-learning process; Generally, there is no significant difference between the teachers and the school heads in handling multi-grade pupils. As a facilitator, most of the problems encountered by the school heads and teachers are moderate, and there is only one minor problem. Therefore, teachers and school heads work hand in hand to monitor the multi-grade classes; and Most of the problems encountered by the teachers and school heads are identified as minor problems. In response to these, both the teacher and the school head extend scaffolding or flip teaching with each other.

In the light of the findings and conclusions drawn from the results of the study, the multi grade teachers of Alfonso Lista, Ifugao must adhere to the guidelines in handling multi-grade pupils. Likewise, it is recommended that: (1) The teacher shall introduce active learning and cooperative learning activities among pupils; (2) The school administrator shall allocate funds for the provision of instructional materials and visual audio to be utilized in teaching multi-grade classes; (3) To lessen problems in teaching multi-grade classes, the school head should initiate crafting school policy in handling multi-grade classes specifically in plotting schedules; (4) The school shall conduct trainings and workshop about teaching strategies in handling multi-grade classes; and (5) The researcher recommends further study to validate the result in another District of Alfonso Lista, Ifugao using other variables involve in teaching multi-grade classes.

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