LEVEL OF KNOWLEDGE ABOUT MULTIGRADE INSTRUCTION OF MULTIGRADE TEACHERS OF WRIGHT II DISTRICT

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APPROVAL SHEET

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Mu utmost regards also goes to my parents, brothers and sisters. And am forever grateful to my supportive husband who has given everything possible.

DEDICATION

I would like to dedicate this thesis

to my beloved parents,

Romeo Dacuro and Lourdes Dacuro,

and to my ever-supportive sisters,

Maribic and Maricel,

and my brothers,

Romeo Ronnielou, Rolando, Rolly and Randy,

who have never left my side and

are very special.

ABSTRACT

This study determined the level of knowledge about multi-grade instruction of multi-grade teachers of Wright II District, Paranas, Samar during school year 2012-2013. This study employed the descriptive-correlational research design using the questionnaire-checklist as the main instrument in gathering data to answer the research problem and hypothesis. Eighteen or 60.00 percent of the teacher-respondents had 'advance' level of knowledge on instructional materials as indicated by scores90 and above. This was followed by 10 or 33.30 percent of them having 'approaching proficiency' level while two or 6.70 percent were still in the 'beginning' level of knowledge on instructional materials. Overall, the teacher-respondents had 'advanced' level of knowledge on instructional materials with a grand mean of 90.00 and standard deviation of 10.50. The teacher-respondents had advanced level of knowledge on community involvement. Teacher-respondents' level of knowledge along instructional strategies was not significantly related with age; sex; educational attainment; years in teaching multi-grade classes; performance rating; for regional trainings; division trainings; and district trainings. Level of knowledge along community was not significantly related with age; sex; eudcational attainment; years in teaching multi-grade classes; performance rating; for regional trainings; division trainings; and district trainings. For the recommendation, teachers must be trained on multi-grade teaching in order to understand, appreciate and get used to teaching multi-grade classes and constantly send them to

trainings and seminars on multi-grade teaching in order to improve their knowledge fro developing level to advanced level along classroom management and instructional strategies. Activities used in training must be relevant to the activities used in teaching multi-grade classes.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Human beings are born with some basic right and privileges. The right to education is one of the major human rights of everybody. All human beings are entitled to education in which one expresses a built-in learning potential. This immense ability can be realized through education without which it is difficult to imagine national development. An educated citizenry is needed for a country to become progressive (Human Development Report, 2014).

In other words, central to the development of any nation and its people is the education of its citizens. In this regard, United Nation Educational, Scientific and Cultural Organization (UNESCO, 2000:4) states that education is not only an end indeed; the right enshrined in the Universal Declaration of Human Rights (UDHR), it is the principal and often the sole means of action for everyone. In short, education is key human right without which many other human rights are difficult to attain.

The importance of education has been repeatedly emphasized ever since the ratification of UDHR. The declaration inherently underlines that all human beings regardless of any discrimination have the right to access to basic education. Basic education is the building block and it is the best that a poor country can give to its citizens especially to school-age-children and adult

population (UNESCO, 1994). In addition, basic education helps to meet citizens' needs in their educational pursuit that paves the way for modern life Thus, having equal access to primary education is the necessary foundation for all.

International experiences have shown that the issue of making education accessible to citizens has been the concern of every educational system. This concern has been developed into the issue of achieving Universal Primary Education (UPE). Developing countries, like the Philippines have been keen to achieve UPE for its citizen with the basic assumption that the roots of poverty have been lack of knowledge.

However, the attainment of access to quality basic education through formal single-grade schooling approach has become a difficult task particularly for developing countries which lacked the necessary skills and resources in reaching the hard to reach school-age-children in remote rural and dispersed communities (Mason and Burns, 2003:310).

Along this line, the Philippine government has implemented alternative modes of delivering elementary education. Most notable among these is the establishment of multi-grade classes combined with mobile teaching. In 1994, DECS, with funding assistance from UNICEF trained national and regional on MG Instruction as its initial step to institutionalize the program (The EFA 2000 Assessment Country Report Philippines, 2000:2).

To further ensure the institutionalization of the MG program, the Department of Education, Culture and Sports (DECS) issued Department Order

No. 96, s. 1997, setting the policies and guidelines in the organization and operation of multi-grade classes. As of 1999, the multi-grade teaching program is being implemented in all regions except the National Capital Region (NCR).

The Grade VI pupils of the District of Wright II had obtained the following mean percentage scores (MPS): 74.10 percent in the District Achievement Test DAT) and 75.83 percent in the District NAT Achievement Test (DMAT) for school year 2010-2011, and 75.79 percent in the DAT and 75.52 percent in the DNAT for school year 2011-2012. These results are not so dramatically convincing because these are almost similar to the DepEd proficiency level of 75.00 percent.

If educators accept the fact that the child is the center of all educative process, then, teachers should strive to know more about their pupils' learning style whom they teach in order to assist them to maximize pupils' learning by adjusting their teaching methods. Knowing pupils' learning styles in relation to their achievement in the different learning areas is one important aspect which teachers should be aware of it. Teaching methods that involve a variety of learning styles may lead to more pupil success. Hence, this was one reason that this study was undertaken to look deeper into the different learning styles of grade VI pupils in specific subjects.

The multi-grade classroom is posited as an alternative pedagogical approach that brings together students of different ages and abilities in order to

cope with children's different rates of development. It is an environment where peer tutoring and cooperative learning encourage independence, leadership skills, self-esteem and intellectual growth among students.

Multi-grade teachers must be trained in group learning and delivering an integrated curriculum that applies to children at different developmental stages (Stone, 2007). New skills regarding careful lesson scheduling and planning, effective use of time, peer tutoring and self-directed learning are fundamental for effective instruction. Classroom organization and management must be conducive to teaching more than one group. They must also have adequate materials, such as self-instructional textbooks and access to a library, that lend themselves to independent study.

The above situation connotes hardship, difficulty and sacrifice, according to McEwan (2003), when multi-grade teachers remain in the same classroom for more than one year, they become better acquainted with the nature of multi-grade teaching and can tailor individualized instruction. It is along this line that the researcher conducted this study to prove the validity of the claim made by McEwan.

The focus of this study is to look into the grass root of finding out the effectiveness and preparedness of the teachers teaching multi-grade classes in the field especially in the locality of Wright II District, Paranas, Samar.

Statement of the Problem

This study determined the level of knowledge about multi-grade instruction of multi-grade teachers of Wright II District, Paranas, Samar during school year 2012-2013.

Specifically, the study sought answers the following specific questions:

1. What is the profile of the teacher-respondents of the study in terms of:

    1.1 age;

    1.2 sex;

    1.3 highest educational attainment;

    1.4 years in teaching multi-grade classes;

    1.5 performance rating, and

    1.6 trainings attended on multi-grade instruction?

2. What are levels of knowledge of teacher-respondents about multi-grade instruction in terms of:

    2.1 classroom management;

    2.2 instructional strategies;

    2.3 curriculum;

    2.4 instructional materials, and

    2.5 community involvement?

3. Is there a significant relationship between teacher-respondents' profile variates and level of knowledge about multi-grade instruction along:

3.1 classroom management;

3.2 instructional strategies;

3.3 curriculum;

3.4 instructional materials, and

3.5 community involvement?

Hypothesis

The following hypothesis was tested in this study:

1. There is no significant relationship between teacher-respondents' profile variates and level of knowledge about multi-grade instructions along:

1.1 classroom management;

1.2 instructional strategies;

1.3 curriculum;

1.4 instructional materials, and

1.5 community involvement.

Theoretical Framework

The theoretical anchorage of the study was based on Shulman's (in Segall, 2004) theory on Pedagogical Content Knowledge (PCK) which is the blending of content knowledge and pedagogical knowledge for the purpose of teaching in ways that are comprehensible for learners.

Teachers are expected to demonstrate subject matter content as a prerequisite to teaching. As an example, a multi-grade teacher is required to

demonstrate knowledge of the different instructional strategies prior to teaching this content to his or her pupils. They should give emphasis on how the content is transformed from their knowledge into the content of instruction.

According to Ward (2006), pedagogical content knowledge of teachers goes beyond knowledge of subject matter to the aspects that make the subject matter teachable to children. It is the ways of representing and formulating the subject matter that makes it comprehensible to children in content areas that teachers teach regularly and repeatedly. The representations can be, but are not limited to, useful ideas, analogies, illustrations, examples, and demonstrations that result in students' understanding.

An effective multi-grade teacher does not only consider his or her personal expertise in teaching but also considers the pupils' current knowledge about the subject matter they bring with them into the educational setting. Their backgrounds, conceptions, and misconceptions about the content makes the teaching (and pupils' learning) easier or more difficult to teach.

Three categories of knowledge base are required for effective teaching. The first one is pedagogical knowledge which pertains to the teaching methods employed by teachers. The other two categories are content knowledge and curricular knowledge. Content knowledge refers to teachers' organization and breadth of knowledge about the subject matter. On the other hand, curricular knowledge represents the range of topics planned and sequenced for teaching a

specific subject matter at a given level. The planning and sequencing of content included instructional materials in relation to the topics of the curricular plan, under particular conditions.

So, to be an effective multi-grade teacher, one has to possess pedagogical knowledge, content knowledge and curricular knowledge.

Conceptual Framework

The conceptual framework of the study is illustrated in Figure 1.

At the base of the schema is the research environment and the respondents of the study who are the multi-grade teachers of Wright II District, Paranas, Samar during school year 2012-2013.

The next bigger frame illustrates the research process, particularly the variables involved represented by two boxes and the interplay of the variables. The first box on the left side represents multi-grade teachers' profile variates such as age, sex, highest educational attainment, years in teaching multi-grade classes, performance rating and trainings attended on multi-grade instruction while the second box at the right represent respondents' level of knowledge about multi-grade instruction in terms of classroom management, instructional strategies, curriculum, instructional materials and community involvement. The two boxes are connected by a two-way arrow implying correlational analysis was conducted.

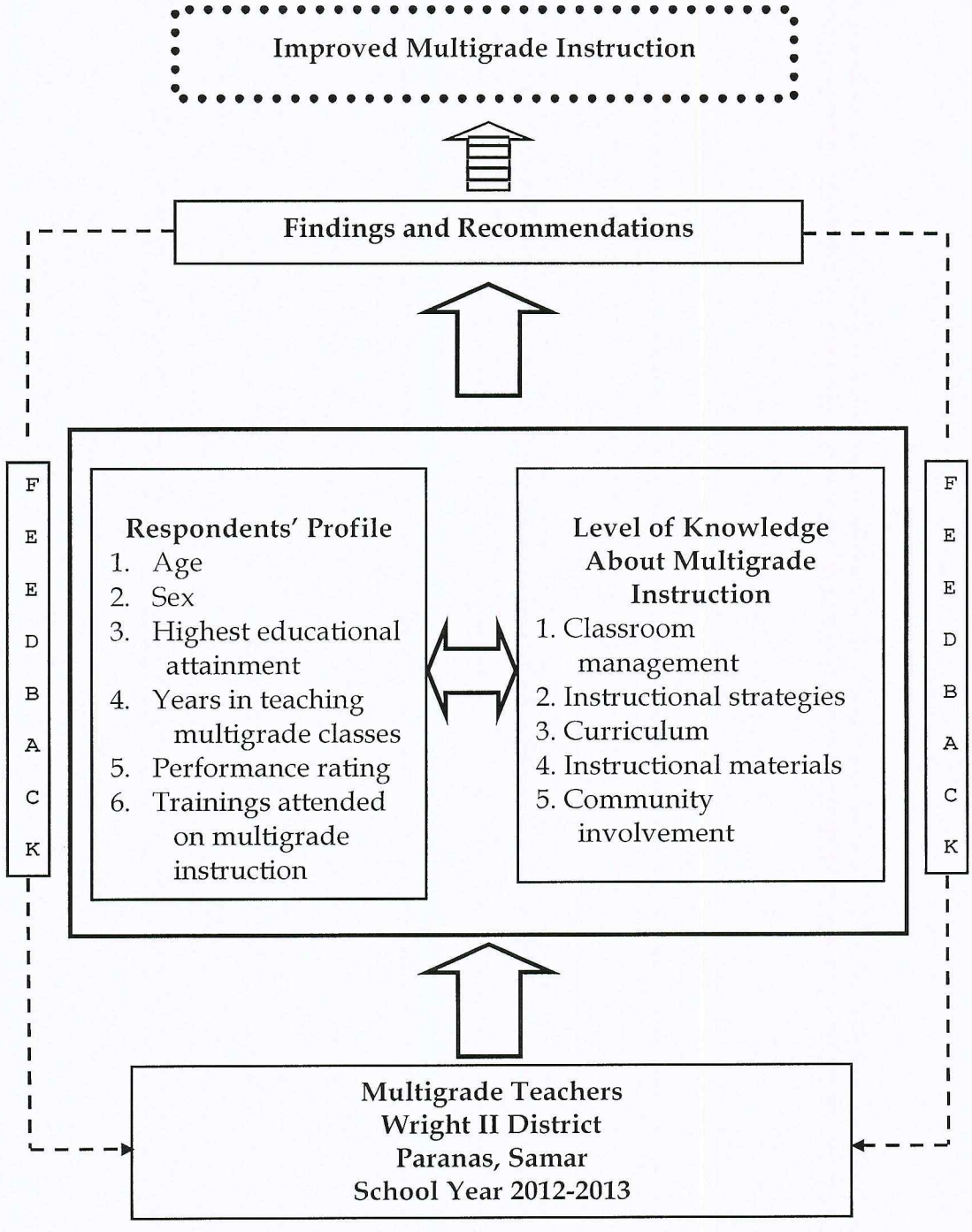

Figure 1. Conceptual Framework of the Study

This bigger frame enclosing the two boxes representing the variables of the study is connected upward to another smaller box representing the findings and recommendations of the study. This box is also connected downward to the base frame which indicates the feedback mechanism of the study, then to the next upper box representing the goal of study which is improved of multigrade instruction.

Significance of the Study

The results of this study would be of important value to several stakeholders like the teachers, pupils, parents, school administrators, DepEd officials and researchers along improvement of pupils' academic performance in multi-grade classes.

To the teachers. This study would provide the multi-grade teachers a clear and valuable point of view concerning multi-grade instruction. This would hopefully show to them the true significance of multi-grade instruction and how to handle multi-grade classes.

To the pupils. The pupils would be benefited by this study because this will enlighten them as to what multi-grade learning is and what are its aims and significance thereby enhancing their positive outlook of multi-grade classes and interest to learn and study.

To the school administrators. The findings of the study would serve as eye openers to school administrators in preparing, conducting, and analyzing

multi-grade teachers' needs and support. This study could also be used as a base of information concerning effectiveness of multi-grade instruction by other educational institutions and agencies in matters related to it.

To DepEd officials. The results may serve as basis for policy formulation relative to the needs and abilities of multi-grade teachers. This will further provide authorities with the proper guidance and direction in improving or modifying the education policies and in making recommendations that will ensure maximum development of teachers in multi-grade teaching.

To future researchers. This study would provide other researchers additional relevant data on their topic similar to this research. This would form a foundation or a source of information that may boost their respective study.

Scope and Delimitation

This study was conducted to assess the level of knowledge about multi-grade instruction of multi-grade teachers of Wright II District, Paranas, Samar. Data were collected using a researcher-made questionnaire pertaining to the profile variates of the teacher-respondents including a test to determine their level of knowledge of multi-grade instruction along classroom management, instructional strategies, curriculum, instructional materials and community involvement.

This study was conducted during school year 2012-2013.

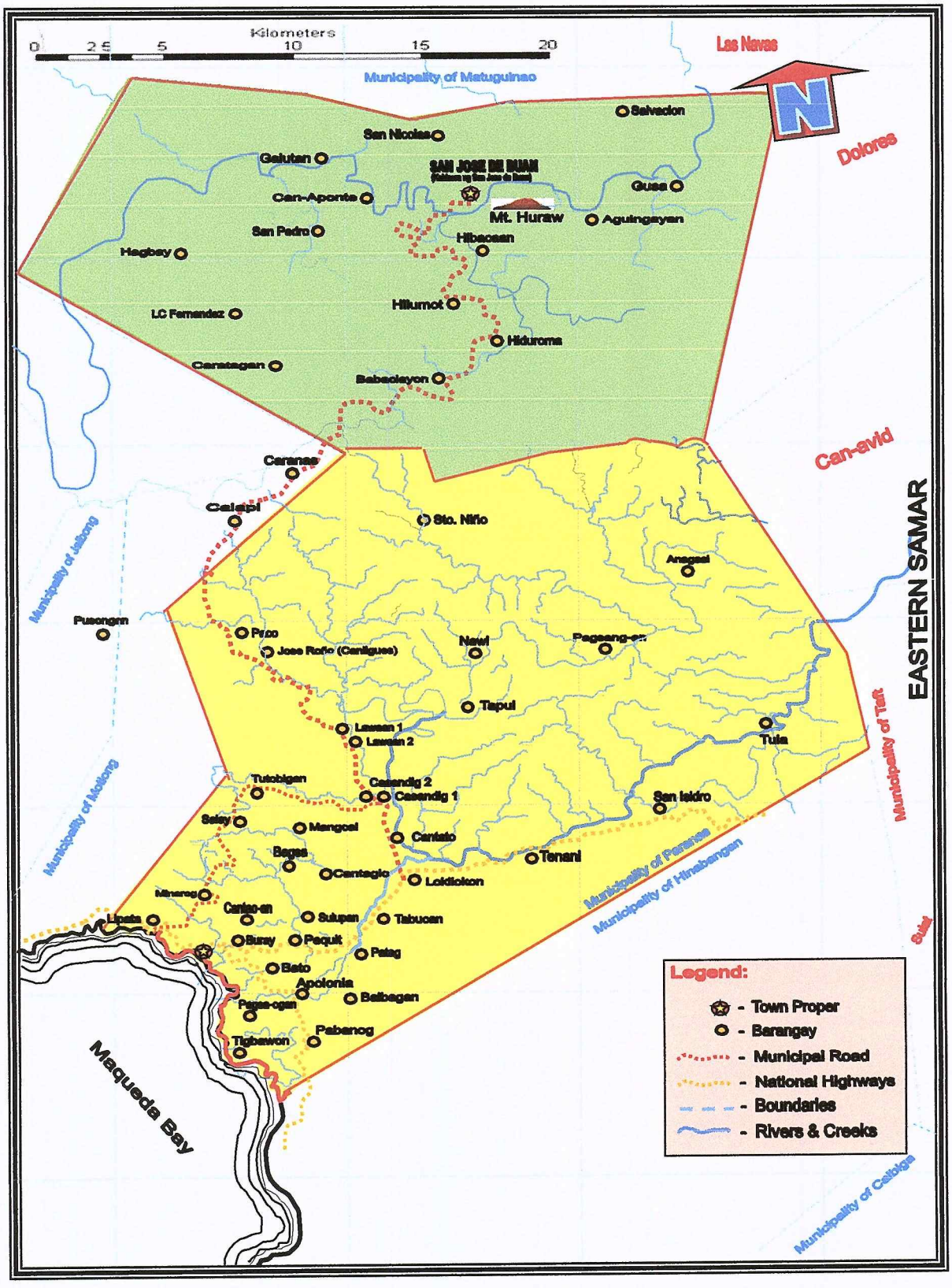

Figure 2. Map of Wright II- San Jose de Buan District

Definition of Terms

Serving as a common frame of reference in this study, the following terms are defined conceptually and operationally.

Classroom management. This term refers to the methods and strategies an educator uses to maintain a classroom environment that is conducive to learner success and learning (Froyen and Iverson, 2005:27). The same definition is adopted in this study as measured by the research instrument.

Community involvement. This refers to the process of engaging people in the local area with an organization and development (Community Involvement, n.d.). In this study, it refers to the involvement of the community in school activities or programs as measured by the research instrument.

Curriculum. This refers to a set of courses, and their content, offered at a school or university (Bobbitt, 2000:10). The same definition is adopted in the present study as measured by the research instrument.

Instruction. Refers to an act of giving reasons, evidence, argument, and justifications which further can be regarded as the implementation of the curriculum (Aquino, 1989:422). As used in this study, it refers to a system of imparting knowledge and skills to the class, say, multigrade instruction which is the focus of this research.

Instructional materials. This refers to print and / or non-print materials used in instruction (instructional-materials, n.d.). The same definition is adopted in this study as measured by the research instrument. They referred to as

materials providing instructional support, i.e., to provide an alternative explanation, different examples and illustrations, an opportunities for practice (Anderson, 2009).

As used in this study they are the textbook chalkboard, audio-visual aide, and other materials used by the teacher in helping her/him attain instructional objectives.

Instructional strategies. This term describes the general components of a set of instructional materials and the procedures that will be used with those materials to elicit particular learning outcomes (instructional-strategy, n.d.). The same definition is adopted in this study.

Knowledge. This refers to the collection of facts, information, and/or skills acquired through experience or education or (more generally) the theoretical or practical understanding of a subject (Knowledge, n.d.). The same definition is adopted in this study which pertains to multi-grade teaching.

Level of knowledge. This refers to the degree of collected facts, information, and/or skills acquired through experience or education or (more generally) the theoretical or practical understanding of a subject (Pratt, 2006). The same definition is adopted in this study which pertains to multi-grade teaching.

Multi-grade class. Refers to a class in which students from two or more grade levels learn in the same classroom; also known as a split or combined class (Little, 2004). The same definition is accepted in this study.

Multi-grade instruction. It refers to the teaching of students of different ages, grades, and abilities in the same group (Stone, 2007). The same definition is used in this study.

Multi-grade school. This term is used to describe any class in which pupils of different grade levels are placed together for administrative reasons (Mason and Burns, 2007). The same definition is used in the present study.

Multi=grade teaching. This term refers to the teaching of students of different ages, grades and abilities in the same group (Little, 2004). It is also the same as multi-grade class. The same definition is used in this study.

Chapter 2

RELATED LITERATURE AND STUDIES

This chapter presents information and ideas about the study from the review of related literature and studies conducted by the researchers which have bearing to the present study in order to develop and enrich the study.

Related Literature

The Millennium Development Goals specify that children in every country should be able to complete a full course of primary schooling by 2015 (Birdsall, et al. 2005). The Education for All initiative promulgates a similarly ambitious goal, with an emphasis on children in difficult circumstances, ethnic minorities, and girls (Little, 2001).

Every child has a right to an education. Multi-grade classes and single teacher schools have made it possible for many children in remote rural areas and communities to exercise this right. These classes exist in both developing and developed countries... However, in many developing countries, these classes and schools often lack educational materials, appropriately trained teachers and effective supervision. The teacher rarely receive training in how to deal with them, and are ill-prepared for managing large numbers of pupils, of different ages and levels of learning, that they confront in the classes.

If progress is to be made towards Education for All, the challenges of multi-grade classes and single teacher schools must urgently met. Children in small communities must have access to good quality education. This is very relevant to children in widely dispersed communities, girls, who for reasons of security, must attend school near their residences, ethnic groups that prefer their children to be educated in their location as well as children living in mountainous and hard to reach areas (Mathot et al., 2001).

In the Philippines, poor and indigenous children live disproportionately in rural areas. Yet, despite national progress in attaining goals, rural and urban children rarely obtain the same quantity and quality of formal schooling. Along this line, the Philippine government has implemented alternative modes of delivering elementary education. Most notable among these is the establishment of multi-grade classes combined with mobile teaching. In 1994, DECS, with funding assistance from UNICEF trained national and regional on MG instruction as its initial step to institutionalize the program (The EFA 2000 Assessment Country Report Philippines, 2000).

In line with the Philippine government's constitutional mandate to provide accessible education to all, DECS Order No. 38, s. 1993, dated June 9, 1993 entitled "Improving Access to Elementary Education by providing Complete Grade Levels in All Public Elementary Schools Through Combination and/or Multi-grade Classes" was issued to provide complete grade levels in all public elementary schools through combined or multi-grade classes. Another

policy issued was DECS Order No. 96, s. 1997, dated November 14, 1997 which detailed the definition; organization; school plant facilities; curricula and programs of multi-grade schools; and support, welfare, and incentive programs for multi-grade teachers.

Multi-grade teaching refers to the teaching of students of different ages, grades and abilities in the same group (Russel, 2001). It is referred to variously in the literature as multiage, multilevel, multiple class, composite class, vertical group, family class, and, in the case of one teacher schools, unitary schools. It is to be distinguished from 'mono-grade' teaching in which students within the same grade are assumed to be more similar in terms of age and ability. Substantial variation in ability within a mono-grade class often leads to mixed-ability teaching.

Multi-grade teaching should also be distinguished from "multiage-within-grade" teaching which occurs when there are wide variations in age within the same grade. This is common in developing countries, where the age of entry to school varies and where grade repetition is common.

So, in multi-grade classrooms, with each name are the classrooms which two or more grades led by one teacher. All the countries, from less-developed to developed, have these types of classrooms. As the surveys (APEID, 2003) show 40.00 percent of Australian northern borders, 20.00 percent of Frances, 35.00 percent of Sweden, and 30.00 percent of Wales classrooms are multi-grade.

The existence of multi-grade classrooms can be considered from two main

aspects: philosophical/attitudinal and administrative (Aghazadeh and Fazli, 2005). Those who justify the existence of these classrooms from attitudinal aspect believe that students of these classes have cognitive and social superiority to mono-grade students. In addition, students of these classrooms are more competent in communication skills in comparison with mono-grade students. In contrast with multi-grade classrooms students, mono-grade students' anti-social behaviors are high and their mental health are low (Nyler, 2000).

Some believe that multi-grade classrooms are arising due to a few factors such as: socio-economic status, geographical situation, remoteness and arduousness (Barry, 2001). Samadian (2002) notes that in rural and suburban when the number of students is under-standard in each grade, multi-grade classrooms are arising.

In other countries, the main factor is lack of students' number in each grade to hold mono-grade classroom. In some cases, the reason to arise these classrooms is lack of teachers, remoteness, and geographical conditions. Recently, less-developed and developing countries consider other reasons to hold multi-grade classrooms, such as overcoming to lack of teacher shortage, particularly in rural and remote areas; being cost-effectiveness of multi-grade classrooms and increasing access rate to basic education; and providing conditions for realizing Millennium Development (MDG) and Education For All (EFA) goals (Juvane, 2005).

Whatever, the important case is that these classrooms are facing many challenges, such as policy making, attitudinal changes, curricula, teaching and learning material.

Multi-grade teaching occurs within a graded system of education when a single class contains two or more student grade levels. It is contrasted with the usual pattern of classroom organization in graded systems where a single classroom contains students of only one grade level. In many graded systems, age and grade are congruent, so a grade level is also equivalent to a particular age group of students.

However, this may not be the case in systems where grade level repetition and acceleration are common. There are three important reasons why multigrade teaching may occur in both developed and developing countries.

First, multi-grade is often associated with 'small' schools in remote and sparsely populated areas. In such schools, there may be only one, two or three teachers, yet they offer a complete cycle of primary education. If that cycle consists of eight grade levels, then each of these teachers must deal with multi-grade classes. These 'small' schools are also sometimes referred to as 'multi-grade' schools. Multi-grade schools have attracted attention in the developing country context because of their potential to increase primary school participation rates. By bringing the school closer to the community, they encourage more children, especially girls, into school.

Second, multi-grade teaching is also common in larger urban and suburban schools. In some countries, it is a response to uneven student enrollment. For example, a school with a two and a half grade entry may have to combine two grade levels to make up class sizes. Also, in countries where teacher absenteeism is high, and there is no 'cover', grades may be combined to avoid having a class with no teacher present. A single teacher then has to deal with two grade level groups together. While the latter problem is not well-documented in the literature, it is probably a regular occurrence in countries in both Africa and the Caribbean.

Third, multi-grade teaching may be a deliberate response to educational problems. In developed countries, this is linked to the multiage perspective. Proponents of mixed age grouping argue that there are sound pedagogical reasons for placing students of different ages together in the same classroom. Mixed age classes, it is argued, stimulate children's social development and encourage greater classroom cooperation. These arguments are seldom raised in the developing country literature, although several commentators take the view that multi-grade organized classes are potentially a cost effective means of providing quality education in difficult to reach areas.

A major rationale for multi-grade education is probably its potential to increase access to the full cycle of primary education in areas where this is currently not available. It has been used for these purposes many countries like Zambia and Burkina Faso, for example. In the Caribbean, the question of access

is not so crucial as in most of the region there is already full access to primary education. Rather, multi-grading may be seen as an approach to increasing the quality of schooling by introducing innovative approaches to teaching and learning (World Bank, 2003).

For example, managing a multi-grade classroom is difficult because there is more than one grade level in the classroom. Hence, the teacher must be skilled in managing instruction to reduce the amount of 'dead time' during which children are not productively engaged on task.

This means that teachers must be aware of different ways of grouping children, the importance of independent study areas where students can go when they have finished their work, and approaches to record keeping which are more flexible than those prevalent in the mono-grade classroom. Students may need to be taught the value of independence and cooperation by involving them in classroom decision making.

On the other hand, instructional strategies are seen as a key to improving the quality of teaching and learning in the multi-grade classroom. The promotion of approaches that increase the level of student independence and cooperative group-work tend to be suggested. These involve a change in the role of the teacher from 'giver of information' to 'facilitator'.

This is to ensure that time spent away from the teacher is spent productively. Three important strategies are peer instruction, in which students act as teachers for each other, cooperative group-work, which involves small

groups engaging in collaborative tasks, and individualized learning programs which involve the student in self-study.

For an effective multi-grade classroom, there must be a tested curricula. Each set of grade level material is typically placed in a separate booklet, which may include specific content to be taught as well as guidelines on how to teach it. Such curricula are difficult for the multi-grade teacher to use because they tend to require plans to be written for each grade level separately. This is not only time consuming, but may also result in ineffective instruction. Teachers need to be taught how to plan across grade level objectives, or how to amend the curriculum to make it more suitable for their setting. Similar observations may also apply to the school timetable.

Instructional materials are also very important in multi-grade classrooms (Birch and Lally, 2005). They are produced as grade level textbooks and are designed to be delivered by the teacher to the children. More suitable materials include a self-study element. This might be in the form of workbooks with a self-correction key, or a small classroom library that can be accessed independently by the children. Teachers need to be shown how to produce such self-study materials in a cost effective way. Materials relevant for one country situation may not be appropriate in another.

Multi-grade schools are often located in remote and difficult to reach areas. They may be far from the educational center and receive little pedagogical support. The communities in which they are located may not see the value of

education, and may speak a different language to the 'official' one of the school. For these reasons, it is essential that the community be involved in the life of the school.

Parents can be asked to come in to act as a resource, the curriculum of the school might extend out into the community, or the community can be asked to support the school in other ways. Multi-grade teachers should be trained in approaches that help to develop relations between the school and the community.

A study was conducted by Broome (2006) "Teaching Art in a Multi-Age Elementary Environment." This study was an exploration into the qualities that characterize visual art teaching in selected school sites containing multi-age models of elementary instruction within public school districts from the State of Florida. A written survey was mailed to all of the elementary level multi-age art educators in Florida's public school systems that were located through the use of a snowball sampling technique. The surveys were used as a way to collect broad contextual information on the practices and perceptions of the identified art teachers. The results of data analysis showed that most multi-age art teachers did not play a large role in the organizational structure of their multi-age art classes in comparison to the decisions of homeroom teachers. The surveyed art teachers were shown to be very diverse in terms of their descriptive backgrounds. The art teachers' most common characteristics included that most of them had not

received multi-age training and almost none of them had been given a choice as to their willingness to participate in non-graded art instruction.

A study was conducted by Khan in 2006 entitled "School Improvement in Multi-grade Situation (SIMS): An Innovation of the PDCC." Professional Development Center, Chitral (PDCC) is committed to work with its partner education providers for the improvement of quality of teaching and learning in schools. PDCC believes that effective teaching and learning in primary, acts as a foundation stone for higher education, but currently it does not happen in majority of primary schools. Multi-grade situation in primary schools is one of the many reasons of low quality education. School Improvement in Multigrade Situation (SIMS) was piloted in five schools aiming to improve the current Multi-grade Teaching (MGT) situation in schools. This study intended to explore some of the successes, challenges and lessons learned as a result of the SIMS intervention. The focus of the study was to assess the effectiveness of the in multi-grade situation. For gathering information a number of inquiry tools were used. For example, ongoing assessment of teachers during workshop, field visit reports(field notes) of the Professional Development Teachers (PDTs) who facilitated the teachers of pilot schools, classroom observations of teaching and learning, formal (interviews) and informal discussion with students and teachers, and teacher reflective journals. The collected data was brought together in order to develop themes. Through the comparison of the data collected from various sources, it was found that SIMS creates better teaching and learning environment

in the classroom, makes school happy place for the students to be in and provides opportunity of sharing resources. However, MGT demands for both the capacity and will of all the stakeholders especially the teachers.

Beukes (2006) entitled "Managing the Effects of Multi-grade Teaching on Learner Performance in Namibia." The purpose of the study was to explore the views and perceptions of educators on the managing of multi-grade classes in Namibia. One of the most important findings is most probably the need for a national policy that recognizes, legitimize and support learners and teachers in multi-grade setting.

Multi-grade and multi-age classrooms are common in many countries (Lloyd, 1999, 2002). Generally speaking, multi-grade classrooms are classes in which students of more than one grade level are taught together for staffing and/or financial reasons. Frequently, multi-grade classes are formed to cope with small student populations in rural locations. These classes allow for a range of groupings that cross age and grade boundaries.

The advantages and disadvantages of multi-grade classes have been extensively studied. Slavin (2001), for instance, reviewed ability groupings that crossed grade distinctions. Employing a best-evidence synthesis, he was able to show that student achievement tended to rise when students were grouped for one subject (usually numeracy or literacy). He also concluded that the research evidence did not support full day ability grouping placements.

Using a meta-analysis, Kulik and Kulik (2002) found similar findings to those noted by Slavin. They reported that cross-grade grouping and within class grouping (in heterogeneous classes) has a positive influence on achievement.

Veenman (1995) undertook a comprehensive review of multi-grade and multi-age classes by examining studies from a variety of countries and contexts. He found there were no consistent differences in student achievement according to class organization and type.

However, Mason and Burns (1996) expressed some concerns with Veenman's conclusions. They argued that his review ignored a number of key issues, including selection bias and lower-quality instruction. To exemplify, they felt that many school administrators often selected students for multi-grade classes using criteria such as independence, cooperativeness, and competence, therefore leaving comparisons between multi-grade and single-grade classes difficult.

Russell, Rowe, and Hill (1998) found somewhat different results than Veenman (1995). Their analysis of Australian data from the Victoria Quality Schools Project found some significant, negative effects on literacy achievement in multi-grade classes.

In a New Zealand study carried out by Wilkinson (1998), students in multi-grade classes were also found to perform less well in some aspects of reading (e.g., comprehension) when compared with their peers in single-year classes. This researcher surmised that teachers tended to form more reading

groups in multi-grade classes and, as a consequence, each student received less direct and intensive support for literacy learning.

However, in a follow-up study, Wilkinson and Hamilton (2003) concluded that the earlier interpretation could not be substantiated and that the teacher and his/her instructional practice were more likely to affect student achievement compared with class composition/organization. Lloyd's (2002) study of multi-age classes in Australian rural schools also lends support to the conclusions drawn by Wilkinson and Hamilton (2003).

Very little research has concentrated on the advantages or disadvantages of different groupings in kindergarten programs. Firstly, Adair (1978), as cited in Veenman (1995), investigated students in multi-grade and single-grade kindergarten/grade one classes and found no significant differences for academic skills. Secondly, Katz, Evangelou, and Hartman (1989) reviewed studies that explored social development in early childhood settings and also considered the cognitive effects of mixed-age grouping. These researchers concluded that the positive effects of mixed-age grouping on cognitive development were most likely derived from the cognitive conflict arising from the interaction with children of varying levels of cognitive maturity. Lastly, Christie and Stone (1999) analyzed free play opportunities and compared the collaborative literacy interactions that occurred in a play centre in two class arrangements. They found that children in the multi-age group engaged in a

larger amount and broader range of collaborative literacy activities than did the same-age kindergarten students.

Although these three studies focus on kindergarten classes, none was concerned with junior kindergarten classes. Junior kindergarten, as opposed to senior kindergarten, is not prevalent in many jurisdictions and, as a result, has not been a priority for researchers investigating multi-age and multi-group contexts. In the Canadian province of Ontario, over 300 000 children (190,000 seniors and 140,000 juniors) are either enrolled in junior or senior kindergarten each year and moreover nearly 60 per cent of the juniors are educated in multi-age programs (Education Quality and Assessment Office, 2002).

The multi-grade classroom is posited as an alternative pedagogical approach that brings together students of different ages and abilities in order to cope with children's different rates of development. It is an environment where peer tutoring and cooperative learning encourage independence, leadership skills, self-esteem and intellectual growth among students. (McEwan, 2003:440).

Teachers must be trained in group learning and delivering an integrated curriculum that applies to children at different developmental stages (Stone, 1995). New skills regarding careful lesson scheduling and planning, effective use of time, peer tutoring and self-directed learning are fundamental for effective instruction (Miller, 1991). Classroom organization and management must be conducive to teaching more than one group (Hayes, 1993). Educators must also

have adequate materials, such as self-instructional textbooks and access to a library, that lend themselves to independent study (Thomas and Shaw, 1992).

The multi-grade classroom is a demanding environment for the teacher. The greater the student diversity, the greater is the need for careful planning and organization. Traditional instruction – lecturing, recitation, seatwork, copying from the blackboard – generally proves to be ineffective in a multigrade setting. All students must be engaged at all times; otherwise, 'time on task is reduced, achievement falls, discipline degenerates, and the teacher becomes frustrated and feels overworked' (Thomas and Shaw, 1992: 27).

Multi-grade methodologies can be employed in urban or rural areas. Nonetheless, in developing countries they have come to be associated almost exclusively with rural schooling. This is perhaps because multigrade schools with one or two teachers are seen as a cost-effective alternative to expand educational access in thinly populated areas (Bray, 1987).

The studies cited above guided the researchers on their organization of the present study and helped them to choose their specific focus of the investigation.

Related Studies

Previous studies related to the present problem, under study had been reviewed by the researchers and these were taken as basis in the conduct of the present study.

Monteros (2002) conducted a study entitled, "The Academic Performance of Multi-Grade Classes: An Assessment." The conclusion of the said study was based in "mean scores" and mean percentage score (MPS) that the three combination class have a higher MPS than to the combination class in the sense that the average number of pupils in the three classes were few than the combination classes; those classes in the Grade VI got a much higher "*mean scores*" than the lower grade in the sense that there is a difference in intensity and scope of the subject taught; the multigrade classes have got a higher MPS in the evaluation test conducted in the Division and District Level, in the subject area which have a medium of instruction in Filipino; the multigrade classes was far behind the ideal MPS. The problems encountered in terms of the evaluations of the administrators of the schools and the teacher-respondents are the following: lack of textbooks and instructional materials or "IMs" that can be used in two or three grade level combination classes. They also give suggestion to address the prevalent problems meet. Another was the inadequacy of school facilities such as chairs, buildings (instructional classrooms) etc. It was confirmed based on the observation in the study that: there was a negligence to inform or report to the higher office on the prevailing problems on the inadequacies in the schools due to the reasons that it cannot reach to the office of the concerned authority or if there is any it does not given an immediate actions may be due to distances for transportation and handling of the needed material and facilities of

the schools which also need a big amount of budgeting for the delivery and transport.

The study of Monteros is similarly related to the current study in term of field of study on multi-grade instructions but they grossly differ in the focus of study. The cited study delved with the academic performance of multi-grade classes while the current study focus on the knowledge of multi-grade instruction of the multi-grade teachers. Both study differs also in the locale of study the cited was conducted in the first congressional district of Samar while the current at the second congressional district.

"Problems Encountered by the Multi-grade Classes in the District of Palapag, Northern Samar" was studied by Gorgonia, (2003). The findings of the study revealed that the problems encountered by teachers were on the utilization of time allotted in teaching and the distance of the multi-grade classes to the district classes.

The study of Gorgonia is related to the presents study since both studies was on multi-grade classes. They differed in terms of focus. The study of Gorgonia was on problems encountered by multi-grade teachers while the present study is on the teaching performance of multi-grade teachers.

Tabones (2003) conducted a study entitled "Correlates of Performance of Pupils in the Mono-grade and Multi-grade Classes in the District of Wright I and II". The results of the study revealed that pupils' age, attitude towards schooling, study habits, educational attainment of parents were correlates of the

academic performance of multigrade grade pupils including teacher-related variates such as age, educational background, teaching experience and trainings attended.

The study of Tabones was deemed similar to the presents study since both studies dealt on multi-grade education. However, the two studies differed in several aspects. The previous study focused more on the academic performance of multi-grade pupils while the present study focused on teachers' performance.

Galono (2003), in his study entitled "Multi-grade School Teachers' Competence in the Department of Education (DepEd), Palapag District, Palapag, Northern, Samar," assessed the competence of multi-grade teachers of said district. The findings revealed that majority of the multi-grade teachers had very satisfactory teaching competence even without formal training on multi-grade teaching.

The previous study and the present study are similar in the sense that both studies delved on multi-grade education. However, the previous dealt on the assessment of the competence of multi-grade teachers which was not part of the present study making the two studies different. Another variable which was not considered in present study but was covered in the previous study was the determination of difficulties encountered by multi-grade teachers.

Odevilas, (2004) study about the "Academic Performance of Multi-grade and Mono-grade Classes: a Comparative Study." The descriptive survey method was used in the study to enable to found out the level of academic performance

of the multi-grade classes in all learning areas of discipline in the elementary level in the district of Hinabangan, Samar. The instrument used was in form of a written test or evaluation to measure achievement performance in Grade I to Grade VI. Based on the findings of this study, it was found out the following: the problems were related to teaching instruction which can be addressed in its external factors that affects the performance of the multi-grade classes and can be given immediate response of the concern authorities.

The cited work is related to the present study for it also concerned multi-grade instruction and teacher factor. It differs in focus the cited study was in academic performance while the present is on the level of knowledge in Multi-Grade instructions besides they also differ in the locale of study.

Another similar study entitle "Difficulties in Teaching Multi-grade Classes: Inputs for Instructional Redirections" was conducted by Jetorico (2001). Findings of the study revealed that the problems affecting the effectiveness of instruction were unequal distribution of learning tasks in the class by the teacher, absence of complements and/or encouragements from the teacher when pupils perform well or when need to do more, and wastage in the use of time resource during classroom instruction.

The study of Jetorico was deemed similar to the present study since both studies pertain to multi-grade teachers. However, the study of Jetorico is different from the present study in terms of focus. The previous study was about

the difficulties encountered by multi-grade teachers while the present study was on level of knowledge on multi-grade instruction of multi-grade teachers.

A study entitled "Correlates of Reading Achievement of Grade One Pupils in Wright 1 District" was conducted by Cabadsan (2009). The study determined the factors related to the Philippine Informal Reading Inventory (Phi-IRI) reading performance of grade I mono-grade and multi-grade classes in Wright I District, Samar Division during school year 2008-2009. Results of the study revealed no significant difference in reading performance between mono-grade pupils and multi-grade pupils under the frustration, instructional and independent categories unlike in the non-reader category. Furthermore, findings revealed that mono-grade pupils' reading performance under frustration and instructional class type category were significantly related to their attitude towards schooling; study habits; fathers' and mothers' educational attainment; and parents' monthly income.

The study of Cabadsan was similar to the present study since both studies focused multi-grade pupils. However, the two studies differed in several variables. The present study was more on the performance of multi-grade teachers unlike the study of Cabadsan which was on the reading performance of multi-grade and mono-grade pupils.

Parvin Kadivar, et al. (2007), in the study entitled "Effectiveness of Multi-Grade Classes: Cooperative Learning as a Key Element of Success," concluded in the study that multi-grade students have higher levels of social skills, and

academic achievement compared with their peers in single-grade classes. Because it seems necessary to study and pursue effectively our educational systems goals in terms of enhancing social skills, self-esteem and a more meaningful learning environment, teachers can take advantage of multi-age grouping classes environment to attain these goals. The cited study similarly in tuned with current study for both deals in the multi-grade issues particularly concerned with the academic achievement improvement of the learners. But they differs in many aspect, the cited study inline the study on the self-esteem in enhancing social skills among pupils in the multi-grade classes specifically in the country of Iran, while the current study deals with the knowledge about multi-grade instruction of the multi-grade teachers of Wright II, Paranas, Samar.

Dolmina (2010) conducted a study entitled "The Compounding Challenges of Middle School and Multiage Classes for Beginning Teachers". The study aimed to explore how beginning teachers perceive that their traditional training had prepared them to cope with the demands of being not only beginning teachers but also multi-grade teachers in Santiago, Isabela. The study qualitative in nature using two beginning teachers after their initial six months in multi-grade classrooms. Analysis of data revealed overlapping concerns for these teachers as beginning teachers, multi-grade teachers, and middle school teachers. Data themes featured high workload, collaborative tasks, and difficulties with age range and developmental variations among pupils and related difficulties with behavior management.

The study of Dolmina is similar to the present study since the studies focused multi-grade teachers. The study of Dolmina and the present study differed in some aspects. The study of Dolmina pertains to the problems experienced by new multi-grade teachers while the present study delved on the correlates the affect the performance of multi-grade teachers.

Ruiz (2011) entitled "Teacher Factors and Academic Performance of Multi-grade Pupils in Baybay City Division: Inputs to an Improved Implementation of Multi-grade Teaching," found out in the study that the teaching profession consistently attracts women to its fold, making it a woman's world, even in the multi-grade teaching. Most MG teachers needs uplifting in their educational qualification and rank to raise their morale and motivation. So it was recommended to have a campaign for more male teachers in the profession especially in the multi-grade classes. Training institutions must incorporate multi-grade teaching as a part of the curriculum in the teachers training program. And in-service trainings and seminars must be conducted for multi-grade teachers with complete package of tools and equipments in handling the multi-grade classes. And also close instructional supervision to nurture the progress and effective and efficiency of the MG teachers.

The study of Ruiz relates to the current study in terms of the field of study which is multi-grade instruction but they are both different in terms of aspect of study the cited study delved with the Teacher factors that affect the performance of the pupils while the current study was on the knowledge on

multi-grade instruction of the MG teachers. Also they differ in the locale of study the cited was fielded at Baybay, Leyte, while the current study was at Wright II – San Jose de Buan District.

In the study of Arcales (2011) entitled "Teacher's Teaching Styles and Pupils Academic Performance: Inputs To A Staff Development Program," This study utilized the descriptive-correlation method, which utilized the questionnaire as the basic data-gathering instrument supplemented by other data-gathering techniques. It looks into the academic performance of the Grade VI pupils and teaching styles practiced by the teachers. Based on this study it was found out that the teachers in the elementary grade deficient in relevant trainings, that teaching styles posed significant influence in the performance academic performance of the pupils and somehow nutritional status shows significant factors that affects the performance of the learners too. It was suggested that the teachers must undergo trainings and seminars relevant to teaching instructions practices to improve performance. Parents also was suggested to considered the health of their children for better pupils performance. The study was conducted at the district of Gandara I, Division of Samar.

The study of Arcales relates to the current study pertaining to the teacher's knowledge in classroom instruction and styles. Although both study are grossly different in focus the cited study deals with teaching styles in classroom instruction while the current deals with the knowledge of teacher in

the multi-grade instructions and was also conducted in different locality as field of study.

One of the most recent study conducted by Paragas, (2012) entitled "Akademikong Perpormans sa Filipino ng mga Mag-aaral sa mga Multigradong Klase," used a descriptive survey in the study involving pupils in elementary grade level at the Municipality of Matuguinao multi-grade schools. A written test with questionnaire were used as a tool to gather the needed data and gauge the academic performance of the pupils in Filipino focused on the four macro-skills in communication such as: listening, speaking, reading and writing of the multi-grade schools.

Thus, it was found out that academic performance of the multi-grade classes were far behind the standard performance, but the four macro-skills in communication have big influence in the raise of performance in subject areas using Filipino as medium of instructions such as the components in MAKABAYAN (Geography, History, and Civics; another were Music, Arts and Physical Education; and lastly the Home Economics). It is also suggested to intensify the instruction in all subject areas in the multi-grade classes and Instructional materials and facilities must be ideal and be of used during instructions in the classes.

Furthermore, teachers also must be equipped with the timely pedagogical approaches and communication skills to suit the needed level of the pupils in the elementary multi-grade classes.

This cited study of Paragas was similarly in focus to the current study in the line of multi-grade instructions although they are both different in term of (1) language use in the study, the above mentioned study used Filipino medium while the current was in English. (2) Field of focus the cited delved on the four macro skills in Filipino while the current was on knowledge of multi-grade instruction of multi-grade teachers. (3) the locale of study the cited study was conducted at the District of Matuguinao, while the current at the District of Wright II - San Jose de Buan.

Zoe (2010) conducted a study entitled, "A Case Study of Curriculum Implementation at A Multi-grade School in the North Eastern Education District of Trinidad." States that there is a paucity of research on rural education in the English speaking Caribbean Region. This is a phenomenon that has caused grave concern for the teachers who operate in rural areas under the system unknown to them as Multi-grade Schools/Multi-grade Teaching. This thesis is a qualitative study of the perception of the teachers at a rural multi-grade school on curriculum implementation in the North Eastern Education District of Trinidad. The thesis provides an analysis of this views, opinions and expressions of the teachers who implement the curriculum t this school.

The purpose of the study is to explore teachers' perception of Curriculum Implementation at a small Multi-grade school. Two main source of information has been used in this study. Information from interviews with teachers attached to the school and observation of the teachers by the researcher.

The research has revealed that in multi-grade schools much emphasis must be placed on the training of teachers, the equipping of schools with resources and the exposure of teachers to a wide range of strategies and pedagogy that is apt at curriculum implementation at multi-grade schools.

Zoe's study was related to current study for both delved with multi-grade instructions but they also both differs in the focus of problems undertaken, the cited study was on the curriculum implementation in the multi-grade schools whereas, the current study was on the knowledge of teacher on the multi-grade instruction. They also differ in the local of study the cited study was conducted at the foreign country while the present study is a local one particularly in the District of Wright II - San Jose de Buan, Samar.

The aforementioned related literatures and studies had helped the researcher into substantiate its content and shaping in the conceptualization and development of the research process.

Chapter 3

METHODOLOGY

This chapter presents the research design, instrument used, validation of the instrument , sampling procedure employed as well as the statistical treatment of the data.

Research Design

This study employed the descriptive - correlational research design using the questionnaire - checklist as the main instrument in gathering data to answer the research problem and hypothesis.

The responses of the respondents were analyzed and interpreted by employing frequency count, percentage, mean, weighted mean and Pearson Product Moment Correlation intended to answer the research problem. All inferential statistics were based at two-tailed test at 0.05 significance level with the aid of the Microsoft EXCEL program.

Instrumentation

Using a questionnaire as the main instrument of this study, the researcher gathered the needed data to answer the research problem.

Questionnaire. The questionnaire was composed of two parts. The first part of the questionnaire contained items regarding the personal characteristics of the teacher-respondents such as age, sex, highest educational attainment, years

in teaching multi-grade classes, and trainings attended on multi-grade instruction.

The second part contained statements intended to determine the level of knowledge of teacher-respondents about multi-grade teaching in terms of classroom management, instructional strategies, curriculum, instructional materials, and community involvement. All statement were responded by a Likert-type scale where "5" means "strongly agree," "4" for "moderately agree," "3" for "neutral, "2" for "moderately disagree" and "1" for "strongly disagree."

Validation of the Instrument

The researcher drafted the second part of the questionnaire by consulting many different sources of materials pertaining to multi-grade teaching. The first draft of the questionnaire was submitted to her adviser for comment and suggestions for their improvement.

After integrating the suggestions, the final draft was presented to members of the defense committee. Minor revision was made based of the suggestions of the committee. Ten copies of the questionnaire were reproduced and administered to 10 multi-grade teachers of Wright I District Elementary Schools. After a week, the questionnaires were administered again personally by the researcher to the same teachers. Using Pearson Product Moment correlation, the coefficient obtained was 0.90 and such value was applicable to group research.

Sampling Procedure

The researchers employed total enumeration. The respondents were multi-grade teachers of Wright II - San Jose de Buan District, Paranas, Samar. The list of schools and multi-grade teachers assigned were taken from the DepEd Samar Division, Catbalogan City, Samar. A total of 30 multi-grade teachers were involved in the study.

Data Gathering Procedure

The researcher sought the approval of the Schools Division Superintendent of Samar, District Supervisor and classroom teachers handling multi-grade classes of the Wright II - San Jose de Buan District. The researcher personally administered the questionnaire to the teacher-respondents. The teacher-respondents were given enough time to accomplish the questionnaire after which it was retrieved from them.

Statistical Treatment of Data

Data gathered will be tabulated, organized, analyzed and interpreted with the use of the following descriptive and inferential statistics:

Frequency count and percentage. These descriptive statistical measures will be used to present the profile of the respondents as to the number of occurrence and the magnitude of occurrence.

Mean. This measure will be employed to calculate the average of the profile of the respondents where applicable.

Weighted mean. This will be used to express the collective perceptions of the respondents' self-esteem and emotional control. In interpreting the weighted means, the following will be used:

Range	Interpretation
4.51 - 5.00	Very High (VH)
3.51 - 4.50	High (H)
2.51 - 3.50	Neutral (N)
1.51 - 2.50	Low (L)
1.00 - 1.50	Very Low (VL)

Standard deviation. This measure will be employed to determine the variability of each set of data with reference to the mean.

Pearson Product Moment Correlation. This statistical tool will be used to determine the relationship between the variables of the study, namely, profile and level of knowledge about multi-grade teaching.

The degree of relationship will be interpreted by the size of the obtained r-value obtained based on the following guideline below:

r-value	Interpretation
$\pm$ 0.01 to $\pm$ 0.19	negligible correlation
$\pm$ 0.2 to $\pm$0 .39	low correlation
$\pm$ 0.40 to $\pm$ 0.59	moderate correlation
$\pm$ 0.60 to $\pm$ 0.79	moderately higher correlation
$\pm$ 0.80 to $\pm$ 1.0	high correlation

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data obtained, the analysis undertaken and the interpretation in connection with the specific questions of the study.

Profile of Teacher-Respondents

This section discusses the profile of the teacher-respondents in terms of their age, sex, highest educational attainment, years in teaching multigrade classes, performance rating, and trainings attended on multigrade instruction.

Age and sex. Table 1 presents the age and sex distribution of the teacher-respondents.

Table 1

Age and Sex Distribution of Teacher-Respondents

Age (years)	Sex				Total	
	Male		Female		f	%
	f	%	f	%		
43 and above	1	3.3	1	3.3	2	6.7
38-42	1	3.3	1	3.3	2	6.7
34-37			5	16.7	5	16.7
30-33	2	6.7	3	10.0	5	16.7
26-29	2	6.7	9	30.0	11	36.7
22-25			5	16.7	5	16.7
Total	**6**	**20**	**24**	**80**	**30**	**100**
Mean	**32.17**		**30.29**		**30.67**	
SD	**5.43**		**6.28**		**6.06**	

Of the thirty one teacher-respondents, 11 or 36.70 percent have age between 26-29 years consist of two or 6.70 percent males and nine or 30.00 percent females. Five or 16.70 percent have age between 22-25 years old, 30-33 years old and 34-37 years old, respectively.

Of this number of respondents, the oldest is aged 43 years old and above coming from both male and female teacher-respondents at one or 3.30 percent each.

The mean age of the respondents is 30.67 years with standard deviation of 6.06 years.

Educational qualification. Table 2 presents the distribution in terms of teacher-respondents' educational qualification.

Table 2

Teacher-Respondents' Educational Qualification

Educational Qualification	Frequency	Percent
PhD/EdD/DA units	1	3.3
MA/MAed/MS Graduate	4	13.3
with MA/MAEd units	13	43.4
Baccalaureate (BS/AB)	12	40.0
Total	**30**	**100.00**

As can be gleaned from the table, 13 or 43.40 percent of the teacher-respondents have earned units in masteral degree, 12 or 40.00 percent of them

are baccalaureate degree holders, four or 13.30 percent have already obtained masteral degrees, and one or 3.30 percent have units in the doctoral program.

Teaching experience. Table 3 shows the distribution of respondents in terms of their teaching experience in multigrade classes.

Table 3

Teacher-Respondents' Teaching Experience

Teaching Experience (months)	Frequency	Percent
156	1	3.3
132	1	3.3
96	1	3.3
72	1	3.3
48	5	16.7
36	5	16.7
24	8	26.7
21	1	3.3
12	7	23.4
Total	**30**	**100**
Mean	**39.10**	**-**
SD	**34.42**	**-**

As depicted in the table, the longest teaching experience is 156 months by one or 3.30 percent of the teacher-respondent. This is followed by another one or 3.30 percent of the respondents at 132 months. On the other hand, the shortest years of teaching experience is 12 months by seven or 23.40 percent of the teacher-respondents.

The mean years in the teaching service is pegged at 39.10 month with standard deviation of 34.32 months.

Performance rating. Table 4 presents the performance rating of teacher-respondents for school year 2010-2011.

Entries of the table reveal that 100.00 percent of the teacher-respondents have very satisfactory rating where the values fall between the 6.60-8.50 interpretation range.

Table 4

Teacher-Respondents' Performance Rating

Rating	School Year 2010-2011		Interpretation
	Frequency	Percent	
8.60-10.00			Outstanding
6.60-8.50	30	100	Very Satisfactory
4.60-6.50			Satisfactory
2.60-4.50			Unsatisfactory
2.50 and below			Poor
Total	**30**	**100**	
Mean	**8.30**		
SD	**0.18**		

Relevant training attended. Table 5 presents the in-service training attended by the teacher-respondents pertaining to multigrade teaching.

On the regional level, one or 3.30 percent of the respondents attended an in-service training with a duration of 120 hours. Two or 6.70 percent at 40 hours and three or 10.00 percent at 24 hours while 24 or 84.00 percent have not

attended any training at the regional level. The mean hours of attendance is 8.77 hours with a standard deviation of 23.76 hours.

Table 5

Teacher-Respondents' Relevant Trainings Attended

Level/Number of Hours	Frequency	Percent
Regional		
120	1	3.3
40	2	6.7
24	3	10.0
None	24	80.0
Total	**30**	**100.00**
Mean	**8.77 hrs**	**-**
SD	**23.76 hrs**	**-**
Division		
24	9	30.0
None	21	70.0
Total	**30**	**100.00**
Mean	**6.97 hrs**	**-**
SD	**0.25 hrs**	**-**
District		
24	1	3.3
16	1	3.3
None	28	93.4
Total	**30**	**100.00**
Mean	**1.29 hrs.**	**-**
SD	**5.10 hrs.**	**-**

At the division level, only nine or 30.00 percent of the teacher-respondents have attended an in-service training of 24 hours while 21 or 70.00 percent have not attended said type of seminar or training. The mean hour of in-service training attendance at this level is 6.97 hours with a standard deviation of 0.25 hour.

At the district level, the longest in-service training attended is 24 hours attended by one or 3.30 percent of the teacher-respondents. Next is 16 hours attended by one or 3.20 percent of the respondents. Twenty or 93.40 percent have not attended a seminar on multigrade teaching even at the district level. The mean hour is pegged at 1.2 hours with a standard deviation of 5.10 hours.

Level of Knowledge on Multigrade Instruction of Teacher-Respondents

This section discusses the level of knowledge about multigrade instruction of teacher-respondents along classroom management, instructional strategies, curriculum, instructional materials and community involvement.

Classroom management. Table 6 shows the distribution of the teacher-respondents in terms of their level of knowledge on classroom management. As can be gleaned from the table, 13 or 43.30 percent of the teacher-respondents have 74 and below score in the classroom management text interpreted as 'beginning'.

Eleven or 36.70 percent of them have 'advanced' level of knowledge on classroom management while six or 20.00 percent are in the 'approaching proficiency' level of knowledge on classroom management. As a whole, teacher-respondents have 'developing' level of knowledge on classroom management as supported by a grand mean of 78.67 with standard deviation of 13.58.

Table 6

Teacher-Respondents' Level of Knowledge on Classroom Management

Score in %	Frequency	Percent	Interpretation
90 and above	11	36.7	Advanced
85-89			Proficient
80-84	6	20.0	Approaching Proficiency
75-79			Developing
74 and below	13	43.3	Beginning
Total	**30**	**100**	
Mean	**78.67**		
SD	**13.58**		

Instructional strategies. In Table 7 is presented the level of knowledge of teacher-respondents on instructional strategies.

About 15 or 50.00 percent of the teacher-respondents have 'beginning' level of knowledge on instructional strategies since their scores on the test are 74 and below. Nine or 30.00 percent are in the 'advanced' level while six or 20.00 percent are in the 'approaching proficiency' level of knowledge along instructional strategies. As a whole, the teacher-respondents have 'developing' level of knowledge on instructional strategies as supported by a grand mean of 75.0 and standard deviation of 12.80.

Table 7

Teacher-Respondents' Level of Knowledge on Instructional Strategies

Score in %	Frequency	Percent	Interpretation
90 and above	9	30.0	Advanced
85-89			Proficient
80-84	6	20.0	Approaching Proficiency
75-79			Developing
74 and below	15	50.0	Beginning
Total	**30**	**100**	
Mean	**75.00**		
SD	**12.80**		

Curriculum. Reflected in Table 8 the level of knowledge of teacher-respondents along curriculum.

About 15 or 50.00 percent of the teacher-respondents are in the 'advanced' level of knowledge on curriculum as indicated by scores of 90 and above. Eight or 26.70 percent are in the 'approaching proficiency' level while seven or 23.30 percent are in the 'beginning' level of knowledge on curriculum. As a whole, the teacher-respondents have 'approaching proficiency' level of knowledge on

curriculum as supported by grand mean of 82.33 with standard deviation of 12.80.

Table 8

Teacher-Respondents' Level of Knowledge on Curriculum

Score in %	Frequency	Percent	Interpretation
90 and above	15	50.0	Advanced
85-89			Proficient
80-84	8	26.7	Approaching Proficiency
75-79			Developing
74 and below	7	23.3	Beginning
Total	**30**	**100**	
Mean	**82.33**		
SD	**12.80**		

Instructional materials. The level of knowledge on instructional materials of teacher-respondents are presented in Table 9.

Reflected in the table are 18 or 60.00 percent of the teacher-respondents having 'advance' level of knowledge on instructional materials as indicated by scores 90 and above. This is followed by 10 or 33.30 percent of them having 'approaching proficiency' level while two or 6.70 percent are still in the

'beginning' level of knowledge on instructional materials. Overall, the teacher-respondents have 'advanced' level of knowledge on instructional materials with a grand mean of 90.00 and standard deviation of 10.50.

Table 9

Teacher-Respondents' Level of Knowledge on Instructional Materials

Score in %	Frequency	Percent	Interpretation
90 and above	18	60.0	Advanced
85-89			Proficient
80-84	10	33.3	Approaching Proficiency
75-79			Developing
74 and below	2	6.7	Beginning
Total	**30**	**100**	
Mean	**90.00**		
SD	**10.50**		

Community involvement. Table 10 reflects the level of knowledge on community involvement of teacher-respondents.

Table 10

Teacher-Respondents' Level of Knowledge on Community Involvement

Score in %	Frequency	Percent	Interpretation
90 and above	30	**100**	Advanced
85-89			Proficient
80-84			Approaching Proficiency
75-79			Developing
74 and below			Beginning
Total	**30**	**100**	
Mean	**97.33**		
SD	**4.50**		

As can be gleaned from the table, 30 or 100.00 percent of the teacher-respondents have 'advanced' level of knowledge on community involvement. The same could be said about their overall level of knowledge on community involvement as supported by a grand mean of 97.33 with standard deviation of 4.50.

Correlation Between Teacher-Respondents' Level of Knowledge on Multigrade Instruction and Profile Variates

The relationships between teacher-respondents' level of knowledge on multigrade instruction and their profile variates are discussed and presented in several tables below.

Classroom management. Table 11 presents the results of the correlational analysis between teacher-respondents level of knowledge along classroom management and profile variates.

Table 11

Correlations Between Teacher-Respondents' Level of Knowledge on Classroom Management and Profile Variates

Quality vs	r_{xy}	Fisher's t	Evaluation	Decision
Age	-0.232	1.26	NS	Accept H_o
Sex	-0.362	2.05	S	Reject H_o
Educational Attainment	-0.278	1.53	NS	Accept H_o
Years in Teaching Multigrade Classes	0.471	2.83	S	Reject H_o
Performance Rating	0.205	1.11	NS	Accept H_o
Regional Trainings	0.063	0.33	NS	Accept H_o
Division Trainings	0.338	1.90	NS	Accept H_o
District Trainings	0.183	0.98	NS	Accept H_o

Legend: $\alpha = 0.05$; critical t = 2.048; df = 28; S - Significant; NS - Not Significant

Teacher-respondents' level of knowledge on classroom management and years in teaching multi-grade classes obtained a Pearson r of 0.471 with a Fisher's t value of 2.83. Similarly, a Pearson r of -3.62 and Fisher's t of 2.05 was obtained between classroom management and sex. The accompanying Fisher's t values are higher than the critical t of 2.048 at 0.05 significance level implying the presence of significant relationships between the paired variables. So the hypothesis "there are no significant relationships between teacher-respondents' level of knowledge along classroom management and sex; and years in teaching multi-grade classes" is rejected.

On the other hand, level of knowledge on classroom management and other related profile variates obtained the following pairs of Pearson r and Fisher's t values: -0.232 and 1.26 for age; -0.278 and 1.53 for educational attainment; 0.205 and 1.11 for performance rating; 0.063 and 0.33 for regional trainings; 0.338 and 1.90 for division trainings; and 0.183 and 0.98 for district trainings. All Fisher's t values are lower than the 2.048 critical t value at 0.05 significance level leading to the acceptance of the hypothesis "there are no significant relationships between teacher-respondents' level of knowledge on classroom management and age; educational attainment; performance rating; regional trainings; division trainings; and district trainings."

Instructional strategies. Table 12 shows the Pearson r and Fisher's t values between teacher-respondents' level of knowledge along instructional strategies and their profile variates.

Table 12

Correlations Between Teacher-Respondents' Level of Knowledge on Instructional Strategies and Profile Variates

Quality	r_{xy}	Fisher's t	Evaluation	Decision
Age	-0.160	0.86	NS	Accept H_o
Sex	-0.331	1.86	NS	Accept H_o
Educational Attainment	-0.335	1.88	NS	Accept H_o
Years in Teaching Multigrade Classes	-0.311	1.73	NS	Accept H_o
Performance Rating	0.110	0.59	NS	Accept H_o
Regional Trainings	0.161	0.86	NS	Accept H_o
Division Trainings	0.145	0.78	NS	Accept H_o
District Trainings	0.187	1.01	NS	Accept H_o

Legend: $\alpha = 0.05$; critical t = 2.048; df = 28; S - Significant; NS - Not Significant

Level of knowledge on instructional strategies and profile variates yielded the following Pearson r and Fisher's t values: -0.160 and 0.86 for age; -0.331 and 1.86 for sex; -0.335 and 1.88 for educational attainment; -0.311 and 1.73 for years in teaching multi-grade classes; 0.110 and 0.59 for performance rating; 0.161 and 0.86 for regional trainings; 0.145 and 0.78 for division trainings; and 0.187 and 1.01 for district trainings. The accompanying Fisher's values are lower than the critical t value of 2.048 at 0.05 significance level implying the absence of significant relationships between the paired variables leading to the acceptance of the hypothesis "there are no significant relationships between teacher-respondents' level of knowledge along instructional strategies and age; sex;

educational attainment; years in teaching multigrade classes; performance rating; regional trainings; division trainings; district trainings."

Curriculum. Table 13 reflects the correlational analysis conducted between teacher-respondents' level of knowledge along curriculum and profile variates.

Level of knowledge on curriculum and profile variates obtained the following coefficients of correlation and Fisher's t values: -0.070 and 0.37 for age; -0.311 and 1.73 for sex; 0.152 and 0.81 for educational attainment; -0.127 and 0.68 for years in teaching multi-grade classes; 0.324 and 1.81 for performance rating;

Table 13

Correlations Between Teacher-Respondents' Level of Knowledge on Curriculum and Profile Variates

Quality vs	r_{xy}	Fisher's t	Evaluation	Decision
Age	-0.070	0.37	NS	Accept H_o
Sex	-0.311	1.73	NS	Accept H_o
Educational Attainment	0.152	0.81	NS	Accept H_o
Years in Teaching Multigrade Classes	-0.127	0.68	NS	Accept H_o
Performance Rating	0.324	1.81	NS	Accept H_o
Regional Trainings	0.226	1.23	NS	Accept H_o
Division Trainings	0.141	0.75	NS	Accept H_o
District Trainings	0.169	0.91	NS	Accept H_o

Legend: $\alpha = 0.05$; critical t = 2.048; df = 28; S - Significant; NS - Not Significant

0.226 and 1.23 for regional trainings; 0.141 and 0.75 for division trainings; and 0.169 and 0.91 for district trainings.

The computed Fisher's t values are lower than the 2.048 critical t at 0.05 significance level indicating no significant relationships between variables. The hypothesis "there are no significant relationships between teacher-respondents' level of knowledge along curriculum and age; sex; educational attainment; years in teaching multi-grade classes; performance rating; for regional trainings; division trainings; and district trainings" is accepted.

Instructional materials. Table 14 shows the correlation results between teachers-respondents' level of knowledge on instructional materials and their profile variates.

Table 14

Correlations Between Teacher-Respondents' Level of Knowledge on Instructional Materials and Profile Variates

Quality vs	r_{xy}	Fisher's t	Evaluation	Decision
Age	-0.162	0.87	NS	Accept H_o
Sex	-0.161	0.86	NS	Accept H_o
Educational Attainment	-0.041	0.22	NS	Accept H_o
Years in Teaching Multigrade Classes	-0.175	0.94	NS	Accept H_o
Performance Rating	0.179	0.96	NS	Accept H_o
Regional Trainings	0.109	0.58	NS	Accept H_o
Division Trainings	0.000	0.00	NS	Accept H_o
District Trainings	0.152	0.81	NS	Accept H_o

Legend: $\alpha = 0.05$; critical t = 2.048; df = 28; S - Significant; NS - Not Significant

Level of knowledge on instructional materials and profile variates obtained the following coefficients of correlation and Fisher's t values: -0.062 and 0.86 for age; -0.161 and 0.83 for sex; -0.041 and 0.22 for educational attainment; -0.175 and 0.94 for years in teaching multi-grade classes; 0.179 and 0.96 for performance rating; 0.109 and 0.58 for regional trainings; 0.000 and 0.00 for division trainings; and 0.152 and 0.81 for district trainings.

The computed Fisher's t values are lower than the 2.048 critical t at 0.05 significance level indicating no significant relationships between variables. The hypothesis "there are no significant relationships between teacher-respondents' level of knowledge along instructional materials and age; sex; educational attainment; years in teaching multi-grade classes; performance rating; for regional trainings; division trainings; and district trainings" is accepted.

Community involvement. The Pearson r values and accompanying Fisher's t values between teacher-respondents' level of knowledge along community involvement and profile variates are shown in Table 15.

As regards to level of knowledge along community involvement and profile variates, the following Pearson r values and Fisher's t values were obtained: -0.299 and 1.66 for age; -0.113 and 0.60 for sex; 0.229 and 1.24 for educational attainment; 0.002 and 0.01 for years in teaching multi-grade classes; 0.285 and 0.157 for performance rating; -0.024 and 0.13 for regional trainings; -0.099 and 0.53 for division trainings; and -0.079 and 0.42 for district trainings. It is very clear that the Fisher's t values are lower than the 2.048 critical t value at

Table 15

Correlations Between Teacher-Respondents' Level of Knowledge on Community Involvement and Profile Variates

Quality vs	r_{xy}	Fisher's t	Evaluation	Decision
Age	-0.299	1.66	NS	Accept H_o
Sex	-0.113	0.60	NS	Accept H_o
Educational Attainment	0.229	1.24	NS	Accept H_o
Years in Teaching Multigrade Classes	0.002	0.01	NS	Accept H_o
Performance Rating	0.285	1.57	NS	Accept H_o
Regional Trainings	-0.024	0.13	NS	Accept H_o
Division Trainings	-0.099	0.53	NS	Accept H_o
District Trainings	-0.079	0.42	NS	Accept H_o

Legend: $\alpha = 0.05$; critical t = 2.048; df = 28; S - Significant; NS - Not Significant

0.05 significance level indicating no significant relationships between associated pair of variables.

The hypotheses "there are no significant relationships between teacher-respondents' level of knowledge along community involvement and age; sex; educational attainment; years in teaching multi-grade classes; performance rating; for regional trainings; division trainings; and district trainings" is accepted.

Implications for an Intervention Program

The results of the study revealed that teacher-respondents had very satisfactory teaching performance despite the fact that majority of them had no formal training or have not attended seminars at the national, regional, division, and district levels pertaining to multi-grade teaching. Compounding the issue on

the satisfactory performance was the findings that teacher-respondents were at the developing level of knowledge on classroom management, instructional strategies and curriculum. From these findings it appears that the evaluation of teachers' performance are not accurate.

Multi-grade education in Samar will remain forever. So, a very important implication for an intervention program of the results of the study would be to retrain and send teachers to trainings and seminars on multi-grade teaching. This should be followed by periodic monitoring of pupils' academic performance like the NAT.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusions drawn and the recommendations that were formulated based on the results of the study.

Summary of Findings

The following are the major findings of the study:

1. Of the thirty one teacher-respondents, 11 or 36.70 percent had age between 26-29 years consist of two or 6.70 percent males and nine or 30.00 percent females, and five or 16.70 percent between 22-25 years old, 30-33 years old and 34-37 years old, respectively. Of this number of respondents, the oldest was aged 43 years old and above coming from both male and female teacher-respondents at one or 3.30 percent each. The mean age of the respondents was 30.67 years with standard deviation of 6.06 years.

2. About 13 or 43.40 percent of the teacher-respondents had earned units in the masteral program, 12 or 40.00 percent of them were baccalaureate degree holders, four or 13.30 percent had already obtained masteral degrees, and one or 3.30 percent have units in the doctoral program.

3. As to teaching experience, the longest teaching experience was 156 months by one or 3.30 percent of the teacher-respondent. This was followed by another one or 3.30 percent of the respondents at 132 months. On the other

hand, the shortest years of teaching experience was 12 months by seven or 23.40 percent of the teacher-respondents. The mean years in the teaching service was pegged at 39.10 month with standard deviation of 34.32 months.

4. One hundred percent of the teacher-respondents have very satisfactory rating where the values fell between the 6.60-8.50 interpretation range.

5. On the regional level, one or 3.30 percent of the respondents attended an in-service training with a duration of 120 hours. Two or 6.70 percent at 40 hours and three or 10.00 percent at 24 hours while 24 or 84.00 percent have not attended any training at the regional level. The mean hours of attendance was 8.77 hours with a standard deviation of 23.76 hours.

6. At the division level, only nine or 30.00 percent of the teacher-respondents had attended an in-service training of 24 hours while 21 or 70.00 percent have not attended said type of seminar or training. The mean hour of in-service training attendance at this level was 6.97 hours with a standard deviation of 0.25 hour.

7. At the district level, the longest in-service training attended was 24 hours attended by one or 3.30 percent of the teacher-respondents. Next was 16 hours attended by one or 3.20 percent of the respondents. Twenty or 93.40 percent have not attended a seminar on multi-grade teaching even at the district level. The mean hour of attendance was pegged at 1.2 hours with a standard deviation of 5.10 hours.

8. Thirteen or 43.30 percent of the teacher-respondents had 74 and below score in the classroom management text interpreted as 'beginning'. Eleven or 36.70 percent of them had 'advanced' level of knowledge on classroom management while six or 20.00 percent were in the 'approaching proficiency' level of knowledge on classroom management. As a whole, teacher-respondents have 'developing' level of knowledge on classroom management as supported by a grand mean of 78.67 with standard deviation of 13.58.

9. About 15 or 50.00 percent of the teacher-respondents had 'beginning' level of knowledge on instructional strategies since their scores on the test were 74 and below. Nine or 30.00 percent were in the 'advanced' level while six or 20.00 percent were in the 'approaching proficiency' level of knowledge along instructional strategies. As a whole, the teacher-respondents had 'developing' level of knowledge on instructional strategies as supported by a grand mean of 75.0 and standard deviation of 12.80.

10. About 15 or 50.00 percent of the teacher-respondents were in the 'advanced' level of knowledge on curriculum as indicated by scores of 90 and above. Eight or 26.70 percent were in the 'approaching proficiency' level while seven or 23.30 percent were in the 'beginning' level of knowledge on curriculum. As a whole, the teacher-respondents had 'approaching proficiency' level of knowledge on curriculum as supported by grand mean of 82.33 with standard deviation of 12.80.

11. Eighteen or 60.00 percent of the teacher-respondents had 'advance' level of knowledge on instructional materials as indicated by scores 90 and above. This was followed by 10 or 33.30 percent of them having 'approaching proficiency' level while two or 6.70 percent were still in the 'beginning' level of knowledge on instructional materials. Overall, the teacher-respondents had 'advanced' level of knowledge on instructional materials with a grand mean of 90.00 and standard deviation of 10.50.

12. About 30 or 100.00 percent of the teacher-respondents had 'advanced' level of knowledge on community involvement. The same could be said about their overall level of knowledge on community involvement as supported by a grand mean of 97.33 with standard deviation of 4.50.

13. Teacher-respondents' level of knowledge on classroom management and years in teaching multi-grade classes obtained a Pearson r of 0.471 with a Fisher's t value of 2.83. Similarly, a Pearson r of -3.62 and Fisher's t of 2.05 was obtained between classroom management and sex. The accompanying Fisher's t values were higher than the critical t of 2.048 at 0.05 significance level implying the presence of significant relationships between the paired variables. So the hypotheses "there are no significant relationships between teacher-respondents' level of knowledge along classroom management and sex; and years in teaching multi-grade classes" was rejected.

On the other hand, level of knowledge on classroom management and other related profile variates obtained the following pairs of Pearson r and

Fisher's t values: -0.232 and 1.26 for age; -0.278 and 1.53 for educational attainment; 0.205 and 1.11 for performance rating; 0.063 and 0.33 for regional trainings; 0.338 and 1.90 for division trainings; and 0.183 and 0.98 for district trainings. All Fisher's t values were lower than the 2.048 critical t value at 0.05 significance level led to the acceptance of the hypotheses "there are no significant relationships between teacher-respondents' level of knowledge on classroom management and age; educational attainment; performance rating; regional trainings; division trainings; and district trainings."

14. Level of knowledge on instructional strategies and profile variates yielded the following Pearson r and Fisher's t values: -0.160 and 0.86 for age; -0.331 and 1.86 for sex; -0.335 and 1.88 for educational attainment; -0.311 and 1.73 for years in teaching multi-grade classes; 0.110 and 0.59 for performance rating; 0.161 and 0.86 for regional trainings; 0.145 and 0.78 for division trainings; and 0.187 and 1.01 for district trainings. The accompanying Fisher's values were lower than the critical t value of 2.048 at 0.05 significance level implying the absence of significant relationships between the paired variables led to the acceptance of the hypotheses "there are no significant relationships between teacher-respondents' level of knowledge along instructional strategies and age; sex; educational attainment; years in teaching multi-grade classes; performance rating; regional trainings; division trainings; district trainings."

15. Level of knowledge on curriculum and profile variates obtained the following coefficients of correlation and Fisher's t values: -0.070 and 0.37 for age;

-0.311 and 1.73 for sex; 0.152 and 0.81 for educational attainment; -0.127 and 0.68 for years in teaching multi-grade classes; 0.324 and 1.81 for performance rating; 0.226 and 1.23 for regional trainings; 0.141 and 0.75 for division trainings; and 0.169 and 0.91 for district trainings. The computed Fisher's t values were lower than the 2.048 critical t at 0.05 significance level indicating no significant relationships between variables. The hypotheses "there are no significant relationships between teacher-respondents' level of knowledge along curriculum and age; sex; educational attainment; years in teaching multi-grade classes; performance rating; for regional trainings; division trainings; and district trainings" was accepted.

16. Teacher-respondents' level of knowledge along instructional strategies and profile variates revealed the following Pearson r values and Fisher's t values: -0.162 and 0.87 for age; -0.161 and 0.86 for sex; -0.041 and 0.22 for educational attainment; -0.175 and 0.94 for years in teaching multi-grade classes; 0.179 and 0.96 for performance rating; 0.109 and 0.58 for regional trainings; 0.000 and 0.00 for division trainings; and 0.152 and 0.81 for district trainings. Since the Fisher's t values were lower than the 2.048 significance level at 0.05 significance level means no significant relationships exist between variables. Therefore, the hypotheses "there are no significant relationships between teacher-respondents' level of knowledge along instructional materials and age; sex; educational attainment; years in teaching multi-grade classes;

performance rating; for regional trainings; division trainings; and district trainings" was accepted.

17. As regards to level of knowledge along community involvement and profile variates, the following Pearson r values and Fisher's t values were obtained: -0.299 and 1.66 for age; -0.113 and 0.60 for sex; 0.229 and 1.24 for educational attainment; 0.002 and 0.01 for years in teaching multi-grade classes; 0.285 and .157 for performance rating; -0.024 and 0.13 for regional trainings; -0.099 and 0.53 for division trainings; and -0.079 and 0.42 for district trainings. It was very clear that the Fisher's t values were lower than the 2.048 critical t value at 0.05 significance level indicating no significant relationships between associated pair of variables. The hypotheses "there are no significant relationships between teacher-respondents' level of knowledge along community involvement and age; sex; educational attainment; years in teaching multi-grade classes; performance rating; for regional trainings; division trainings; and district trainings" was accepted.

Conclusions

The following conclusions were drawn based on the findings of this study.

1. Most of the teacher-respondents were o middle age and females, had earned masteral units, been teaching multi-grade classes for three years on

average, with satisfactory performance, and majority had no training in multi-grade teaching at the national, regional, division, and district level.

2. The teacher-respondents were at the developing level of knowledge on classroom management.

3. The teacher-respondents had developing level of knowledge on instructional strategies.

4. The teacher-respondents had approaching proficiency level of knowledge on curriculum.

5. The teacher-respondents had advanced level of knowledge on instructional materials.

6. The teacher-respondents had advanced level of knowledge on community involvement.

7. Teacher-respondents' level of knowledge on classroom management was significantly related with sex; and years in teaching multi-grade classes but not with age; educational attainment; performance rating; regional trainings; division trainings; and district trainings.

8. Level of knowledge on instructional strategies was not significantly related with age; sex; educational attainment; years in teaching multi-grade classes; performance rating; regional trainings; division trainings; district trainings.

9. Level of knowledge on curriculum was not significantly related with age; sex; educational attainment; years in teaching multi-grade classes;

performance rating; for regional trainings; division trainings; and district trainings.

10. Teacher-respondents' level of knowledge along instructional strategies was not significantly related with age; sex; educational attainment; years in teaching multi-grade classes; performance rating; for regional trainings; division trainings; and district trainings.

11. Level of knowledge along community was not significantly related with age; sex; educational attainment; years in teaching multi-grade classes; performance rating; for regional trainings; division trainings; and district trainings.

Recommendations

In view of the above findings and conclusions, the following recommendations are advanced:

1. Teachers must be trained on multi-grade teaching in order to understand, appreciate and get used to teaching multi-grade classes and constantly send them to trainings and seminars on multi-grade teaching in order to improve their knowledge from developing level to advanced level along classroom management and instructional strategies. Activities used in training must be relevant to the activities used in teaching multi-grade classes.

2. It is suggested that different criteria should be used in evaluating the teaching performance of multi-grade teachers.

3. In line with recommendation two, it is suggested that school supervision should be done by the head teacher (if there is one) and by supervisors regularly. The teachers' and supervisors' meeting should be held once a month for monitoring and supervising.

4. A study on multi-grade teaching with focus on methods of training teachers for multi-grade classes, an appropriate curriculum for children, and the effective and efficient use of instructional materials could be conducted.

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APPENDICES

APPENDIX A

Letter of Introduction

Republic of the Philippines
Samar State University
College of Graduate Studies
Catbalogan City

Dear Teacher:

Your sincere cooperation is earnestly solicited in answering this questionnaire about the research study entitled "**LEVEL OF KNOWLEDGE ABOUT MULTIGRADE INSTRUCTION OF MULTIGRADE TEACHERS' OF WRIGHT II AND SAN JOSE DE BUAN DISTRICT.**"

The success of this study will greatly depend on your whole hearted cooperation. Every response to this questionnaire is highly appreciated. Rest assured that every bit of information you will share will be utilized solely for the research purposes and will be kept in utmost secrecy.

Hoping for your favorable response.

The Researcher

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

PART 1: PERSONAL INFORMATION

Direction: Please supply the necessary data or put a check on the space provided that corresponds to your answer.

1. Name: _____
(Optional)

2. Age: _____ 3. Sex: [ ] Male [ ] Female

4. Civil Status: [ ] Single [ ] Married [ ] Separated [ ] Widow(er)

5. Grade level handled:
Grades_____

6. Highest educational attainment
[ ] BEED/BSED graduate and its equivalent
[ ] MA/MS/MAT/MAEd units
[ ] MA/MS/MAT/MAEd graduate
[ ] Ph. D. / Ed.D. /D.A units
[ ] Ph.D. /Ed. D. / D.A.

7. Number of years teaching multigrade classes: _____years

8. Latest Performance Rating_____

9. NAT Performance Last 3 years
Grade III _____ _____ _____ Grade VI _____ _____ _____

10. Trainings attended on a multigrade instruction

Level	Title of Training	Number of Hours
National	_____	_____
Regional	_____	_____
Division	_____	_____
District	_____	_____

INSTRUCTIONAL STRATEGIES

Direction: Below are questions pertaining to effective instructional strategies in multigrade classes. Please read the questions and encircle your desired answer.

1. Which of the following statements is correct?

A. Method is more important in college than in the elementary.
B. Method is more important in the elementary than in high school.
C. Method is more important in college than in high school.
D. Method is more important than a lesson plan.

2. How well a teacher tells a story depends on:

A. techniques
B. the method used
C. the plot
D. classroom

3. In which situation is the law of readiness best applied?

A. The teacher gives the aims of the lesson to be taken up.
B. The teacher announces the subject matter at the start of the period.
C. The teacher waits for the children to be ready before teaching her lesson.
D. The teacher presents a song, related to the lesson.

4. The success of the pupils in formulating generalization greatly depends on:

A. the interest of the pupils.
B. the devices used
C. the subject matter
D. the teacher's skillful questioning

5. Method is dependent upon:

A. classroom techniques
B. theoretical assumptions
C. teacher's expectation
D. available textbooks

6. To lead the pupils to the desired behavior, method must be implemented through:

A. selected techniques
B. the discussion of the teacher
C. the curriculum
D. careful observations

7. In the unit method, actual learning takes place in:

A. orienting the pupils
B. collecting, discovering and recording data
C. summarizing the unit
D. organizing the unit for study

8. If the problem calls for the application of a general law, rule of principle, the procedure is:

A. inductive
B. drill
C. deductive
D. review

9. In which step of the developmental method is drill work offered?

A. Application
B. Motivation
C. Development
D. Evaluation

10. A step in the deductive method wherein accepted authorities are consulted as the textbook or other resource person is:

A. motivation
B. generalization
C. statement of the problem
D. verification

Part: II

CLASSROOM MANAGEMENT STATEGIES

DIRECTIONS: Below are statements pertaining to the effective classroom strategies in multigrade classes. In responding to each statement, please encircle the letter of your desired answer.

1. As a classroom manager, she/he is generous with sincere praise. Which is an advantage of this practice?

   A. It conditions pupil's discipline.
   B. It satisfies pupil's need for praise.
   C. It is appreciated.
   D. It reinforces positive behavior.

2. Why should the chairs, tables and other physical features be arranged for flexible seating?

   A. To facilitate interaction teaching-learning process during class activities.
   B. To allow borrowing, sharing and using of materials.
   C. To enable pupils to move around.
   D. To allow easy exchanges of seats as needed.

3. How should the teacher treat inattention and disruptions while class is going on?

   A. Send out the inattentive ones.
   B. Wait for a while until they are through.
   C. Put on a stern look and gestures.
   D. She should not wait long, check early enough to avoid major problems.

4. Discipline is an important concern of teachers to attain good management. What is a common cause of discipline- challenging situations which could be traced to the teachers themselves?

   A. Personal and emotional attributes.
   B. Lack of skills in scheduling time for activities.
   C. Inability to make advanced preparations.
   D. Lack of time-consciousness.

5. Is discipline the exclusive responsibility of the teacher?
   A. No, pupils must likewise be allowed to participate in formulating rules.
   B. Yes, it is their sole authority to discipline them and not the pupils.
   C. No, some teachers lack the skill in preventing misbehavior, hence misbehavior arise.
   D. Yes, proper behavior can favor learning situations and the skill.

6. How can a teacher prevent an outbreak of untoward pupils' behavior?
   A. Put on a stern look as a warning to keep behaving.
   B. Show them you are aware of all activities happening in the classroom.
   C. Promise a prize if they behave well and do it.
   D. Punish misbehavior with difficult activities.

7. How can a teacher avoid "breakdown and interruptions" in daily class procedure?

   A. Assign a leader to assist everyone.
   B. Establish routine for daily tasks.
   C. Punish the misbehaving pupils.
   D. Allow the pupils to make their own regulations.

8. "Have eyes at the back of your head". What does this reminder suggest regarding discipline during the lesson?

   A. Pupils will behave because we know what they are doing.
   B. Looking at our back will keep them interested.
   C. Our back part can also discipline them.
   D. We can easily turn our back to the front.

9. "Time lost is irretrievably lost", said Jose Rizal. What is the implication of this famous truism when applied to classroom management of time?

   A. Teachers must be ready any time interruptions due to poor time schedule.
   B. Teachers can make up for lost time anyway, they have not to worry
   C. Allow flexibility for scheduling time to avoid strict compliance.
   D. Teachers should maximize the time for instruction and avoid haste and waste.

10. As a classroom manager, you manage 3Ms resources to facilitate learning, EXCEPT.
    A. Moment
    B. Materials
    C. Man
    D. Matter

CURRICULUM

DIRECTION: Below are statements pertaining to curriculum. In responding to each statement, please encircle the letter of your desired answer.

1. A teacher prefers the use of experiential learning rather than rote learning, hence focuses on "custom-made" activities for children and a generous use of motivation. This curriculum design is classified as _____.

   A. child-centered
   B. process-centered
   C. subject-centered
   D. activity-based

2. In organizing and designing a curriculum, which criteria for the selection of content should apply?

   A. Validity, utility, scope and interest
   B. Validity and utility
   C. utility and scope
   D. Validity, utility and interest

3. The cycle in curriculum planning constitutes three fundamental elements. First concern are the goals and objectives, body of learning experiences and resources, and_____.

   A. revision of methods
   B. reconsideration
   C. assessment of outcomes
   D. orientation for next activities

4. The main purpose in administering a pretest and posttest to pupils is to_____.

   A. accustom the pupils
   B. keep adequate records
   C. measure the value of materials used
   D. measure gains in learning

5. In organizing and designing a curriculum, what would selection of content or subject matter include?

   A. knowledge, skills, values and attitudes
   B. knowledge and skills
   C. interest of learners
   D. values and attitudes

6. In evaluating a curriculum, which is the most valid criterion to observe?

   A. method
   B. available resources
   C. activities
   D. consistency of objectives

7. A major type of curriculum which puts emphasis on teaching facts and knowledge for future use and has a well defined scope and sequence is identified as_____.

A. learner-centered
B. subject-centered
C. experience-centered
D. child-centered

8. Which type of curriculum promotes a high level cooperative interaction on meaningful immediate use of learning?

A. learner-centered
B. subject-centered
C. society-centered
D. culture-centered

9. Which is true of present Basic Education Curriculum? It is for the _____.

A. development of an empowered learner who possess life skills for lifelong learning
B. promotion of nationalist and dedicated Filipino citizens
C. promotion of a just and humane society
D. development of a highly competitive Filipinos for globalization

10. The international commission on education for the 21st century chaired by Jacques Delors advocates four pillars of education namely;

I. Learning to know II. Learning to do III. Learning to be IV. Learning to live together

Which are adopted today?

A. I and IV
B. I and II
C. II and III
D. I, II, III and IV

INSTRUCTIONAL MATERIALS

Directions: Analyze the following statements related to instructional materials. Encircle the letter of the answer which best complete the sentences.

1. I like to show a close representation of the size and shape of the earth and its location in the entire solar system. What is the best instructional aid?

   A. picture B. models C. charts D. films

2. Using television and films has limitations also as instructional tools. As a teacher, which is missed by the pupils during the viewing?

   A. The small screen size
   B. The meaning of the lesson objectives
   C. The chance to interact and be creative
   D. Hands-on activities

3. Which is an advantage and disadvantage of using real objects in teaching?

   A. Real objects are easily available; some real objects are potential hazard.
   B. Real objects can be observed thoroughly; some are expensive.
   C. Students are interested with real objects.
   D. Can fit real objects to the lesson; children forget to bring the right kind.

4. Using history books featuring defeats and weaknesses of the Filipino as a people, what should a teacher do?

   A. relate facts that may enlighten and inspire
   B. present them and deny causes
   C. do not highlight such events in the discussion
   D. point their irrelevance to the lesson

5. To develop reading skills, which instructional materials will you use?

   A. flashcards, puppets, television
   B. puppet, television, radio
   C. flashcards, puppets, radio
   D. flashcards, puppets, television, radio

6. A report from PAG-ASA showed an increasing trend in daily temperature from January- March. How can a teacher best present such trend to the class?

A. flow chart
B. map
C. drawing
D. bar graph

7. It is a convenient writing area where illustration can instantly be drawn even during discussion.

A. bulletin boards
B. projector
C. chalkboard
D. multimedia

8. It may be in the form of maps, graphs, photographs and cut-outs. They maybe pre-prepared graphic devices or posters.

A. chalkboard
B. bulletin board
C. diorama
D. charts

9. Before the class starts it is necessary to check out your instructional materials first. Why do we need to do this?

A. to be sure that the IMs will work properly.
B. to be sure that the IMs presented will look more beautiful.
C. to consume properly the time.
D. to know if we can still add anything to it

10. The following are example of authentic instructional materials. EXCEPT.

A. mock-ups
B. models
C. realia
D. pictures

COMMUNITY INVOLVEMENT

Directions: Analyze the statements below. Complete the idea by choosing the best answer from the choices by encircling the letter of the correct answer.

1. As an insightful teacher, how will you advise the parents about the far reaching effects of media on the young minds?

   A. Choose educational TV programs to help them learn.
   B. Let the children choose those they enjoy.
   C. Choose their own time in viewing.
   D. Tell them that high exposure to media has advantages.

2. Who are considered community-based stakeholders in curriculum development?

   A. parents, guardians, professional groups
   B. school personnel, teachers
   C. pupils and government officials
   D. textbook publishers.

3. When asked why she has incomplete assignments every day, she answered, " I have no one to ask for help. My parents leave for office very early in the morning and returns late, oftentimes tired." As her teacher, what can you do?

   A. Warn the parents that the child will fail if unaided.
   B. Meet with the parents and together discuss how home and school can bridge their concerns and assistance for them as learners.
   C. Write the parents about their responsibilities in helping their children as learners.
   D. Advise her to talk to her parents for much-needed help.

4. The credibility of the school is attributed most of the time to the ways the teachers deal with people outside the school, like the school benefactors, parents of the pupils, church leader, government employees. In this way the teacher acts as_____.

   A. public relations specialist
   B. leader
   C. model
   D. manager

5. In school, teachers take over the role of the parents, attending to the needs of the pupils and offering them the comforts away from home. In this way, the teacher acts as_____.

A. model B. parent-surrogate C. manager D. motivator

6. One way to keep in touch with parents and updates the learners' behavior and performances is_____.

A. conduct monthly PTA meeting
B. let them clean the room
C. one on one interview
D. solicit money for project

7. It gives teachers a chance to develop an awareness and understanding of learners' background and life styles.

A. sending a letter to parents
B. join a party with the parents'
C. attend assembly meeting
D. home visits

8. The distribution of school policies and rules enable parents' to_____.

A. update the learners performance
B. be confident in dealing with teachers
C. learn their rights and responsibilities in supporting their children's education
D. keep calm and give full support

9. The immediate link of the school in far plung area is_____.

A. the barangay
B. the municipality
C. city division
D. province

10. Why do teachers need to attend barangay or community related activities?

A. to show moral support
B. to grow professionally
C. to witness the celebration
D. to keep the harmonious relationship with the community

APPENDIX C

Republic of the Philippines
College of Graduate Studies
SAMAR STATE UNIVERSITY
Catbalogan City

Thelma Cabadsan-Quitalig
Schools Division Superintendent

Dear Mrs. Quitalig,

I am currently preparing an assessment/ evaluation in connection with my thesis study on '' Level of Knowledge about Multigrade Instruction of Multigrade Teachers of Wright II District''.

In view hereof, I'd like to request your approval to allow me to conduct the said assessment to Multigrade Teachers in Wright I District to validate my research instrument starting the third week of February 2013.

Anticipating you favorable approval on this matter.

Very truly yours,

MARILYN S. DACURO
MAEED Student

Noted:

ANTONIO F. CAVERO
Adviser

MARILYN D. CARDOSO
Dean, College of Graduate Studies

Approved:

THELMA CABADSAN-QUITALIG
Schools Division Superintendent

APPENDIX D

Letter of Introduction

Republic of the Philippines
Samar State University
COLLEGE OF GRADUATE STUDIES
Catbalogan City

Dear Teacher:

Your sincere cooperation is earnestly solicited in answering this questionnaire about the research study entitled **"LEVEL OF KNOWLEDGE ABOUT MULTIGRADE INSTRUCTION OF MULTIGRADE TEACHERS' OF WRIGHT II"**.

The success of this study will greatly depend on your whole hearted cooperation. Every response to this questionnaire is highly appreciated. Rest assured that every bit of information you will share will be utilized solely for the research purposes and will be kept in utmost secrecy.

Hoping for your favorable response.

The Researcher

APPENDIX E

Republic of the Philippines
Department of Education
District of Wright II
Paranas, Samar

_____
District Supervisor

Dear Mrs. _____:

I am currently preparing a survey questionnaire in connection with my thesis study on "**Level of Knowledge about Multigrade Instruction of Multigrade Teachers in the District of Wright II**".

In view hereof, I'd like to request your approval to allow me to conduct a survey to Multigrade Teachers in Wright I District to validate my research instrument starting February 19, 2013.

Anticipating your favorable approval on this matter.

Very truly yours,

MARILYN S. DACURO
Researcher

APPENDIX F

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

May 16, 2012

Dr. Marilyn D. Cardoso
Dean, College of Graduate Studies
Samar State University
Catbalogan City

Madam:

In my desire to start writing my thesis proposal, I have the honor to submit for approval one of the following problems preferably number one:

1. Content Knowledge Competency of Multi-Grade Teachers of Wright II
2. Impact of Multi-Grade Teaching to Teachers of Wright II – SJB District.
3. Teachers and Parents Point of View Towards Multi-Grade Teaching of Wright II – SJB.

I hope for your early and favorable action on this request.

Very truly yours,

(SGD.) MARILYN S. DACURO
MAEED Student

Approved:

(SGD.) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

APPENDIX G

Republic of the Philippines
Department of Education
Region VIII
Division of Samar
Catbalogan

August 23, 2012

The Schools Division Superintendent
Division of Samar
Catbalogan City

Madam:

I have the honor to request permission to field my questionnaire for the study entitled: "Level of Knowledge About Multigrade Instruction of Multigrade Teachers' of Wright II," to the multigrade teachers and their administrators of selected elementary schools in Division of Samar from (Last week of September, 2012).

Anticipating for your very considerate and accommodating gesture on this request, I am.

Very truly yours,

(SGD.) MARILYN S. DACURO
Researcher

Recommending Approval:

(SGD.) ANTONIO F. CAVEIRO
Adviser

Approved:

(SGD.) THELMA C. QUITALIG, Ph. D. CESO
Schools Division Superintendent

APPENDIX H

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City, Samar
Telephone Numbers: (055)-543-8394/ (055)-251-2139
Website: www.ssu.edu.ph

ASSIGNMENT OF ADVISER

April 13, 2012

PROF. ANTONIO F. CAVEIRO
Graduate School Faculty
This University
Catbalogan City

Sir:

Please be informed that you have been designated as adviser of MS. MARILYN S. DACURO candidate for the degree **Master of Arts in Education major in Elementary Education** who proposes to write a thesis entitled "**LEVEL OF KNOWLEDGE ABOUT MULTIGRADE TEACHERS' OF WRIGHT II.**"

Thank you for your cooperation.

Very truly yours,

(SGD.) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

CONFORME:

(SGD.) ANTONIO F. CAVEIRO
Adviser

1st copy – Dean's Office
2nd copy – Adviser
3rd copy – Researcher

APPENDIX I

Republic of the Philippines
Department of Education
Region VIII
Division of Samar
Catbalogan

September 24, 2012

The School Administrator/MG Teacher
In This Division

Dear Sir/Madam:

The bearer, Ms. Marilyn S. Dacuro, an primary school teacher, from the district of Wright II - SJB, Paranas, Samar, is undertaking a research entitled: Level of Knowledge About Multigrade Instruction of Multigrade Teachers' of Wright II and San Jose de Buan District, this school year 2011-2012. Please spare few minutes of your time in the accomplishment/filling of the questionnaire relative to this study.

It is expected that the result of such study will help improve our instruction in the Multigrade Classes.

Thank you for your cooperation.

Very truly yours,

(SGD) THELMA C. QUITALIG, Ph. D., CESO V
Schools Division Superintendent

APPENDIX J

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City, Samar

_____
(Date)

The Dean
Graduate School
Samar State University
Catbalogan City

Madam:

I have the honor to apply for Final Defense of my Thesis entitled **Level of Knowledge about Multigrade Instruction of Multigrade Teachers' in the District of Wright II and San Jose de Buan**.

Very truly yours,

(SGD) MARILYN S. DACURO
Graduate Student

Recommending Approval:

(SGD) ANTONIO F. CAVEIRO, Ph. D.
Adviser

Approved:

(SGD) MARILYN D. CARDOSO, Ph. D.
Dean, Graduate and Post Grad Studies

Date:
Time:

CURRICULUM VITAE

CURRICULUM VITAE

Name	:	MARILYN S. DACURO
Address	:	Zulueta St. Zone 5 Poblacion, Paranas
Place of Birth	:	Paranas, Samar
Present Position	:	Teacher II
Station	:	Cantato Primary School
Civil Status	:	Single
Position Held	:	Elementary Grade Teacher I – Sept. 28, 2009

EDUCATIONAL BACKGROUND

Elementary	:	Wright South Elem. School Paranas, Samar 1987-1993
Secondary	:	Wright National High School Paranas, Samar 1987-1993
College	:	Samar College Catbalogan, City
Graduate Studies	:	Samar State University 2010 to present
Curriculum Pursued:		Master of Arts in Education Major in Elementary Education

SEMINARS / TRAINING ATTENDED

Title	Date
Gender Advocacy and Development	Oct. 29-31, 2012
Division Training Workshop on Campus Journalism For School Paper Advisers	Sept. 28-30, 2012
GSP Basic Leadership Course Training	July 27-29, 2012
Mass Training of Grade I Teachers on the Implementation of K to 12 Basic Education Curriculum	May 8-12, 2012
National Training for Physical Educators	January 20-22, 2012
International Leadership Training for Educators And Educational Managers	Nov. 25-27, 2011
Orientation Seminar on Thesis and Dissertation Writing / Advising	July 31, Aug. 13-14, 2011
Involved as Facilitator on Public Accountability And Integrity Forum and CSC Updates	May 14, 2010
District Seminar Workshop on Filipino	Dec. 17-19, 2009

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