DIFFICULTIES IN TEACHING MULTI-GRADE CLASSES: INPUTS FOR INSTRUCTIONAL REDIRECTIONS

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APPROVAL SHEET

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Dedication

This humble work is dedicated to:
my parents, Freddie and Paula
my only sister, Marlyn,
my brothers: Ronel, Edgie and Ricky...
To my jewels: Chris Dember and Mary Nylve Jane
To the Multigrade teachers of the
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The Researcher

ABSTRACT

This study attempted to find out the difficulties in the teaching of multi-grade classes experienced by the teachers in the district of Tarangnan-Pagsanghan. This study utilized the descriptive survey method of research that made use of questionnaires as the main instrument in gathering the data. The overall perception of the school administrators relative to the level of difficulty of the multi-grade teachers in teaching multi-grade classes along instructional management was rated with a grand mean of 1.18 with an adjectival rating of "not difficult:. on the other hand, the teachers teaching multi-grade classes gave a grand mean of 3.22 being interpreted as "difficult". The difficulty experienced by the multi-grade teachers in teaching multi-grade classes along lesson planning, teacher techniques, instructional management, evaluation strategies, and social mobilization/networking greatly influence the performance of the pupils while difficulty experienced by the teachers along instructional material/facilities preparation and/or acquisition has nothing to do with it. The problems encountered by multigrade teachers in teaching multi-grade classes as perceived by them are highly felt that justify the low performance of the pupils in the multi-grade classes. For the recommendation, multi-grade teachers teaching multi-grade classes should be encouraged to undergo continuing education by enrolling in the graduate or postgraduate courses specializing in Teaching.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Education is one of the fundamentals in man's life and it plays a significant role in our present society. It is one of the important tools for the development and progress of our country. Because of this, the government's primary concern is to ensure that children receive the quality education that they deserved and to which they are entitled. The provision for the quality education is mandated in Section 1, Article XIV of the 1987 Constitution which states that the "State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all." In view of the foregoing provision, our government provides free public education at the elementary and high school levels. But, it is a fact that there are certain situations where it is not viable to operate a complete elementary school in a particular barangay.

In order to fulfill with this compelling responsibility to Filipino children, our country has been practicing multi-grade teaching in our public education

system since 1960s, especially in small schools located in far-flung villages of the country. In addition, former DECS Secretary, Armand Fabella, launched a major strategy for providing the Filipino children a quality basic education with access to school, the multi-grade classes (Malaya, 1994: 2).

Multi-grade school is considered important in all barangays composed only of few numbers of children. This is one way of answering the problem of access to education for all. This is another way of providing educational program to all children in remote barangays. If we try observing the level of education in hinterlands, it will be noted that there is still a lot more to be done because illiteracy is still one of the problems that hinder progress in those places. We can notice that illiteracy is very much common in far-flung barangays where no schools are established. One of the solutions offered by the government in its program on Education For All (EFA) and access to education is the launching of the multi-grade schools or classes in every barangay composed only of few number of pupils in each grade (Philippine Journal, 1997: 18).

The multi-grade is a solution, a proposed strategy that seeks social transformation for the teacher as well as for the educational system by tapping the human potential of every Filipino pupil to hasten his growth and development. It is a vision that gives hope for children who need quality basic education especially those in the remotest barangay.

To multi-grade pupils, it is a journey that provides countless opportunities to attain empowerment of Filipinos at the grass roots level. It offers hope that the dream of education for all can be realized. The multi-grade journey is a challenging one and like all challenges, has the potential for success. Like in all other journeys, first step has to be taken. The Dep.Ed. is taking the first step in preparing future teachers for coming to grip with the difficulty posed by multi-grade classes in the field and to turn such difficulty into opportunity from empowerment for their pupils and for their own selves.

Experience tells that multi-grade class is being offered in barangays composed only for small number of children in a grade because they could not meet the needed number to have a single grade class. So, multi-grade classes were organized as a matter of necessity for remote

barangays where the number of children is not sufficient to operate a complete elementary school in a single or mono-grade class. And in other cases, aside from the distance of the barrio and the small number of pupils for each grade level, the shortage of teachers, funds and school buildings were also among the factors that led to the organization of multi-grade classes.

Multi-grade class or school is composed of children in two or three grade levels with one teacher for an entire school year. Simply put, multi-grade schools are those which have classes that combine pupils of different ages and abilities in one classroom. This class explicitly involves children with different skills and abilities, different developmental levels and needs and working together with the guidance and supervision of one teacher in a classroom. Being a teacher in multi-grade class is not just an easy task. This connotes hardship, difficulty, and sacrifice. This is a common experience shared among teachers handling multi-grade classes. Most of them regarded their job as a teaching challenge or as an opportunity to be creative and innovative when faced with multi-grade composition of school children but, as a task which should be avoided if possible. Teachers considered

multi-grade teaching too tedious and even hazardous to one's health. Too tedious in the sense that the teacher will be handling two or three grades and so will make different sets of lesson plans, prepare more visual aids for each grade. It can be hazardous to one's health especially teachers who are assigned in far-flung and remote barangays. They have to hike or walk and even ride small bancas for several hours just to reach their respective stations. Teacher has no time to rest anymore because of too many tasks in the sense that he has to work double time for he is handling two or more grades.

Multi-grade teachers encounter more challenges compared to a single or monograde teachers. This requires more preparation of curriculum learning materials, careful study of learner's developmental characteristics across the age levels involved in the class and versatility in the use of approaches and strategies that are effective and viable with a multi-grade class. There is also a need for more investment in organization of the classroom as a learning environment and the teacher should be more meticulous and systematic in record-keeping to keep track of pupils progress. The teacher must know thoroughly what he is to teach and also how to impart knowledge effectively to his

pupils. He should be prepared and ready of the instructional materials to be used as the lessons should be carried out based on the daily plan he prepares and should likewise, utilize a well-organized curriculum that allows for and encourages integration of subject-matter areas and variety of activities as learning experiences for the pupils. These are the realities in the teaching of multi-grade class where teachers feel not very comfortable about as gathered by the researcher during district meetings and conferences and from personal experiences being a multi-grade teacher herself.

All the above-mentioned realities are to some degree have been affecting every multi-grade teacher as further noted from the results of evaluation conducted by the district, division and regional offices. Specific data of last year's achievement of the multi-grade classes showed that the pupils in this group did not offer an encouraging performance as compared with the monograde classes in the district. As shown in the district office, the monograde classes got the mean percentage score (MPS) of 66.60 while the multi-grade classes got only the MPS of 60.59. Thus, this situation proved that there are aspects of multi-grade instruction that caused difficulty in the teachers handling

of the said classes. With this, therefore, the researcher is encouraged to pursue this problem with the end view of addressing such issue and somehow come up with better results.

Statement of the Problem

This study attempted to find out the difficulties in the teaching of multi-grade classes experienced by the teachers in the district of Tarangnan-Pagsanghan.

Specifically it sought answers to the following questions:

1. What is the profile of the teachers teaching multi-grade classes and monograde classes in Tarangnan-Pagsanghan district during the school year 2001-2002 in terms of:

   1.1 age and sex;

   1.2 civil status;

   1.3 teaching experience;

   1.4 educational attainment;

   1.5 performance rating; and

   1.6 in-service trainings attended?

2. What is the level of difficulty experienced by the teachers in teaching multi-grade classes as perceived by

the school administrators and the teachers themselves along the following areas:

2.1 Lesson planning;

2.2 Teaching techniques;

2.3 Instructional management;

2.4 Instructional materials/facilities preparation/acquisition;

2.5 Evaluation strategies;

2.6 Social mobilization/networking?

3. Is there a significant difference between the perceptions of the school administrators and the multigrade teachers on the abovementioned problem?

4. What is the level of difficulty experienced by the teachers in teaching the monograde classes as perceived by themselves and their school administrators along the following areas:

4.1 Lesson planning;

4.2 Teaching techniques;

4.3 Instructional management;

4.4 Instructional materials/facilities preparation/acquisition;

4.5 Evaluation strategies;

4.6 Social mobilization/networking?

5. Is there a significant difference between the perceptions of the school administrators and the monograde teachers themselves on the abovementioned problem?

6. What is the performance of the pupils in the MG classes and monograde classes in terms of mean performance score in the district achievement test conducted during the school year 2000-2001?

7. Is there a significant difference between the performance of the pupils in the MG classes and monograde classes in terms of mean percentage score (MPS) in the district achievement test during the school year 2000-2001?

8. Is there a significant relationships between the performance of the MG classes handled by the MG teachers and the level of difficulty experienced by the said teachers along the following areas:

8.1 Lesson planning;

8.2 Teaching techniques;

8.3 Instructional management;

8.4 Instructional materials/facilities preparation/ acquisition;

8.5 Evaluation strategies;

8.6 Social mobilization/networking?

9. What problems are encountered by the multi-grade teachers in teaching multi-grade classes?

10. What suggested solutions were given by the respondents on the problems encountered above?

11. What instructional redirections can be drawn from the findings of this study?

Hypotheses

Based on the specific questions presented, the following null hypotheses were tested:

1. There is no significant difference between the perceptions of the school administrators and the multi-grade teachers in the level of difficulty experienced by the MG teachers along the following areas:

1.1 Lesson planning;

1.2 Teaching techniques;

1.3 Instructional management;

1.4 Instructional materials/facilities preparation/ acquisition;

1.5 Evaluation strategies;

1.6 Social mobilization/networking.

2. There is no significant difference between the perceptions of the school administrators and the monograde

teachers themselves on the level of difficulty experienced by them in teaching monograde classes along the following areas:

2.1 Lesson planning;

2.2 Teaching techniques;

2.3 Instructional management;

2.4 Instructional materials/facilities preparation/ acquisition;

2.5 Evaluation strategies;

2.6 Social mobilization/networking.

3. There is no significant difference between the performance of the pupils in the multi-grade classes and the monograde classes in terms of mean performance score in the achievement test during the school year 2000-2001.

4. There is no significant relationship between the performance of MG classes and the level of difficulty experienced by the MG teachers along the following areas:

4.1 Lesson planning;

4.2 Teaching techniques;

4.3 Instructional management;

4.4 Instructional materials/facilities preparation/ acquisition;

4.5 Evaluation strategies;

4.6 Social mobilization/networking.

Theoretical Framework

This study is anchored on the theory of Ornstein (1989:81-89) which states that:

> Effective teachers develop good managerial techniques. They make sure student know what they expect; they make certain that students know what to do if they need help; they follow through with the reminders and rewards to enforce rules; and they do not respond to discipline problems emotionally. Effective teachers have a class, systematic method of teaching, called direct instrument or explicit teaching. They proceed in small steps; provide ample reviews and explanation before proceeding to the next step; ask questions and check for understanding; and provide systematic feedback and correction.

In classroom management, it is the teacher who is the critical figure in the learning environment. The role of the teacher has also evolved over time about children. Since the role of the teacher is the transmitter of knowledge, she should focus more on knowledge, and content of curriculum, other than the learners themselves. In addition, classroom management is concerned with structuring classroom life, including all the elements in the classroom as learning environment. If there is no sense of order in a classroom, if the elements or components are not organized, then it is not possible for any teaching or

learning to go on. Effective classroom management helps children achieve ideally internalized discipline or develop self-discipline. In turn, children who have achieved a sense of discipline make classroom management a very simple part of the teachers job. But this does not happen magically. It requires investment on the part of the teacher (Ornstein, 1989: 84).

According to Calderon (1998: 72-74), the teacher is a key person in the teaching-learning situation. She is the manager of the classroom situation, the facilitator of learning, and the evaluator of the pupils' achievements. Hence, he must possess the following: (1) Mastery of the subject matter. This is based on the principle that one cannot give what he does not have. This usually relates to the teacher's thorough knowledge about the subject he is going to teach; (2) Mastery of the methods and tools of teaching. The teacher is like a carpenter. She combined the best features of techniques and manipulates with utmost dexterity the tools at hand and turn out the most desirable and finest outcome of his teaching, the literate graduate; (3) Mastery of the medium of instruction and the art of communication. She should be skillful in formulating questions, explaining points of clarification, reacting to

students insights; (4) Mastery of lesson planning and subject matter organization; (5) Mastery of classroom management. She should see to it that the learning sessions are conducted smoothly and effectively; and (6) Mastery of measurement and evaluation of achievement. The teachers should know how to construct more or less valid, reliable and useful measuring instruments in the form of tests and examinations and then evaluate or transmute the resulting scores into school marks. Results of tests should be used as basis for instituting remedial measures.

In practical classroom terms, this means that, while children are mastering one stage, the teacher is looking to the next and at the same time preparing the ground for the children to move ahead but seek to promote the condition to make them ready. Children learn from experience and they are the builders of knowledge. They are not passive on the information that they perceive from their environment through different ways and means. They try to understand this using the skills and abilities that are on hand at a particular stage of development.

Conceptual Framework

Figure 1 presents the over-all perspective of the study. At the base of the framework, shows the research universe of the study which is the district of Tarangnan-Pagsanghan, Division of Samar, whose respondents were the school administrators and the multi-grade and monograde teachers. Following the line are the two boxes which contain the different areas of concerns in the conduct of multi-grade instruction which could be the source of the difficulties encountered by the teachers in the teaching of MG classes. Specifically, they are: (1) Lesson planning; (2) Teacher techniques; (3) Instructional management; (4) Instructional materials/ facilities preparation/ acquisition; (5) Evaluation strategies; and (6) Social mobilization/networking. The perceptions of the two groups of respondents were correlated with the performance of the pupils from the MG classes. Also, the two average performances of the MG classes and the monograde classes in the district achievement test of Tarangnan-Pagsanghan last school year 2001-2002 were compared and correlated. The findings of which are expected to bear results in the form of instructional redirections, which likewise are expected to come up with good result; an

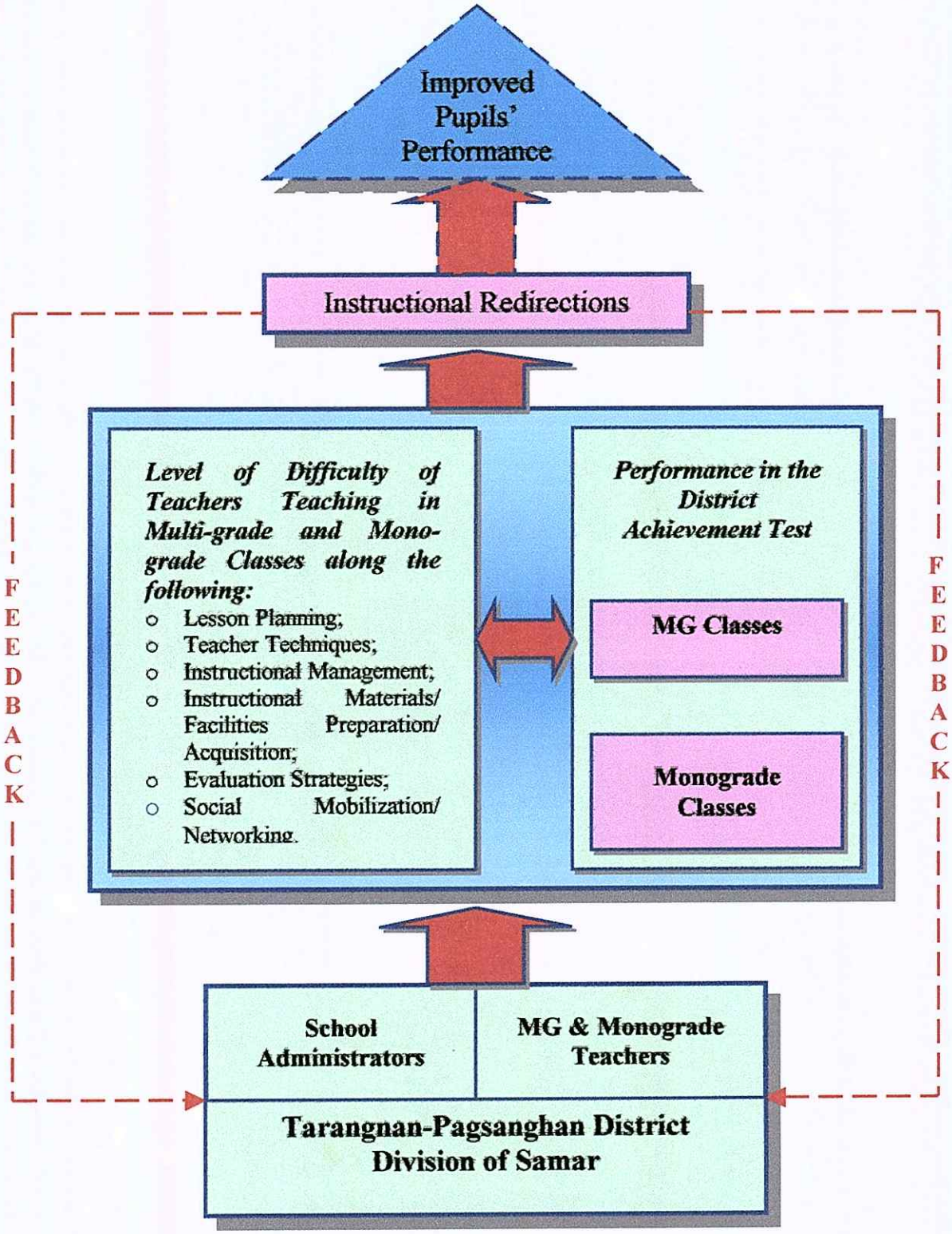

Figure 1. ***The conceptual framework of the study.***

improved pupils performance in the district MG classes. Broken lines are representing the feedback that were gathered from the findings of the study that will form part of the instructional redirections, that will, at the same time provide insights to the MG teachers and school administrators in the district of Tarangnan-Pagsanghan.

Importance of the Study

The researcher had observed that in the district of Tarangnan-Pagsanghan, no study has been conducted yet with regards to the difficulties encountered by the teachers handling multi-grade classes.

Specifically, this study is to generate information for teachers handling multi-grade classes in the different schools in order to come up with good solutions and insights on the difficulties in teaching multi-grade classes. As such, there are inputs for redirections which could as well, benefit the pupils, teachers, administrators, officials and future researchers.

To the pupils. They are the focus of instruction in the classroom so that the findings of this study would provide them the most advantage due to the expected improved services of their teachers. They would get the

benefits of good instruction from a multi-grade class due to the result of this study.

To the teachers. The results of the study would help the teachers, multi-grade or not, in overcoming difficulties in teaching. Teachers would be gaining insights about managing effectively the pupils in multi-grade class and would be getting information on how to solve the problems encountered by them regarding the teaching of multi-grade classes.

To the school administrators. The result of the research could be utilized by the administrators for their improved ways in supervising their multi-grade teachers. They would be informed as to the difficulties of their MG teachers in teaching multi-grade classes thus get encouraged and/or motivated in helping them overcome such difficulties.

To the Dep.Ed. officials. The results of this study would provide them information in relation to multi-grade instruction in this part of the division which consequently would give them insights in coming up with improved instructional policies for multi-grade instruction.

To the parents. The parents would benefit from the results of this study by the first hand information of the performance of both the monograde and multi-grade teachings, thus would give them confidence that quality education to their children is attained.

To the future researchers. This study would serve as a rich material for related studies to the future researchers who would be prompted to conduct similar studies.

Scope and Delimitation

This study is limited to the difficulties encountered by the multi-grade teachers in teaching multi-grade classes as well as monograde teachers in teaching monograde classes with particular focus on the five areas of concerns of MG instruction and monograde instruction, and mono-grade classes in non-central schools of the same district, to wit: (1) Lesson planning; (2) Teacher techniques; (3) Instructional management; (4) Instructional materials/ facilities preparation/acquisition; (5) Evaluation strategies; and (6) Social mobilization/networking. These areas were subjected into evaluation by three groups of respondents, the school administrators, the multi-grade

teachers and selected mono-grade teachers. There were 34 schools with multi-grade classes and 8 non-central schools with monograde classes in the district of Tarangnan-Pagsanghan were involved in this study. From the sample schools with multi-grade classes, 54 teachers and 4 school heads were involved while from the other sample schools, 54 teachers 3 school heads were considered respondents of the study. For specific, the tables on the following page are provided to give a detailed listing of schools and the corresponding respondents from the multi-grade teachers, mono-grade teachers and the school administrators. Also Figure 2 on page 23 shows the Map of Samar depicting the specific locations of these respondent-schools of the said district.

Furthermore, in order to assess the performance of the pupils from the two categories of classes, the mean percentage score based on the district achievement test for the school year 2000-2001 were compared and analyzed also. The results served as inputs for some instructional redirections suggested in this study.

This study was conducted in school year 2001-2002.

Table 1

The Multi-Grade Respondents

Area	School	Teachers	School Head	Total
I	Bahay Elementary School	3	1	17
	Dapdap Elementary School	3		
	Cabunga-an Elementary School	2		
	Talinga Primary School	2		
	Balongga-as Primary School	1		
	Binalayan Primary School	1		
	Gallego Primary School	1		
	Lahong Primary School	1		
	Pajo Primary School	1		
	Canunghan Primary School	1		
II	Bangon Elementary School	3	1	15
	San Luis Elementary School	3		
	Buenos Aires Primary School	2		
	Caloloma Primary School	2		
	Pange Primary School	2		
	Cambaye Primary School	1		
	Calanyugan Primary School	1		
III	Libucan Dacu Elem. School	1	1	5
	Baras Primary School	1		
	Alcazar Primary School	1		
	Libucan Gote Primary School	1		
IV	Lucerdoni Primary School	2	1	21
	Cambatutay Primary School	1		
	Catan-agan Primary School	1		
	Marabut Primary School	1		
	Sugod Primary School	2		
	Tizon Primary School	1		
	Cagtutulo Primary School	1		
	Bisitahan Primary School	1		
	Balugo Primary School	2		
	Sto. Niño Primary School	1		
	Bonga Primary School	3		
	Mancares Elementary sSchool	3		
	Awang Primary School	1		
	T o t a l	**54**	**4**	**58**

Table 2

The Monograde Teacher Respondents

Area	School	Teachers	School Head	Total
II	Villahermosa Elem. School	7	1	8
III	Libucan Dacu Elem. School	7	1	29
	San Vicente Elem. School	7		
	Oeste Elementary School	7		
	Tigdaranao Elem. School	7		
IV	Majacob Elementary School	7	1	20
	Palencia Elem. School	5		
	Sta. Cruz Elem. School	7		
	T o t a l	**54**	**3**	**57**

Definition of Terms

To provide the readers a common understanding of the terms used here, the following terms are herein defined conceptually and operationally.

Achievement. This refers to something accomplished with great efforts or persistence (Webster, 1976: 6). In this study, this refers to the accomplishment or performance of the pupils in the district achievement test, called also as post test.

Achievement test. This term means a test designed to measure the skills obtained by an individual in the field of work or the skills obtained by an individual in the field of study (Philip, 1986: 16). In this study, it

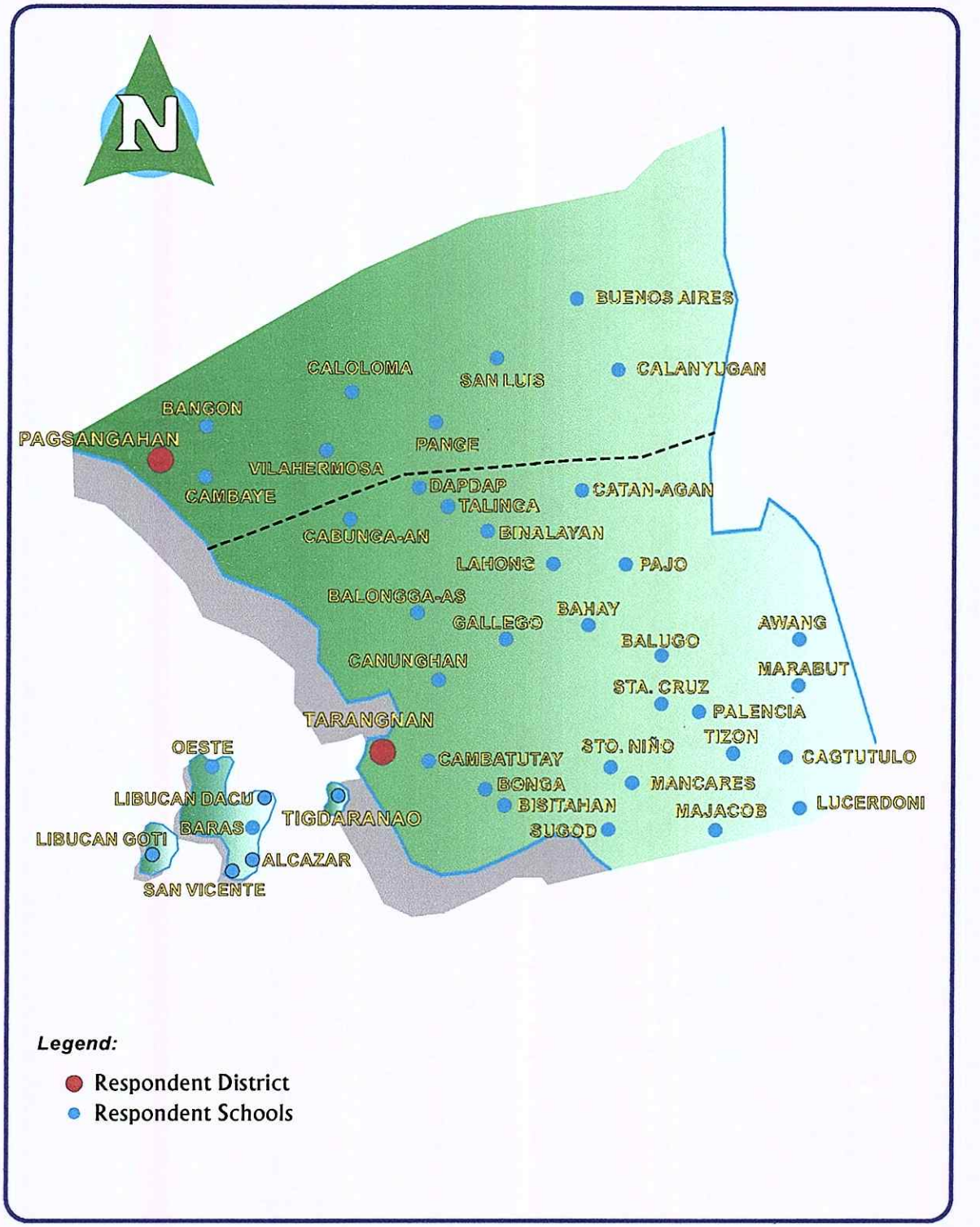

Figure 2 - Map of Tarangnan and Pagsanghan Municipality Depicting the Respondent Schools.

refers to the district achievement test or also known as the post test administered every end of the school term, say February to March of every year.

Assessment. This term refers to analysis of a program to identify the difficulties, what were achieved, if there are possible solutions, if aims are being met and how the program can be improved (Philip, 1986: 22). In this study, this is the objective evaluation of the respondents of the difficulty level encountered by the multi-grade teachers in teaching multi-grade classes, making use of the five point-scale of 5, for extremely difficult; 4, very difficult; 3, difficult; 2, fairly difficult; and 1, not difficult.

Classroom management. This refers to the major dimension of effective teaching. Such of this dimension speaks of the following: providing instruction to pupils, choosing curriculum, promoting self-adjustment and influencing pupils' attitudes (Ornstein, 1983: 202).

Classroom manager. This refers to the teacher who manages the pupils, mold the pupils, teaches the pupils or transmit knowledge to pupils and most of all, who manages the classroom to be more effective for learning (Ornstein, 1989: 203).

Difficulty. This refers to something not easily done, accomplished, or comprehended, or solved (Great Illustrated Dictionary, 1984: 475). In this study, this refers to the levels of difficulty experienced by the multi-grade teachers in teaching multi-grade classes scaled into: most difficult, very difficult, difficult, fairly difficult, and not difficult.

Effective teacher. This term refers of a teacher who could manage successfully the classroom, provide pupils relevant academic activities and clear systematic method of teaching, and who could improve the performance of pupils from the activities defined by her (Ornstein, 1983: 205).

Instructional materials/facilities. These are the materials and/or the facilities that are to be used for the conduct of effective instruction, such as: textbooks, chalkboard, laboratory facilities and other media of instruction.

Instructional redirections. This refers to improved rules and policies relative to the conduct of instruction in schools. This is also the paradigm shift of instructional policies being promoted by school management with the purpose of improving classroom instruction (Anderson, 1989: 347).

MPS. This term corresponds to the acronym for mean percentage score. This is obtained by adding all the scores of the pupils and dividing it by the number of cases multiplied by 100.

Multi-grade. This refers to the class where the enrollment for a particular session is composed of several (two or three) grade levels with one teacher (MG Handbook, 1990: 12). In this study, it refers to a combination grades that is, Grades I and II, Grades II and III, Grades I, II and III, Grades II, III and IV, and other groupings.

Networking. This refers to the establishing of professional contact, at many levels of industry and business for such purposes as disseminating information about jobs or promotions, or offering mutual guidance (Great Illustrated Dictionary, 1984: 1144).

Perceptions. This is the awareness of the external world, or some aspect of it, through physical sensations and the interpretation of these by the mind (Great Illustrated Dictionary, 1984: 1262).

Teaching techniques. This refers to the theories, principles, or study of an art or process, with focus on the technical details, rules, methods, or the like applied

to the teaching profession (Great Illustrated Dictionary, 1984: 1702).

Chapter 2

RELATED LITERATURE AND STUDIES

This chapter presents the conceptual and research literature that were reviewed by the researcher that enhanced this particular study.

Related Literature

Below are several conceptual literature on multi-grade instruction that enriched this present study.

The multi-grade class is an answer to the problem of access to education for the children in the remote and isolated villages of the country. The multi-grade teachers are the key factors in providing meaningful learning experiences in these classes in order to sustain pupil's interest and make learning more effective.

Multi-grade schools were actually the first kind of schools in north America. The one-room school house was the most common model of formal educational programs for elementary school children before the 1800s when the industrial revolution brought about large scale urbanization and other changes in the countries of North America. Today multi-grade schools are still considered

in France, the Netherlands, Canada, and the United States. In these countries the small villages and towns consider the multi-grade schools as better alternatives in maintaining single grade schools (Thomas and Shaw, 1992: 2). This could be the fact since the organization of multi-grade classes can somehow address the funding constraints of the government.

It is true that two thirds of the classrooms in the public school system are single-grade classrooms and this has been the typical classroom since the school system was organized in the Philippines. Multi-grade classes were organized as a matter of necessity for remote barangays where the number of children to be enrolled could not meet the required number to organize a single grade class and assign the necessary teachers for each class. In many cases, aside from the distance of the barrio and the small number of students for each grade level, the shortages of teachers, funds and school building were also among the factors that led to the organization of multi-grade classes in different parts of the country.

In 1990, the Department of Education started to consider the organization and continuing the operation of multi-grade classrooms all over the country within the

framework of the Dep.Ed. to provide education for the Filipino children. Dep.Ed. officials have always recognized the existence of multi-grade classes and have viewed them as viable means in reaching as many children as possible especially for elementary grade levels in order to provide primary education for as many Filipino children as possible. Thus, the efforts to address the special needs of multi-grade classes and to improve the quality of instruction in multi-grade classroom have begun in the form of investments in training programs. Curriculum development and the development of learning materials appropriate for multi-grade classes have also been given attention to (Multi-grade Teacher's Handbook, 1994: 4). Actually, as early as 1993 to 1994, the regional office of Dep.Ed. particularly, its training staff had conducted series of 15-day trainings to multi-grade teachers, school administrators and supervisors as to how to conduct of classes should be done. Provision of ready-made lesson plans was also given consideration during these trainings.

There is a dominant view that multi-grade classes are poor substitute for single-grade classes, which are considered the ideal. On the other hand, multi-grade classes are considered equally effective in the

industrialized countries where they are part of the educational system especially in the more sparsely populated areas. One of the most frequently cited reasons for the effectiveness of the multi-grade classes is the cost-effectiveness of the scheme in terms of being able to meet the needs of the community's children as far as education is concerned. One of the most obvious reasons for this is the saving in terms of staffing patterns with only one teacher responsible for several grade levels in one class compared to one teacher for each grade level with an erratic or small number of students enrolled per class (Multi-grade Teacher's Handbook, 1994: 4). Even in the provinces, the program has been helping our schools and communities especially the far-flung barangays and the island barangays and municipalities in providing basic education.

Studies conducted indicate that students can benefit from multi-grade programs provided these are properly implemented. Effective multi-grade programs provide students with opportunities for increased achievement and promote good socialization patterns. These two benefits of quality multi-grade programs are among the reasons why developed countries in North America and Europe consider

multi-grade schools as effective means of providing quality educational programs.

Studies conducted in North America and Europe to assess the effects of multi-grade instruction on student achievement generally show significant differences between students in multi-grade classes and single grade classes (Veeman and Hallak, 1987: 28). Students in countries like Britain, Germany, the Netherlands, Switzerland and the United States, all perform as well as their counterparts in single-grade classes for all major subject areas (Thomas and Shaw, 1992: 21). Studies from countries in the developing world also provide but mixed result in terms of student achievement among these enrolled in multi-grade programs. For example, students enrolled in Columbia multi-grade schools called "Escuela Nueva," attained higher achievement levels compared to students in single-grade schools for Math and Spanish. More significantly, they also showed more positive feeling about themselves, more confidence and more positive social-civil behavior (Rojas and Castillo, 1988).

Studies in African countries (Togo and Burkina Faso), also showed positive results in terms of students achievement. These were attributed to effective techniques

and instructional techniques used by the teachers. However, studies conducted in Pakistan and Mexico showed a poor performance on achievement tests of multi-grade students compared to those enrolled in single grade classes. In Mexico, there was a higher dropout and repetition rate among the multi-grade schools and this was attributed to the lack of materials and facilities and poorly trained teachers (Rojas and Castillo, 1987).

Multi-grade teaching is based on several basic principles about how children learn and how teachers can teach effectively to respond to their needs. The following are the basic principles underlying multi-grade teaching (Multi-grade Teaching Handbook, 1994: 15-16):

1.) Children are unique. They are individuals and no two children are alike, physically, emotionally, socially and intellectually. Each child is a unique individual. Because children are unique, even if there are common needs and characteristics that children of a particular age or stage of development share, they must be understood by their parents and teachers in their uniqueness and their individuality must be respected.

2.) Children learn best from experience. Children learn by doing, using their senses, exploring their

environment of people, things, places and events. They learn from first hand and concrete experiences as well as vicarious forms of experiences (ex. story telling, listening to another person, reading a book and looking at pictures, watching television or listening to radio).

3.) Children can do and learn more from one another. Very often, our idea of teaching involves adults telling children what to do and how to think because we are more competent, we have the necessary skills and we "know best." While it is probably true that we are older and so we are wiser, this is a dangerous attitude to maintain when we are responsible for children's learning in a school setting or even at home. Children also learn concretely as they work in groups or in peers that different people have different point of view. They learn to listen to others, to keep an open mind and consider other viewpoints on a particular topic or issue instead of limiting their own views and opinions. Children are also sometimes less comfortable with adults especially adults who are in positions of authority like the teacher or the parent so they are probably reluctant to approach the adult by asking something that they could not understand.

4.) The role of the teacher in a classroom. It involves setting up and managing a learning environment that will be conducive to learning and teaching. The learning environment includes the curriculum (or the plan for learning), the children, the teacher and school administrators, the parents, the equipment and the different learning materials involved in the daily business of learning and teaching that is expected to take place within classrooms and schools.

5.) The implementing of the school curriculum. It should take into consideration the varied abilities, levels and interests within a particular group. The MLC's, the budget of work, the sample lesson plans are all guides for the teacher in the public schools throughout the country.

6.) The value of any educational program. It will be judged according to how well it is able to achieve the goals of the program, whether the children actually learn what they are expected to learn and how well they have learned. The way that a school and a classroom is organized in order to achieve those goals makes a major difference. The advantages of inter-aging or grouping children of different ages with one classroom should be maximize to add elements to classroom life and curriculum

implementation that will increase the chances of effective learning or enhance the quality of the classroom as a learning environment.

7.) Inter-aging or the combination of children of different ages is more respectful of individual needs of learners and reflects real life. Combining children of different ages in one classroom is based on the basic belief that every child is unique in terms of personality, interests, pace of growth and development. It recognizes the interaction between and interrelated of all aspects of growth and development: physical, social and emotional and cognitive. It is important to emphasize that children mature and develop across these aspects of growth and development in different ways and at different paces.

The multi-grade classroom is a learning environment where children are expected to learn and teachers much teach. In order to make the most of the elements that make-up a conducive learning environment for elementary school children, an understanding of these elements and how they are interrelated and interdependent will be helpful. Teacher will be able to plan day to day life in the classroom more effectively and facilitate learning with a deeper understanding of how the different elements or parts

of a learning environment contribute to the teaching learning process that must take from moment to moment, from day to day in the classroom (Multi-grade Teacher's Handbook, 1994: 16).

There are many different ways that teachers in both single and multi-grade classes deliver instructions to students. The most common methods include lecture-recitation, small group work, independent study, paired peer tutoring and direct instruction. Each instructional method achieves different instructional purposes and affects student achievement and attitude in different ways. So, it is important to understand how they affect student learning and the purposes they best serve. The multi-grade teacher can only assume multiple roles with a variety of instructional methods to rely on. There are certain methods that are effective in multi-grade classrooms and the multi-grade teacher should be prepared to implement these. It has been emphasized that cooperation and peer support are critical to effective multi-grade teaching. These elements of multi-grade instruction can only be made possible if the multi-grade teacher is able to maximize group work. The multi-grade teacher should know how to form and organize "working" groups, how to structure

learning experiences for group of students, and how to teach the skills needed for successful cooperation within these groups and among the different group in the class (MG Teacher's Handbook, 1994: 81).

The above paragraph emphasized one major task of a teacher and that is to promote learning. To do this, he has to guide the learning process of children by planning and organizing meaningful learning experiences, creating a desirable learning environment, using a variety of instructional materials, providing for individual differences, and appraising pupil growth and development (Lardizabal, 1997: 7).

According to Thrumbal (1990: 27), "To teach is to cause to learn." This viewpoint logically bases all principles of teaching upon the laws of learning and measure the quality of teaching by the extent to which it endangers vigorous and effective learning activity on the part of the pupil.

The teacher must regard the learner not as a passive recipient of the wisdom of the ages but as an active, thinking, feeling human being who needs to be stimulated, directed, and guided toward the realization of all his

inherent potentialities, thereby becoming a worthy member of democratic society (Gregorio, 1976: 44).

Another very important factor in the development of children is the community environment. Today's teacher is expected to become familiar with the community and to work with people to improve community conditions. The teacher's important responsibility is the establishment of harmonious relationships between the school and the community. To perform this responsibility, the teacher interprets his work and that of the school to parents by conferring with them about their children at home or at school, cooperate actively in the community organizations and participates in various PTCA activities for social, economic, and political environment (Lardizabal, 1977: 9).

The teacher is well aware of the importance of teaching and the necessity of being prepared for new challenges. He professes and employs progressive practices of teaching. Progression can therefore, be enhanced when teachers themselves have the continuing capacity and desire to learn while in the service. Article II of R. A. 7836 states that, as facilitators of learning and growth of the youth, all teachers shall strive loyalty and devotedly to

render the best service in providing the environment conductive to such learning and growth.

Time and again, teachers have proven that they are a significant input in education and a key factor in influencing the quality of educational output so that it is the reason why the publics has always regarded our mentors as role models of dedication and integrity. This is potent factor in carrying out effective instruction in our schools particularly, in the multi-grade schools.

As Aquino (1988: 46) shared, a teacher's personality has an incalculable impact on pupils. It is within the teacher's power to inspire pupils, to encourage and challenge them, to implement a sense of responsibility and perseverance, and to develop their creativity and imagination. His role is vital to the performance of pupils to a degree that she makes herself vulnerable to opinions, judgment, even blame in case there is an inkling of failing.

In multi-grade schools, optimizing learning can happen through mastery learning strategy. In this strategy, the learner is treated as a unique being. Instruction is individualized by means of an on-going feedback-correction process. Mastery learning is an approach for raising the

achievement level of a learner, thereby allowing teacher's claim for effectiveness in her teaching. Mastery learning can insure that each student will develop to his maximum potential and thus acquire successful learning experience, which will engender self-confidence. It proposes strategies whereby each learner's instruction and learning can be managed within the context of the ordinary group based on classroom instruction in order to foster his optimum development (Lardizabal, 1977: 192).

Bloom as quoted by Aquino (1988: 13) defines mastery learning approach as an instructional strategy designed to bring all or nearly all pupils to a specified level of mastery on all course objectives. It combines regular classroom instruction with feedback corrective techniques for overcoming individual learning errors. Additional learning time is provided for those students who need it.

Mastery learning follows basic principles in practice, like: (1) The learning unit is broken down into its component behavior or tasks; (2) The learning tasks are properly sequenced; (3) Frequent diagnosis and progress of formative evaluation tests are given on what is taught; (4) Corrective approaches are to overcome group or individual weaknesses revealed by the formative tests; (5) The student

is given enough time to attain mastery; (6) Mastery of the learning task is judged on the basis of a predetermined standard which is absolute, for it will be the sole criterion of judging mastery (Lardizabal, 1977: 193).

In the Continuing Self-learning Program for Teachers (1985: 23-24), procedures in the application of the principles of mastery learning are given, they are: (1) The teacher should choose a subject area that leads itself effectively to the mastery learning approach, which yields the best results in subjects that require minimal prior learning or previous learning, which most learners already posses, are sequentially learned, and considered closed since they emphasize convergent rather than divergent thinking; (2) Break down the big unit into small learning tasks; (3) Determine which content elements at simpler levels are pre-requisites to learning at more complex level; (4) The teacher should examine the existing books, workbooks, and references; (5) The teacher should construct brief and simple formative and summative evaluation tests; (6) Present the lesson using the improved techniques in terms of interesting, challenging presentation, clear-cut explanation, and orderly sequencing of elements to be mastered; (7) The teacher should give a formative test;

(8) The teacher should then interpret the feedback and provide the learners the clearest and most appropriate instructional cues; practice and reinforcement before proceeding to the next learning task; and (9) Upon the completion of the unit, the teacher should give summative evaluation.

The foregoing citations gave substance to the study and served as inputs to the researchers to conduct this particular study.

Related Studies

Different studies conducted were reviewed to supplement and complement the present study being conducted.

The study of Cojuangco (1997) entitled, "The Achievement Profile of Grade Six Pupils of Area IV, Division of Leyte in "HEKASI": Factors and Proposals," delved into the factors which have affected the achievement profile of the pupils categorized as administrators, teachers, pupils, instructional, environmental, parents, community, economic, political, social, psychological, and physical. Of the mentioned factors, it is the economic as well as physical, which have very much affected the

achievement profile of the pupils. The community, the social and spiritual aspects had less affected such achievement of the pupils in HEKASI.

The mention of the above study is significant because like the present study, it did focus on some factors that have contributed in the conduct of teaching-learning situations in the classroom for elementary school pupils. However, the present study wanted to find out the difficulties of teachers teaching multi-grade classes while, Cojuangco's study was an assessment of the achievement of Grade Six pupils in the 1995 NEAT and ascertained the factors that affected such achievement. Another point of difference is on the locale of the studies since the former has made use of pupils coming from all elementary schools in Area IV of Leyte Division, while the latter delved on the multi-grade classes in the district of Tarangnan-Pagsanghan in the Division of Samar.

In 1994, Villarante conducted a study on "Predictors of the Performance of the Second Year Students in Mathematics II in the Division of Tacloban City," which revealed the following: 1) Students performance in Mathematics II and the peer factors as study habits, attitude towards the Mathematics II and performance in

Mathematics were all significantly related; 2) The correlation between the performance of the students in Mathematics II and the home factors like educational attainment of parents, family income, family size and location of residence have significant differences; and 3) Among the teachers factors, only professional qualification and attitude of teachers towards teaching Mathematics were significantly related to the student performance in Mathematics II.

The present study is related to that of Villarante's study because both addressed to the realities being experienced by teachers in the teaching-learning situations in the classroom. They both have identified some significant factors that in some ways have affected the effectiveness of the teachers in their teaching. Their differences lie on the following: 1) Locale of the study since the former focused the students in the high schools of Tacloban City, where as the present study considered the pupils in the multi-grade schools in the district of Tarangnan-Pagsanghan, Division of Samar; and 2) The period of study because the previous was conducted in 1994, while the present study is conducted this SY 2001-2002.

A study entitled, "Study of the Relationship Between Teacher's Satisfaction and School Climate" conducted by Prias in 1990, came out with findings that the teachers' morale affects proportionately the quality of service he renders. A teacher who is not happy in his job, who feels he is unfairly treated, who feels there is nothing worthwhile in teaching, will not perform efficiently in his teaching job. The study further revealed that teachers were most dissatisfied with their failures to get promotion and pay increases despite the fact that they have high educational qualification and instructional competence.

The significant relationship of the present study to the abovemetioned study is that both addressed the teaching effectiveness of teachers. The two studies have specifically made focus on how the teachers have considered their teaching job as it relates to their performance in school. Their differences lie on their specific locations and period of study since the former was conducted in Iloilo City in 1990, while the latter conducted in Catbalogan, Samar for school year 2001-2002.

In the study of Maglasang (1992) on "The Performance of the Lower Primary Mathematics Teachers," it was found out that the greater number of teachers possessed the

qualification required of the job, so that the average performance of the said teachers fell under the category of very satisfactory. Those having educational qualification of Bachelor of Science in Agricultural Education (BSAE), Bachelor of Science in Industrial Education (BSIE), and Elementary Teachers Certificate (ETC), also did well with regards to the teaching of lower primary Mathematics and this can be attributed to the fact that this group of teachers, like the rest, has also availed of trainings and seminar for the improvement of their teaching strategies.

Maglasang's study runs almost parallel with the present study as both analyzed the performance or efficiency of the teachers. However, the present study deals with the difficulties in teaching multi-grade classes, while the previous study gave emphasis on the relationship of the educational qualification and teacher's performance in Mathematics. Also, in this study, the qualification of teachers was put to test as to how the different variables attached to this affect competencies of the teachers in Mathematics teaching. Other points of the differences are on their respondents because, while the former study has involved the teachers handling only the primary classes, the latter speaks of the multi-grade

teachers handling different grade levels and all the subject areas.

Ynalbis (1990), in her study entitled, "Educational Qualification and Instructional Competence of Elementary Grade Teachers," stated that to grow professionally will enable teachers to gain competence with regard to new thrusts or changes in education, and to upgrade their educational qualifications for the benefit of the learners and for the good of the service.

Some notable findings were as follows: 1) Instructional competence is affected by the teacher's educational qualification; 2) There is a positive relationship between the variables. As teacher keeps on upgrading his educational qualification through various means, instructional competence becomes evident in classroom instruction. The author recommended that teachers should attend seminars, professional meetings and undergo educational trainings to gain new idea and knowledge. They should advance their studies to gain expertise in the field of teaching.

This study is related to the previous study since both are correlational studies on professional effectiveness and performance of teachers. They provide insights into other

investigations, which were done in the area of professional development and growth. They differ on the following aspects: 1) The respondents of the study, since while the former was concerned about all elementary school teachers, the latter is only limited to a particular group of elementary school teachers, the multi-grade teachers; 2) The period of the conduct of the study because the previous study was conducted in 1994, while the present is a study during the school year 2001-2002.

A study on stresses experienced by the teachers is still related to this present study, which is about the difficulties of teachers in teaching multi-grade classes. Paghid (1992), in his study entitled, "Practices and Problems of Teachers Teaching Elementary Subjects in Panabo District, Division of Davao," considered stresses as one of the difficulties or problems of the teachers to have affected the learnings of pupils, which redound to low pupils performance. In his study, he cited some sources of difficulties, which have been encountered by teachers and some of them are: 1) Lack of sufficient teaching guides, materials, and workbooks; 2) Lack of textbooks; 3) Inadequate training of teachers; 4) Inadequate supervision of classes; 5) Lack of interest in pursuing

further studies to improve teaching; 6) Students' lack of mastery of comprehension; and 7) Negative attitudes towards the different subjects.

The foregoing study has familiar focus with the present study since both have identified difficulties of teachers in teaching elementary school pupils. They differ, of course, in some aspects like the period of study and research universe because, while the former study was conducted in 1992 in the Division of Davao, the present study is in Samar Division this school year 2001-2002.

Tupaz (1995) conducted an assessment of need competencies of public elementary school principals in order to come up with a proposed guide for professional development and effectiveness. The findings were as follows: 1) The principals rated themselves highest on conceptual skills, average on technical skills and lowest on human skills; 2) Teachers rated their principals average and above average on effectiveness on technical skills, highest on conceptual skills and lowest on human skills; 3) Principals and teachers differ in the perceptions of the performance of some competency items on the area of human skills; 4) The greatest need

competencies of the elementary school principals appear to be in the area of human skills development.

The present study is related to Tupaz's (1995) study because they both dealt on how teachers perform their jobs as teachers. They made use of the same number of groups of respondents, the teachers in the elementary and school administrators of these teachers. Their difference lies on the place since the previous study was conducted in Tacloban City, while the present study is in Catbalogan, Samar. Also, another point of difference is on the particular focus since Tupaz made attention of the competency of teachers in teaching, while the present study specially treating the difficulties they are encountering in teaching multi-grade classes.

Alve (1999) conducted a study on "Factors Related to the Performance of Secondary Students in Chemistry in Area I, Division of Leyte." Her study revealed that: 1) Most of the teachers were not Chemistry majors; 2) Chemistry facilities were available although not adequate for students' use. The performance of students in Chemistry was average performance along classification and description/ observation skills but was low performance in problem solving skills. The relationship of variables

showed that only the two teachers-variables, the age and educational qualification turned out to be significantly related to the students' performance in Chemistry. This means that young students and educationally qualified teachers tend to have good performance in Chemistry.

The relationship between these two studies is that both aimed to ascertain the factors affecting the performance of groups in an organization, which is the classroom. Both employed the descriptive-correlational method of research and use the questionnaire as one of the primary data gathering instruments. However, these two studies differ on their focus since the former discussed on the performance of the pupils, while he latter, was concerned on the difficulties of teachers in their teaching jobs.

The study of Jacer (1993) entitled, "Factors Affecting the Performance of Elementary School in Leyte Division," revealed that the RO-DO (Regional Office-Division Office) test scores were significantly related to (a) instructional leadership; (b) staff expectation; (c) school climate; (d) curriculum; (e) monitoring of pupils' progress; (f) time-on-tasks; (g) commitment of an academic focus; and

(h) performance of the pupils in the RO-DO test results, was the teachers educational attainment.

From the above findings, it was concluded by Jacer that: Supervision plays a vital role in the improved performance of pupils in the educational development of the child; and curriculum continues to have significant impact on school performance, and so, must be given attention by all concerned.

This present study is related to the study of Jacer because the two dealt with the same concerns, that of students' performance in the achievement tests. They differ since the former speaks of factors that affect pupils' performance in the regional test, while the latter is into the performance of pupils in multi-grade classes and some factors on the difficulties experienced by multi-grade teachers in teaching multi-grade classes.

Jumagdao made a research in 1997 on "The Problems of Multi-grade Teachers in the Division of Northern Samar," has specifically focused on the following concerns: (1) The teacher-related factors such as educational preparation, length of service, work performance, work values and teaching behaviors; and (2) Extent of the problems experienced by multi-grade teachers in terms of

pupils' performance, teachers' competence, physical facilities, supervision, and parents' participation.

The study of Jumagdao concluded that: (a) Although majority of the 168 respondent-teachers were equipped with their tasks as multi-grade teachers, they failed to earn graduate units or degrees, which would help improve themselves professionally; (b) Although multi-grade teachers were generally rated as "very satisfactory," this does not mean that the supervisors and school administrators should stop assisting and assessing multi-grade teachers in their work; (c) On instructional materials, their availability was rated at a "very dismal state." This suggests that the school administrators and the LAC leaders should incorporate topics on instructional materials development. In this way, it was forecasted that such should be one solution to the aforementioned problem on scarcity of these instructional materials.

The present study has a great semblance with the study of Jumagdao considering that the two studies focused to the same program in the different teachers and school variates being considered by both studies. The difference lies on the research environment because, while the former has been conducted in the Division of Northern Samar, the latter is

conducted in the Division of Samar for school year 2001-2002.

The study on "Remedial Reading Program for Grades III and IV of Palo I District: A Prototype" by Fabillo (1994), cited that numerous studies have been reported that remedial reading instruction based upon careful diagnosis of difficulties tend to produce improvement in reading skills. She also found out that (a) there was a highly significant difference in the mean oral and silent reading scores of the Grade III pupils between the central and barangay schools; (b) a significant difference existed in the mean reading scores of the Grade IV pupils in the central and barangay schools; (c) there was no significant difference between the younger and older Grades III and IV mean reading scores.

From the aforementioned findings, the following conclusions were drawn by Fabillo, to wit: (a) The Grade III pupils in the central and barangay schools are reading one year below their grade level. Their reading ability level is equivalent to that of the Grade II pupils; (b) The Grade IV pupils in the central and barangay schools are reading one year below their reading level. Their reading ability is equivalent to that of the Grade III

pupils; (c) The Grades III and IV pupils have more or less identical reading abilities that is, they are reading one grade below their present grade; and (d) The Grades III and IV pupils need remediation in reading.

Fabillo, recommended to the teachers that they should try to attend formal classes in graduate schools, summer institutes, in-service trainings/seminars to upgrade their competencies in teaching remedial reading; observe demonstration teaching on how to level children's abilities and confer with parents the reading abilities and/or problems of the school children.

The study of Fabillo has bearing with the present study because this also dealing with program implementation, particularly on instruction which this present study delved into. The difference lies on the fact that while former has done an in-depth evaluation of the reading program on the reading abilities of Grades III and IV pupils between central and barangay schools, the latter is an assessment of the multi-grade program and finding difficulties experienced by teachers in teaching multi-grade classes as inputs for instructional redirections.

Odevillas (1998) conducted a study entitled, "The Academic Performance of Multi-grade and Monograde Classes:

A Comparative Study" where he utilized a descriptive research to determine the level of all learning areas in the elementary grades pupils in the District of Hinabangan, Samar. He utilized written tests to measure pupils' performance of Grades I-V pupils. The aforecited researcher came up with several findings, some of which are as follows: (1) Results revealed that in general, the MPS in the age distribution of the multi-grade and monograde pupils revealed that these pupils are quite older than their expected age in relation to the respective grade levels they belong; (2) The pupils of the teacher-respondents showed indications that the monograde teachers posses better teaching capability than the multi-grade teachers; (3) The results of the hypothesis testing revealed that the monograde classes showed better performance in all the five grade levels and in four learning areas, namely: English, Science and Health, Sibika at Kultura, and Filipino; and (4) The problems present in relation to elementary grades instruction were found to be manageable since the teachers assessed these problems to be at moderate level.

Odevillas' study bears similarity with the present study in as much as both studies intend to assess and

eventually evaluate pupils' performance. However, the two studies differed in several context, to wit: (1) Odevillas' study merely focused on age, sex, socio-economic status, civil status, educational background, in-service training, length of service, while this study focused on class type, grade level, learning areas, and level test in the elementary grades; (2) Odevillas' study was conducted in Hinabangan, Samar, while this present undertaking was done in Tarangnan-Pagsanghan, Samar.

Apacible (1992), utilizing a descriptive method of research, conducted a study on learning difficulties in Mathematics by the Grade VI pupils. Among the salient findings of the study were as follows: (1) The performance of the Grade VI pupils showed that their difficulties lie on six learning areas, namely: rational numbers, ratio and proportion, decimal numbers, percentage measurement and Geometry; (2) There was a significant difference in the performance of the Grade VI pupils who found the test easy and those who found the test difficult; and (3) There was an observed difference between the expected mathematical achievement and the actual achievement of the pupils in the district of Zumarraga.

With the aforementioned results, it was recommended by Apacible that more time should be allowed to the discovered learning difficulties of the pupils, likewise, review classes or remedial classes should be conducted.

This study was found to be similar to the present study in as much as both were concerned on learning difficulties of elementary grades pupils. However, they differed in terms of the subject areas considered and the subject studied. Apacible focused only on Mathematics and the Grade VI pupils, while the present research undertaking focused on several learning areas in the primary grades and considered pupils in Grades I, II and III of the district of Tarangnan-Pagsanghan.

The foregoing related studies gave the researcher rich background of the study. From the different findings, this study was enhanced and the researcher was prodded to pursue this particular investigation.

Chapter 3

METHODOLOGY

This chapter discusses the methods and procedures used to answer the problems posed in this study. Specifically, it presents the research design, instrumentation, validation of the instrument, sampling procedure, data gathering procedure, as well as, the statistical treatment applied or utilized in the analysis of the data.

Research Design

This study utilized the descriptive survey method of research that made use of the questionnaire as the main instrument in gathering the data. This was supplemented by documentary analysis, personal interviews and actual observation to crosscheck some information regarding the profile of the multi-grade teachers, monograde teachers and administrators as to age, sex, length of service, performance rating, educational attainment, number of trainings and seminars attended and the problems encountered by the teachers in teaching multi-grade classes compared to monograde classes. With respect to the statistical tools, the following were used: mean, standard

deviation, t-test for independent samples, Pearson-Product Moment Correlation Coefficient and Fisher's t.

Instrumentation

The research instruments that were employed in the conduct of this study are: questionnaire, observation and documentary analysis.

Questionnaire. This instrument is composed of four parts. Part I, for the profile of the respondents as to age, sex, length of service, performance rating, educational attainment, number of trainings and seminars attended and the problems encountered by the multi-grade teachers in teaching multi-grade classes, as well as monograde teachers in teaching monograde classes. Part II focused on the assessment proper where the respondents made an appraisal on the difficulties that have been experienced by the teachers in their teaching of multi-grade and monograde classes in the district of Tarangnan-Pagsanghan. Assessment utilized scales as: 5 - for extremely difficult; 4 - very difficult; 3 - difficult; 2- fairly difficulty; and 1 - for not difficult. For Part III, was solicited from the respondents the problems encountered by the teachers in teaching multi-grade classes and monograde

classes using scales as: 5 - extremely felt; 4 - highly felt; 3 - moderately felt; 2 - slightly felt; and 1 - never felt. Suggested solutions, as well were given equal focus on this study which contained in Part IV using the scales: 5 - for most applicable; 4 - very applicable; 3 - applicable; 2 - fairly applicable; and 1 - not applicable.

Documentary analysis. The researcher secured the result of the district achievement test conducted last SY 2000-2001 of the monograde classes and multi-grade classes. These were utilized to generate information regarding the number of multi-grade teachers and monograde teachers and classes in the mentioned school district.

Observation. This was used to crosscheck some information given by the respondents. This was done while the researcher was in the process of administering the questionnaires in the respondent schools. The researcher tried to find out how the difficulties of the teaching multi-grade classes affect the performance of multi-grade pupils.

Validation of Instrument

Before the administration of the questionnaire to the concerned respondents, the questionnaire was validated by requesting the multi-grade teachers in Apolonia Elementary School and the monograde teachers in Motiong Central School to answer the questions found in it. This was done to ascertain the correctness of the items as well as the instructions in the questionnaire. After the retrieval of the instrument, it was noted that the data/information/ questions asked were all answered with no corrections and/or suggestions made by the respondents, indicating clarity and objectivity of the questionnaire. To ascertain the reliability of the questionnaire, the researcher employed the test-retest reliability (Sevilla, et. al., 1992: 216) by conducting a retest to the same respondents after an interval of one week. The results of the test and the retest were tallied, tabulated and organized. The reliability coefficient between the two test results was calculated with the use of the Pearson r wherein the r_{xy} equaled to 0.89, which denoted a fairly high reliability. This signified that the self-made questionnaires were appropriate for individual measurement.

After going through the foregoing processes, reproduction of the said instrument was immediately done for fielding purposes.

Sampling Procedure

The selection of the respondent schools for multi-grade teachers and their school administrator was done through purposive sampling, where all schools with multi-grade classes in the district of Tarangnan-Pagsanghan were considered. For monograde teachers, all teachers in non-central schools were included and the results of the tests conducted last school year 2000-2001 were considered.

Data Gathering

After securing approval from the Office of the Schools Division Superintendent to field the questionnaires to the multi-grade teachers and monograde teachers including the administrators, the researcher, fielded the questionnaire herself passing the Office of the District Supervisor, for information as well as permission as regards to the gathering of data with the use of the basic instrument in this particular study, the questionnaire.

In the fielding of the questionnaire, the researcher herself personally distributed the instrument as well as in

the collection of such questionnaires whereby a 100 percent retrieval of questionnaire from the respondents was achieved. While, the researcher was in the period of retrieving the questionnaires, she conducted an unstructured interview to some of the respondents to crosscheck the information that were gathered from responses of the questions addressed to the respondents. Observation was done also to crosscheck some information given by the respondents. This was done while the researcher was in the process of administering the questionnaire in the multi-grade classes and monograde classes in non-central schools. The researcher tried to find out how the difficulties of the teaching multi-grade classes affected the performance of the multi-grade pupils.

Statistical Treatment

The data that were gathered were tallied, presented and interpreted statistically. Statistical tools like the mean, standard deviation, t-test for independent samples, Pearson Product Moment Correlation Coefficient (Pearson r) and Fisher's t were utilized.

The mean. This statistical tool was used to come up with the profiles of the respondents, particularly on the

average age, average length of service and the average number of trainings attended. Likewise, the mean was employed also to determine the perceptions of the monograde and multi-grade classes in the district of Tarangnan-Pagsanghan relative to the level of difficulty experienced by them in teaching their respective classes, as well as the perceptions of the school administrators, the problems encountered and the suggested solutions. It was computed by dividing the total scores by the number of respondents and was interpreted with the use of the scales provided for the perceptions on the level of difficulty, gravity of the problems encountered and the applicability of the solutions suggested by the respondents.

To determine the level of difficulty of the monograde and multigrade classes, the scales used were as follows:

Scale	Interpretation	
4.51 - 5.00	Extremely Difficult	(ED)
3.51 - 4.50	Very Difficult	(VD)
2.51 - 3.50	Difficult	(D)
1.51 - 2.50	Fairly Difficult	(FD)
1.00 - 1.50	Not Difficult	(ND)

Meanwhile, to determine the extent to which the problems encountered are felt by the monograde and multigrade teachers, the following five-point scale was used:

Scale	Interpretation	
4.51 - 5.00	Extremely Felt	(EF)
3.51 - 4.50	Highly Felt	(HF)
2.51 - 3.50	Moderately Felt	(MF)
1.51 - 2.50	Slightly Felt	(SF)
1.00 - 1.50	Never Felt	(NF)

On the other hand, to determine the applicability of the suggested solutions to the problems encountered, the following scales were used:

Scale	Interpretation	
4.51 - 5.00	Most Applicable	(MA)
3.51 - 4.50	Very Applicable	(VA)
2.51 - 3.50	Applicable	(A)
1.51 - 2.50	Fairly Applicable	(FA)
1.00 - 1.50	Not Applicable	(NA)

Standard deviation. This statistical tool was employed as an aid in the analysis of the mean, to determine the homogenety and the variability of the respondents with

reference to the mean. Likewise, this was used also in the application of t-test for independent samples. This was computed by extracting the square root of the variances of the respondents' profile and responses.

t-test for independent samples. This statistical tool was used in comparing the perceptions of the two groups of respondents regarding the level of difficulty experienced in teaching by the multi-grade teachers and monograde teachers with their respective classes. Likewise, this statistical measure was also employed to compare the performance of the multi-grade and monograde pupils based on the MPS result of the district achievement test. The formula used was (Walpole, 1982: 311):

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_p \sqrt{1/N_1 + 1/N_2}}$$

where:

t = refers to the computed statistical value;

$\bar{X}_1$ = refers to the mean of X_1 variables;

$\bar{X}_2$ = refers to the mean of X_2 variables;

N_1 = refers to the number of cases under X_1;

N_2 = refers to the number of cases under X_2;

S_p = refers to the sample variance where:

$$S_p = \sqrt{\frac{(n_1 - 1)\ S_1^2 + (n_2 - 1)\ S_2^2}{n_1 + n_2 - 2}}$$

Pearson Product Moment Correlation Coefficient. This tool was used to determine the reliability of the instrument through the test-retest technique employing the following formula (Walpole, 1982: 207):

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)\ (\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2]\ [N\Sigma Y^2 - (\Sigma Y)^2]}}$$

where:

r_{xy} = refers to the correlation between X and Y variables;

ΣX = refers to the sum of X variable;

ΣY = refers to the sum of Y variable;

N = refers to the number of cases;

ΣX^2 = refers to the sum of squared X score;

ΣY^2 = refers to the sum of squared Y score; and

Σ = refers to summation.

In evaluating the computed r_{xy}, the Table of Reliability Coefficient suggested by Ebel as cited by Sevilla, et. al. (1992: 220) was used as shown as follows:

Reliability Coefficient	Degree of Reliability
0.95 - 0.99	Very high
0.90 - 0.94	High
0.80 - 0.89	Fairly high, adequate for individual measurements.
0.70 - 0.79	Rather low, adequate for group measurements.
Below 0.70	Low, entirely inadequate for individual measurements although useful for group average and school surveys.

Likewise, Pearson r was used also in answering the third null hypothesis in this study, that is, to determine the relationship between the difficulties experienced by the multi-grade teachers in teaching multi-grade classes and the performance of the multi-grade pupils.

Fisher's t. This statistical tool was utilized to further determine the significance of the correlation as the result of the Pearson r to associate the relationship

between the difficulties experienced of the teachers teaching multi-grade classes and the performance of the multi-grade pupils. The formula used was as follows (Ferguson and Takane, 1989: 207):

$$t = r\sqrt{\frac{N-2}{1-r^2}}$$

where:

r = refers to the computed correlation coefficient; and

n = refers to the number of pairs.

Finally, hypothesis testing was done at .05 level of significance adopting the following decision rule: (1) Accept the null hypothesis if the computed value turned to be less than the critical or tabular value; and (2) Reject null hypothesis if the computed value turned to be equal or greater than the critical or tabular value.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data collected in this particular study including the corresponding analyses and interpretations. Included in this chapter are the following: profile of the teachers teaching multi-grade and monograde classes in Tarangnan-Pagsanghan district; the level of difficulty experienced by the teachers teaching in multi-grade classes and by the teacher teaching monograde classes; the performance of the pupils in the multi-grade classes and in the monograde classes in terms of the MPS in the district achievement test; the problems encountered by the multi-grade teachers in teaching multi-grade classes; and the suggested solutions given by the respondents on the problems encountered relative to the teaching of multi-grade classes.

Profile of the Teachers Teaching Multi-Grade and Monograde Classes in Tarangnan-Pagsanghan District

This section discusses the characteristics of the teachers teaching multi-grade and monograde classes such as age and sex, civil status, teaching experience, educational

attainment, performance rating, and in-service trainings attended, which were considered very essential to provide the researcher deeper insights into the study.

Age and sex. Table 3 presents age and sex profile of the teacher-respondents of Tarangnan-Pagsanghan district teaching multi-grade classes. As presented in the same

Table 3

Age and Sex Profile of the Multi-Grade Teachers

Age Bracket	Male		Female		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
55-60	1	1.85	1	1.85	2	3.70
51-55	0	0	1	1.85	1	1.85
46-50	0	0	4	7.41	4	7.41
41-45	1	1.85	11	20.37	12	22.22
36-40	2	3.70	10	18.52	12	22.22
31-35	1	1.85	5	9.26	6	11.11
26-30	3	5.56	10	18.52	13	24.08
21-25	1	1.85	3	5.56	4	7.41
Total	**9**	**16.66**	**45**	**83.34**	**54**	**100.00**
Mean	**35.22**	-------	**37.11**	-------	**36.80**	--------
S.D.	**10.03**	-------	**8.25**	-------	**8.60**	--------

table, it can be noted that 13 or 24.08 percent out of 54 teachers fell at the age bracket of 26-30; 12 or 22.22 percent each fell at the age brackets of 36-40 and 41-45, respectively; six or 11.11 percent fell at the age bracket of 31-35; four or 7.41 percent each fell at the age brackets of 21-25 and 46-50, respectively; two or 3.70 percent fell at the age bracket of 55-56; and only one or a mere 1.85 percent fell at the age bracket of 51-55.

The average age of the multi-grade teachers was 36.80 years with a standard deviation of 8.60 years with the male teachers having a mean age of 35.22 years with a standard deviation of 10.03 years while the female teachers had a mean age of 37.11 years with a standard deviation of 8.25 years. The data implied that the multi-grade teachers in the district of Tarangnan-Pagsanghan are relatively young and only very few are retirables, however, matured enough and responsible as multi-grade teachers.

Moreover, majority of the multi-grade teachers of the same district were females comprising 83.34 percent of the total sample, that is, 45 out of 54. The remaining nine or 16.66 percent comprised the male counterparts.

On the other hand, Table 4 presents the profile of the teachers teaching monograde classes in Tarangnan-Pagsanghan

district as to their age and sex. As shown in Table 4, it can be gleaned that there were 17 out of 54 respondents or 31.48 percent of the total respondents fell at the age bracket of 36-40; eight or 14.82 percent each fell at the age brackets of 41-45 and 55-60, respectively; five or 9.25 percent each fell at the age brackets of 26-30, 46-50 and

Table 4

Age and Sex Profile of the Monograde Teachers

Age Bracket	Male		Female		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
55-60	0	0	8	14.82	8	14.82
51-55	0	0	5	9.26	5	9.26
46-50	0	0	5	9.26	5	9.26
41-45	0	0	8	14.82	8	14.82
36-40	2	3.70	15	27.78	17	31.48
31-35	0	0	5	9.26	5	9.26
26-30	1	1.85	4	7.40	5	9.25
21-25	0	0	1	1.85	1	1.85
Total	3	5.55	51	94.45	54	100.00
Mean	34.67	------	43	-------	42.54	--------
S.D.	4.71	------	9.72	-------	9.70	--------

51-55. Only one or a mere 1.85 percent fell at the age bracket of 21-45.

The average age of the monograde teachers was 42.54 years with a standard deviation of 9.70 years with the male teachers having a mean age of 34.67 years with a standard deviation of 4.71 yeas and the female counterparts had a mean age of 43 years with a standard deviation of 9.72 years. The data signified the monograde teachers in Tarangnan-Pagsanghan district belonged to their early 40s and therefore considered matured and responsible already to the position they are in.

Likewise, majority of the monograde teachers were females comprising 94.45 percent of the total samples, that is, 43 out of 54 monograde teacher-respondents. The remaining 5.55 percent or three monograde teachers comprised the male counterparts.

Civil status. The profile of the multi-grade teachers of Tarangnan-Pagsanghan district as to civil status is revealed in Table 5. As revealed by the same table, majority of them were married comprising 87.04 percent of the total samples or 47 out of 54. There were six or

Table 5

Profile of the Multi-Grade Teachers as to Civil Status

Civil Status	Male		Female		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Single	0	0	6	11.11	6	11.11
Married	9	16.67	38	70.37	47	87.04
Widow	0	0	1	1.85	1	1.85
Total	**9**	**16.67**	**45**	**83.33**	**54**	**100.00**

11.11 percent who signified to be singles and only one or a mere 1.85 percent signified as a widow.

On the other hand, Table 6 reveals the profile of the monograde teachers of the same district as to civil status. As gleaned from Table 6, majority of the monograde teachers in Tarangnan-Pagsanghan district were females comprising 83.34 percent or 45 out of 54 teachers. Those who signified as singles were six teachers and three were widow.

The data as revealed in Tables 5 and 6 signify that most of the multi-grade and monograde teachers may already have experiences in child rearing and caring, and probably they may be able to work well with their pupils.

Table 6

Profile of the Monograde Teachers as to Civil Status

Civil Status	Male		Female		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Single	0	0	6	11.11	6	11.11
Married	3	5.56	42	77.78	45	83.34
Widow	0	0	3	5.55	3	5.55
Total	**3**	**5.56**	**51**	**94.44**	**54**	**100.00**

Teaching experience. Table 7 shows the profile of the multi-grade teachers in Tarangnan-Pagsanghan district as to their teaching experience. As gleaned from the same table, there were 16 multi-grade teachers out of 54 respondents or 29.63 percent signified to be in the service from 1-5 years; 12 or 22.22 percent had been in the service for 11-15 years; nine or 16.67 percent for 6-10 years; seven or 12.96 percent for 16-20 years; four or 7.41 percent each signified to be in the teaching service for 21-25 and 26-30, respectively; and only two or 3.70 percent for 31-35 years.

Table 7

Profile of the Multi-Grade Teachers as to Teaching Experience

Teaching Experience	Male		Female		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
31-35	0	0	2	3.70	2	3.70
26-30	1	1.85	3	5.56	4	7.41
21-25	0	0	4	7.41	4	7.41
16-20	0	0	7	12.96	7	12.96
11-15	1	1.85	11	20.37	12	22.22
6-10	1	1.85	8	14.81	9	16.67
1- 5	6	11.11	10	18.52	16	29.63
Total	**9**	**16.67**	**45**	**83.33**	**54**	**100.00**
Mean	**7.44**	-------	**13.44**	------	**12.44**	--------
S.D.	**7.97**	-------	**8.49**	------	**7.36**	--------

In Table 8, the profile of the monograde teachers in Tarangnan-Pagsanghan district as to teaching experience is presented. As presented, There were eleven or 20.37 percent each signified to have been in the teaching service for 11-15 years and 16-20 years, respectively; eight or 14.81 each signified to be in the service for 1-5 and 6-10 years; seven or 12.97 percent signified to have

Table 8

Profile of the Monograde Teachers as to Teaching Experience

Teaching Experience	Male		Female		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
31-35	0	0	4	7.41	4	7.41
26-30	0	0	5	9.26	5	9.26
21-25	0	0	7	12.90	7	12.97
16-20	0	0	11	20.37	11	20.37
11-15	1	1.85	10	18.52	11	20.37
6-10	1	1.85	7	12.96	8	14.81
1- 5	1	1.85	7	12.96	8	14.81
Total	**3**	**5.56**	**51**	**94.44**	**54**	**100.00**
Mean	**8**	------	**16.43**	-------	**15.96**	-------
S.D.	**4.08**	------	**8.91**	-------	**8.85**	-------

been in the teaching service for 21-25 years; five or 9.26 percent for 26-30 years; and only four or 7.41 percent for 31-35 years.

Furthermore, the average teaching experience of the multi-grade and monograde teachers in Tarangnan-Pagsanghan district was 12.44 years and 15.96 years, respectively with a standard deviation of 7.36 and 8.85 for multi-grade and

mono-grade teachers, respectively. This signifies that the multi-grade and monograde teachers in Tarangnan-Pagsanghan district may have acquired already a quite longer teaching experience, enough to give them competence and expertise.

Educational attainment. In Table 9, the profile of the multi-grade teachers in Tarangnan-Pagsanghan district as to educational attainment is presented. From the same table, it can be noted that majority of them were BEED graduates with masteral units earned comprising 53.71 percent of the total samples, that is 29 out of 54 respondents. There were 24 or 44.44 percent of them who were BEED graduates and

Table 9

Profile of the Multi-Grade Teachers as to Educational Attainment

Educational Attainment	Male		Female		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
CAR	0	0	1	1.85	1	1.85
MA Units	5	9.26	24	44.44	29	53.71
BEED	4	7.41	20	37.04	24	44.44
Total	**9**	**16.67**	**45**	**83.33**	**54**	**100.00**

only one or a mere 1.85 percent was a CAR holder in the graduate course.

On the other hand, Table 10 presents the profile of the monograde teachers in Tarangnan-Pagsanghan district as to educational attainment. As presented, there were 29 out of 54 teacher-respondents, that is, 53.71 percent of the total samples were earners of masteral units; 24 or 44.44 percent signified to have earned BEED degree and only one or a mere 1.85 percent signified to be a CAR holder in the graduate course.

The data presented in Tables 9 and 10 signify that the two categories of respondents of this study have acquired

Table 10

Profile of the Monograde Teachers as to Educational Attainment

Educational Attainment	Male		Female		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
CAR	0	0	1	1.85	1	1.85
MA Units	1	1.85	28	51.85	29	53.71
BEED	2	3.71	22	40.75	24	44.44
Total	**3**	**5.56**	**51**	**94.44**	**54**	**100.00**

the necessary preparation and possess educational qualification suited for the position they are in.

Performance rating. Table 11 reveals the performance rating of the multi-grade teachers of Tarangnan-Pagsanghan district. As revealed in Table 11, 48 of the 54 respondents, that is, 88.89 percent obtained an adjectival performance rating of "very satisfactory," while six or 11.11 percent of them obtained "satisfactory" performance rating. Nobody obtained an "outstanding" performance. The multi-grade teachers who obtained "satisfactory" performance rating were all females.

Table 11

Profile of the Multi-Grade Teachers as to Performance Rating

Performance Rating	Male		Female		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfactory	9	16.67	39	72.22	48	88.89
Satisfactory	0	0.00	6	11.11	6	11.11
Total	**9**	**16.67**	**45**	**83.33**	**54**	**100.00**

On the other hand, the profile of the monograde teachers in Tarangnan-Pagsanghan district as to their performance rating is presented in Table 10. As shown, majority of them, that is 50 out of 54 or 92.59 percent, obtained a "very satisfactory" performance and the remaining four teachers or 7.41 percent obtained a "satisfactory" performance but none of them got an "outstanding" performance rating. Of the 54 monograde teacher-respondents, all the males got a "very satisfactory" performance rating. Four of the female counterparts obtained a "satisfactory" performance rating only.

Table 12

Profile of the Monograde Teachers as to Performance Rating

Performance Rating	Male		Female		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfactory	3	5.56	47	87.03	50	92.59
Satisfactory	0	0	4	7.41	4	7.41
Total	**3**	**5.56**	**51**	**94.45**	**54**	**100.00**

The data presented signify that majority of the multi-grade and monograde teachers showed remarkable and exemplary performance in their respective assigned tasks.

In-service trainings attended. Table 13 reveals the profile of the multi-grade and monograde teachers in Tarangnan-Pagsanghan district as to in-service trainings attended. As gleaned from Table 13, there were 26 of them, out of 108 respondents or 24.07 percent, signified to have attended 11-15 in-service trainings, 25 or 23.16 percent were able to attend 6-10 in-service trainings, another 25 or 23.14 percent signified to have attended 16-20 in-service trainings, 20 or 18.52 percent, seven or 6.48 percent and five or 4.63 percent signified to have attended 1-5, 21-25 and 26-30 in-service trainings, respectively.

The average number of in-service trainings attended by the multi-grade and monograde teachers was pegged at 12 trainings with a standard deviation of 7 trainings. The average number of in-service trainings attended by the male multi-grade and monograde teachers was 7 trainings with a standard deviation of 4 trainings. For the female multi-grade and monograde teachers was 13 trainings with a standard deviation of 7 trainings.

Table 13

Profile of the Multi-Grade and Monograde Teachers as to In-Service Trainings Attended

Teaching Experience	Male		Female		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
26-30	0	0.00	5	4.63	5	4.63
21-25	0	0.00	7	6.48	7	6.48
16-20	1	0.92	24	22.22	25	23.14
11-15	0	0.00	26	24.07	26	24.07
6-10	6	5.56	19	17.60	25	23.16
1- 5	5	4.63	15	13.89	20	18.52
Total	**12**	**11.11**	**96**	**88.89**	**108**	**100.00**
Mean	7	-------	13	-------	12	---------
S.D.	4	-------	7	-------	7	---------

The data revealed in Table 13 signified that the multi-grade and monograde teachers in Tarangnan-Pagsanghan district had undergone continuing education through in-service trainings to up-date themselves with modern techniques and strategies in teaching multi-grade and monograde classes, respectively. Moreover, it can be inferred also that the younger the teacher joins the

department, the higher the number of in-service trainings the teacher can attend.

Level of Difficulty Experienced by the Teachers Teaching Multi-Grade Classes as Perceived by the School Administrators and by the Teachers Themselves

The level of difficulty experienced by the teachers teaching multi-grade classes as perceived by the school administrators and by the teachers themselves are presented in Tables 14, 15, 16, 17, 18 and 19. The following areas were considered: lesson planning, teaching techniques, instructional management, evaluation strategies, instructional materials/facilities preparation and/or acquisition, and social mobilization/networking.

Lesson planning. Table 14 presents the perceptions of the two categories of respondents on the level of difficulty experienced by the multi-grade teachers. As presented, it can be noted that the school administrators perceived the areas of difficulty in lesson planning as "not difficult" being manifested by the grand mean of 1.18 while the multi-grade teachers considered the difficulty they experienced in teaching multi-grade classes as "difficult" with a grand mean of 3.22.

Table 14

Level of Difficulty Experienced by the Teachers Teaching Multi-Grade Classes as Perceived by the Two Categories of Respondents along Lesson Planning

Areas of Difficulty	Respondents	Level of Difficulty						Weighted Mean	Interpretation
		5	4	3	2	1	Total		
		ED	VD	D	FD	ND			
1.Doing mastery of the subject matter.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(3) 3	(5) 4	1.25	ND
	MG Teachers	(10) 2	(72) 18	(60) 20	(22) 11	(3) 3	(167) 54	3.09	D
2.Utilizing varied teaching technique/ strategies based on pupils needs, interest and learning levels.	School Admin.	(0) 0	(0) 0	(0) 0	(4) 2	(2) 2	(6) 4	1.50	ND
	MG Teachers	(5) 1	(68) 17	(51) 17	(30) 15	(4) 4	(158) 54	2.93	D
3.Adjusting his/her communication skills to the level of his/her pupils.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(4) 4	(4) 4	1.00	ND
	MG Teachers	(10) 2	(64) 16	(54) 18	(34) 17	(1) 1	(163) 54	3.01	D
4.Utilizing participative planning and decision-making in classroom instruction.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(3) 3	(5) 4	1.25	ND
	MG Teachers	(20) 4	(72) 18	(45) 15	(32) 16	(1) 1	(170) 54	3.15	D
5.Constructing appropriate instructional materials and are organized in advance to provide interesting activities for different groups.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(3) 3	(5) 4	1.25	ND
	MG Teachers	(10) 2	(48) 12	(60) 20	(40) 20	(0) 0	(158) 54	2.93	D

Table 14 continued

Areas of Difficulty	Respondents	Level of Difficulty						Weighted Mean	Interpretation
		5	4	3	2	1	Total		
		ED	VD	D	FD	ND			
6.Providing activities/opportunities for application and extension of learning.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(4) 4	(4) 4	1.00	ND
	MG Teachers	(50) 10	(72) 18	(30) 10	(24) 12	(4) 4	(180) 54	3.33	D
7.Organizing the learning environment so that children can move about confidently and efficiently as indepen-dent learner.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(4) 4	(4) 4	1.00	ND
	MG Teachers	(75) 15	(100) 25	(30) 10	(6) 3	(1) 1	(212) 54	3.93	VD
8.Organizing instruction around well-prepared activities and materials so that both objectives and processes are clear to the pupils.	School Admin.	(0) 0	(0) 0	(0) 0	(4) 2	(2) 2	(6) 4	1.50	ND
	MG Teachers	(80) 16	(68) 17	(45) 15	(8) 4	(2) 2	(203) 54	3.76	VD
9.Constructing appropriate and congruent evaluation for mastery.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(4) 4	(4) 4	1.00	ND
	MG Teachers	(15) 3	(60) 15	(15) 5	(42) 21	(10) 10	(142) 54	2.63	D
10.Assigning children to appropriate working groups.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(4) 4	(4) 4	1.00	ND
	MG Teachers	(50) 10	(72) 18	(39) 13	(20) 10	(3) 3	(184) 54	3.41	D
Grand Total	School Admin.	(0) 0	(0) 0	(0) 0	(14) 7	(33) 33	(47) 40	—	—
	MG Teachers	(325) 65	(896) 174	(429) 143	(258) 129	(29) 29	(1737) 540	—	—

Table 14 concluded

Areas of Difficulty	Respondents	Level of Difficulty						Weighted Mean	Interpretation
		5	4	3	2	1	Total		
		ED	VD	D	FD	ND			
Grand Mean	School Admin.	----	----	----	----	----	----	1.18	ND
	MG Teachers	----	----	----	----	----	----	3.22	D

Legend:

Level	Scale	Interpretation	
5	4.51 – 5.00	Extremely Difficult	(ED)
4	3.51 – 4.50	Very Difficult	(VD)
3	2.51 – 3.50	Difficult	(D)
2	1.51 – 2.50	Fairly Difficult	(FD)
1	1.00 – 1.50	Not Difficult	(ND)

groups" and "Constructing appropriate and congruent evaluation for mastery" having obtained the highest and the least weighted mean, respectively, with a weighted mean of 3.41 and 2.63.

Teaching techniques. The perceptions of the two categories of respondents; the school administrators and multi-grade teachers, relative to the level of difficulty experienced by the teachers teaching multi-grade classes are presented in Table 15.

As presented in Table 15, it can be gleaned that school administrators perceived the areas identified in teacher techniques as "not difficult" being manifested by

Table 15

Level of Difficulty Experienced by the Teachers Teaching Multi-Grade Classes as Perceived by the Two Categories of Respondents along Teacher Techniques

Areas of Difficulty	Respondents	Level of Difficulty						Weighted Mean	Interpretation
		5	4	3	2	1	Total		
		ED	VD	D	FD	ND			
1.Using a variety of activities during each class period.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(4) 4	(4) 4	1.00	ND
	MG Teachers	(10) 2	(16) 4	(18) 6	(44) 22	(20) 20	(108) 54	2.00	FD
2.Providing drill in a variety of way.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(4) 4	(4) 4	1.00	ND
	MG Teachers	(10) 2	(16) 4	(24) 8	(48) 24	(16) 16	(114) 54	2.11	FD
3.Providing learners with numerous opportunities for learning and review.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(3) 3	(5) 4	1.25	ND
	MG Teachers	(0) 0	(60) 15	(66) 22	(24) 12	(5) 5	(155) 54	2.87	D
4.Presenting subject matter in small steps.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(4) 4	(4) 4	1.00	ND
	MG Teachers	(10) 2	(64) 16	(54) 18	(20) 10	(8) 8	(156) 54	2.89	D
5.Making interesting supplementary materials of several reading levels readily available in the classroom.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(4) 4	(4) 4	1.00	ND
	MG Teachers	(80) 16	(64) 16	(45) 15	(8) 4	(3) 3	(200) 54	3.70	VD

Table 15 continued

Areas of Difficulty	Respondents	Level of Difficulty					Total	Weighted Mean	Interpretation
		5	4	3	2	1			
		ED	VD	D	FD	ND			
6.Using visual aids, aside from printed materials to provide students with needed information.	School Admin.	(0) 0	(0) 0	(0) 0	(4) 2	(2) 2	(6) 4	1.50	ND
	MG Teachers	(90) 18	(60) 15	(42) 14	(6) 3	(4) 4	(202) 54	3.74	VD
7.Providing activities which encourage the students to work independently.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(3) 3	(5) 4	1.25	ND
	MG Teachers	(50) 10	(40) 10	(66) 22	(20) 10	(2) 2	(178) 54	3.30	D
8.Relating the work in class to the problems and interest of the students.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(4) 4	(4) 4	1.00	ND
	MG Teachers	(50) 10	(88) 22	(45) 15	(12) 6	(1) 1	(196) 54	3.63	VD
9.Providing an appropriate model for grooming, speech, and behavior.	School Admin.	(0) 0	(0) 0	(0) 0	(6) 3	(1) 1	(7) 4	1.75	FD
	MG Teachers	(10) 2	(12) 3	(30) 10	(30) 15	(24) 24	(106) 54	1.96	FD
10.Appealing to more than one sense at a time.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(3) 3	(5) 4	1.25	ND
	MG Teachers	(70) 14	(72) 18	(45) 15	(10) 5	(2) 2	(199) 54	3.69	VD
11.Giving pupils time to think, during class interaction.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(3) 3	(5) 4	1.25	ND
	MG Teachers	(10) 2	(12) 3	(54) 18	(32) 16	(15) 15	(123) 54	2.28	FD

Table 15 concluded

Areas of Difficulty	Respondents	Level of Difficulty						Weighted Mean	Interpretation
		5	4	3	2	1	Total		
		ED	VD	D	FD	ND			
Grand Total	School Admin.	(0) 0	(0) 0	(0) 0	(18) 9	(35) 35	(53) 44	—	—
	MG Teachers	(390) 78	(504) 126	(489) 163	(254) 127	(100) 100	(1737) 594	—	—
Grand Mean	School Admin.	----	----	----	----	----	----	1.20	ND
	MG Teachers	----	----	----	----	----	----	2.92	D

Legend:

Level	Scale	Interpretation	
5	4.51 – 5.00	Extremely Difficult	(ED)
4	3.51 – 4.50	Very Difficult	(VD)
3	2.51 – 3.50	Difficult	(D)
2	1.51 – 2.50	Fairly Difficult	(FD)
1	1.00 – 1.50	Not Difficult	(ND)

the grand mean of 1.20 while the teachers teaching multi-grade classes considered them to be "difficult" with a grand mean of 2.92.

On the part of the school administrators, all the areas identified in relation to teacher techniques were considered by them as "not difficult" except in the area of "Providing an appropriate model for grooming, speech, and behavior" which was rated with a weighted mean of 1.75 with an adjectival interpretation of "fairly difficult." Of the areas considered by the school administrators to be

not difficult, "Using visual aids, aside from printed materials to provide students with needed information" obtained the highest weighted mean of 1.50 while "Using a variety of activities during each class period," "Providing drill in a variety of way," "Presenting subject matter in small steps," "Making interesting supplementary materials of several reading levels readily available in the classroom," and "Relating the work in class to the problems and interest of the students" equally obtained the least weighted mean of 1.00.

On the other hand, on the part of the teachers teaching multi-grade classes, four of the eleven identified areas were rated as "very difficult," three were considered "difficult," and the remaining four were considered "fairly difficult." The area in "Using visual aids, aside from printed materials to provide students with needed information" obtained the highest weighted mean of 3.74, seconded by "Making interesting supplementary materials of several reading levels readily available in the classroom," followed by "Appealing to more than one sense at a time," with weighted means of 3.70 and 3.69, respectively, with an adjectival rating of "very difficult." The area in "Using a variety of activities during each class period" obtained

the least weighted mean of 2.00 being interpreted as "fairly difficult."

Instructional management. Table 16 reveals the perceptions of the two categories of respondents involved in this study relative to the level of difficulty of the multi-grade teachers along instructional management. As revealed in the same table, it can be noted that the over-all perception of the school administrators in this area was rated with a grand mean of 1.18 with an adjectival rating of "not difficult." On the other hand, the teachers teaching multi-grade classes gave a grand mean of 3.22 being interpreted as "difficult."

Based on the perception of the school administrators on the area of instructional management, all the identified areas were considered "not difficult" except for "Maintaining wholesome socio-psychological climate conducive to learning information" which was considered by them as "fairly difficult" with a weighted mean of 1.75. Among the areas rated by the school administrators "not difficult," "Establishing and sustaining discipline in the classroom" obtained the highest weighted mean of 1.50 while the following areas equally obtained the least weighted

Table 16

Level of Difficulty Experienced by the Teachers Teaching Multi-Grade Classes as Perceived by the Two Categories of Respondents along Instructional Management

Areas of Difficulty	Respondents	Level of Difficulty						Weighted Mean	Interpretation
		5	4	3	2	1	Total		
		ED	VD	D	FD	ND			
1.Managing space furniture for flexible groupings to suit the activity/ task.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(4) 4	(4) 4	1.00	ND
	MG Teachers	(90) 18	(60) 15	(42) 14	(12) 6	(1) 1	(205) 54	3.80	VD
2.Displaying current pupils' work.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(4) 4	(4) 4	1.00	ND
	MG Teachers	(5) 1	(8) 2	(39) 13	(36) 18	(20) 20	(108) 54	2.00	FD
3.Arranging instructional materials orderly and neatly for accessibility and optimum utility.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(3) 3	(5) 4	1.25	ND
	MG Teachers	(50) 10	(72) 18	(57) 19	(10) 5	(2) 2	(191) 54	3.54	VD
4.Maintaining wholesome socio-psychological climate conducive to learning information.	School Admin.	(0) 0	(0) 0	(0) 0	(6) 3	(1) 1	(7) 4	1.75	FD
	MG Teachers	(90) 18	(56) 14	(26) 12	(16) 8	(2) 2	(200) 54	3.70	VD
5.Systematizing classroom routine.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(4) 4	(4) 4	1.00	ND
	MG Teachers	(40) 8	(48) 12	(42) 14	(28) 14	(6) 6	(164) 54	3.04	D
6.Establishing and sustaining discipline in the classroom.	School Admin.	(0) 0	(0) 0	(0) 0	(4) 2	(2) 2	(6) 4	1.50	ND
	MG Teachers	(60) 12	(56) 14	(48) 16	(20) 10	(2) 2	(186) 54	3.44	D

Table 16 continued

Areas of Difficulty	Respon-dents	Level of Difficulty						Weighted Mean	Interpretation
		5	4	3	2	1	Total		
		ED	VD	D	FD	ND			
7.Delegating respon-sibilities suited to learner's capabi-lities and interests.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(3) 3	(5) 4	1.25	ND
	MG Teachers	(10) 2	(12) 3	(54) 18	(32) 16	(15) 15	(123) 54	2.28	FD
8.Maintaining an updated, accurate record for easy utilization.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(4) 4	(4) 4	1.00	ND
	MG Teachers	(90) 18	(64) 16	(42) 14	(8) 4	(2) 2	(206) 54	3.81	VD
9.Submitting up-dated and accurate reports on or before due date.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(4) 4	(4) 4	1.00	ND
	MG Teachers	(50) 10	(16) 4	(30) 10	(25) 14	(16) 16	(140) 54	2.59	D
10.Working within the time frame allotted for the activity.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(4) 4	(4) 4	1.00	ND
	MG Teachers	(110) 22	(64) 16	(36) 12	(6) 3	(1) 1	(217) 54	4.05	VD
Grand Total	School Admin.	(0) 0	(0) 0	(0) 0	(14) 7	(33) 33	(47) 40	—	—
	MG Teachers	(595) 119	(456) 114	(426) 142	(196) 98	(67) 67	(1740) 540	—	—
Grand Mean	School Admin.	—	—	—	—	—	—	**1.18**	**ND**
	MG Teachers	—	—	—	—	—	—	**3.22**	**D**

Legend:

Level	Scale	Interpretation	
5	4.51 – 5.00	Extremely Difficult	(ED)
4	3.51 – 4.50	Very Difficult	(VD)
3	2.51 – 3.50	Difficult	(D)
2	1.51 – 2.50	Fairly Difficult	(FD)
1	1.00 – 1.50	Not Difficult	(ND)

mean of 1.00: "Managing space furniture for flexible groupings to suit the activity/task," "Displaying current pupils' work," "Systematizing classroom routine," "Maintaining an updated, accurate record for easy utilization," "Submitting updated and accurate reports on or before due date," and "Working within the time frame allotted for the activity."

Evaluation strategies. In Table 17, the perceptions of the two categories of respondents, the school administrators and the multi-grade teachers, relative to the level of difficulty of teachers teaching multi-grade classes along evaluation strategies are presented. In the said table, it can be gleaned that the school administrators gave a grand mean of 1.25 to the over-all perception which can be interpreted as "not difficult," while the multi-grade teachers gave an over-all perception with a grand mean of 3.50 with an adjectival interpretation of "difficult."

From the point of view of the school administrators, the five identified areas along evaluation strategies were considered by them to be "not difficult" with "Clarifying

Table 17

Level of Difficulty Experienced by the Teachers Teaching Multi-Grade Classes as Perceived by the Two Categories of Respondents along Evaluation Strategies

Areas of Difficulty	Respondents	Level of Difficulty						Weighted Mean	Interpretation
		5	4	3	2	1	Total		
		ED	VD	D	FD	ND			
1.Clarifying or defining instructional objectives and share them with pupils.	School Admin.	(0) 0	(0) 0	(0) 0	(4) 2	(2) 2	(6) 4	1.50	ND
	MG Teachers	(90) 18	(64) 16	(42) 14	(8) 4	(2) 2	(206) 54	3.81	VD
2.Preassessing the learners needs and/or pupils entry of performance.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(3) 3	(5) 4	1.25	ND
	MG Teachers	(100) 20	(72) 18	(48) 16	(0) 0	(0) 0	(220) 54	4.07	VD
3.Monitoring learning progress through formative evaluation to provide useful clues to better adjust instruction to the needs of the learners.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(4) 4	(4) 4	1.00	ND
	MG Teachers	(10) 2	(56) 14	(54) 18	(32) 16	(4) 4	(156) 54	2.89	D
4.Conducting observation of learners achievement at the end of instruction.	School Admin.	(0) 0	(0) 0	(0) 0	(4) 2	(2) 2	(6) 4	1.50	FD
	MG Teachers	(40) 8	(40) 10	(60) 20	(20) 10	(6) 6	(166) 54	3.07	D
5.Providing learners feedback of the results of the test/ evaluation.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(4) 4	(4) 4	1.00	ND
	MG Teachers	(60) 12	(72) 18	(60) 20	(4) 2	(8) 2	(198) 54	3.67	VD

Table 17 concluded

Areas of Difficulty	Respondents	Level of Difficulty						Weighted Mean	Interpretation
		5	4	3	2	1	Total		
		ED	VD	D	FD	ND			
Grand Total	School Admin.	(0) 0	(0) 0	(0) 0	(10) 5	(15) 15	(25) 20	—	—
	MG Teachers	(300) 60	(304) 76	(264) 88	(64) 32	(14) 14	(946) 270	—	—
Grand Mean	School Admin.	—	—	—	—	—	—	1.25	ND
	MG Teachers	—	—	—	—	—	—	3.50	D

Legend:

Level	Scale	Interpretation	
5	4.51 – 5.00	Extremely Difficult	(ED)
4	3.51 – 4.50	Very Difficult	(VD)
3	2.51 – 3.50	Difficult	(D)
2	1.51 – 2.50	Fairly Difficult	(FD)
1	1.00 – 1.50	Not Difficult	(ND)

or defining instructional objectives and share them with pupils," and "Conducting observation of learners achievement at the end of instruction" having equally obtained the highest weighted mean of 1.50 while "Monitoring learning progress through formative evaluation to provide useful clues to better adjust instruction to the needs of the learners," and "Providing learners feedback of the results of the test/evaluation" equally obtained the least weighted mean of 1.00.

From the point of view of the multi-grade teachers, on the other hand, out of the five identified areas along evaluation strategies, three were considered by them to be "very difficult" while the remaining two were considered to be "difficult." "Pre-assessing the learners' needs and/or pupils' entry of performance" obtained the highest weighted mean of 4.07 with an adjectival rating of "very difficult." It is seconded by "Clarifying or defining instructional objectives and share them with pupils" and followed by "Providing learners feedback of the results of the test/evaluation" with weighted means of 3.81 and 3.67, respectively, being interpreted to be "very difficult." "Monitoring learning progress through formative evaluation to provide useful clues to better adjust instruction to the needs of the learners" was the area, which obtained the least weighted mean of 2.89 with an adjectival rating of "difficult."

Instructional materials/facilities preparation and/or acquisition. Table 18 provides the information on the perceptions of the school administrators and the multi-grade teachers on the level of difficulty of the teachers in teaching multi-grade classes along instructional

Table 18

Level of Difficulty Experienced by the Teachers Teaching Multi-Grade Classes as Perceived by the Two Categories of Respondents along Instructional Materials/ Facilities Preparation and/or Acquisition

Areas of Difficulty	Respondents	Level of Difficulty					Total	Weighted Mean	Interpretation
		5	4	3	2	1			
		ED	VD	D	FD	ND			
1.Acquiring textbooks, references, and other reading materials.	School Admin.	(0) 0	(0) 0	(0) 0	(6) 3	(1) 1	(7) 4	1.75	FD
	MG Teachers	(150) 30	(72) 18	(6) 2	(6) 3	(1) 1	(235) 54	4.35	VD
2.Preparing charts, pictures, and graphs, when needed during instruction.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(3) 3	(5) 4	1.25	ND
	MG Teachers	(130) 26	(72) 18	(24) 8	(3) 1	(1) 1	(229) 54	4.24	VD
3.Providing chalkboards, bulletin boards for display.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(4) 4	(4) 4	1.00	ND
	MG Teachers	(140) 28	(64) 16	(12) 4	(8) 4	(2) 2	(226) 54	4.19	VD
4.Providing learning centers and areas.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(4) 4	(4) 4	1.00	ND
	MG Teachers	(150) 30	(40) 10	(24) 8	(10) 5	(1) 1	(225) 54	4.17	VD
5.Providing classroom furniture and equipment.	School Admin.	(0) 0	(0) 0	(0) 0	(6) 3	(1) 1	(7) 4	1.75	FD
	MG Teachers	(160) 32	(44) 11	(24) 8	(4) 2	(1) 1	(233) 54	4.31	VD
6.Providing lighting and ventilation in any part of the room.	School Admin.	(0) 0	(0) 0	(0) 0	(6) 3	(1) 1	(7) 4	1.75	FD
	MG Teachers	(200) 40	(40) 10	(12) 4	(0) 0	(0) 0	(252) 54	4.67	MD

Table 18 concluded

Areas of Difficulty	Respondents	Level of Difficulty						Weighted Mean	Interpretation
		5	4	3	2	1	Total		
		ED	VD	D	FD	ND			
7.Providing for movable types of furniture and equipment.	School Admin.	(0) 0	(0) 0	(0) 0	(6) 3	(1) 1	(7) 4	1.75	FD
	MG Teachers	(210) 42	(32) 8	(6) 2	(2) 1	(1) 1	(251) 54	4.65	MD
8.Providing outdoor resources for learning.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(3) 3	(5) 4	1.25	ND
	MG Teachers	(220) 44	(24) 6	(6) 2	(4) 2		(254) 54	4.70	MD
9.Providing for an outdoor space.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(4) 4	(4) 4	1.00	ND
	MG Teachers	(200) 40	(40) 10	(6) 2	(4) 2		(250) 54	4.63	MD
Grand Total	School Admin.	(0) 0	(0) 0	(0) 0	(28) 14	(22) 22	(50) 36	—	—
	MG Teachers	(1560) 312	(428) 107	(120) 40	(40) 20	(7) 7	(2155) 486	—	—
Grand Mean	School Admin.	—	—	—	—	—		**1.39**	**ND**
	MG Teachers	—	—	—	—	—		**4.43**	**VD**

Legend:

Level	Scale	Interpretation	
5	4.51 – 5.00	Extremely Difficult	(ED)
4	3.51 – 4.50	Very Difficult	(VD)
3	2.51 – 3.50	Difficult	(D)
2	1.51 – 2.50	Fairly Difficult	(FD)
1	1.00 – 1.50	Not Difficult	(ND)

materials/facilities preparation and/or acquisition. As revealed in Table 18, the school administrators

perceived this area as "not difficult" being manifested by the grand mean of 1.39 while the multi-grade teachers considered this area as "very difficult" by giving a grand mean of 4.43.

From the point of view of the school administrators, "Acquiring textbooks, references, and other reading materials," "Providing classroom furniture and equipment," "Providing lighting and ventilation in any part of the room," and "Providing for movable types of furniture and equipment" were equally rated with a weighted mean of 1.75 with an adjectival rating of "fairly difficult." "Providing chalkboards, bulletin boards for display," "Providing learning centers and areas," and "Providing for an outdoor space" were the areas that were rated with the least weighted mean of 1.00 with an adjectival rating of "not difficult."

On the other hand, from the point of view of the multi-grade teachers, "Providing outdoor resources for learning" was the area considered by them with the highest weighted mean of 4.70 with an adjectival rating of "most difficult." It is seconded by "Providing lighting and ventilation in any part of the room" with a weighted mean of 4.67 with the same interpretation of "most difficult,"

then it is followed by "Providing for movable types of furniture and equipment," and "Providing for an outdoor space" with an obtained weighted means of 4.65 and 4.63, respectively, being interpreted as "most difficult." The other areas along instructional materials/facilities preparation and/or acquisition were considered by the multi-grade teachers to be "very difficult." Among these areas, "Acquiring textbooks, references and other reading materials" was the area considered with the highest weighted mean of 4.35 with an adjectival rating of "very difficult." It was seconded by "Providing classroom furniture and equipment" with a weighted mean of 4.31 with the same adjectival rating of "very difficult," then followed by "Preparing charts, pictures, and graphs, when needed during instruction," "Providing chalkboards, bulletin boards for display," and "Providing learning centers and areas" with a weighted means of 4.24, 4.19 and 4.17, respectively, with an adjectival interpretation of "very difficult."

Social mobilization/networking. Table 19 presents to the perceptions of the two categories of respondents on the level of difficulty experienced by the teachers teaching

multi-grade classes along social mobilization/networking. From the same table, it can be noted that the over-all perception of the school administrators obtained a grand mean of 1.30 which can be interpreted as "not difficult," while the over-all perception of the multi-grade teachers yielded a grand mean of 3.47 with an adjectival rating of "difficult."

Taking into the details, from the point of view of the school administrators, all the five identified areas mentioned were considered by them to be "not difficult" except for "Soliciting the assistance of community leaders in implementing programs/projects/ activities" which was rated with a weighted mean of 1.75 with an adjectival rating of "fairly difficult." The same area obtained the highest weighted mean. "Conducting regular PTCA meeting," on the other hand, obtained the least weighted mean of 1.00 with an adjectival rating of "not difficult."

From the point of view of the multi-grade teachers, all the five identified areas along social mobilization/networking were rated "very difficult," except for "Modelling desirable values in school and in the community" which was rated with a weighted mean of 2.13

Table 19

Level of Difficulty Experienced by the Teachers Teaching in Multi-Grade Classes as Perceived by the Two Categories of Respondents along Social Mobilization/ Networking

Areas of Difficulty	Respondents	Level of Difficulty						Weighted Mean	Interpretation
		5	4	3	2	1	Total		
		ED	VD	D	FD	ND			
1.Enlisting parents and community members involvement in school activities.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(3) 3	(5) 4	1.25	ND
	MG Teachers	(50) 10	(96) 24	(54) 18	(2) 1	(1) 1	(203) 54	3.76	VD
2.Soliciting the assistance of community leaders in implementing programs/projects/ activities.	School Admin.	(0) 0	(0) 0	(0) 0	(6) 3	(1) 1	(7) 4	1.75	FD
	MG Teachers	(75) 15	(72) 18	(57) 19	(2) 1	(1) 1	(207) 54	3.83	VD
3.Modelling desirable values in school and in the community.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(3) 3	(5) 4	1.25	ND
	MG Teachers	(0) 0	(0) 0	(54) 18	(50) 25	(11) 11	(115) 54	2.13	FD
4.Conducting regular PTCA meeting.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(4) 4	(4) 4	1.00	ND
	MG Teachers	(90) 18	(56) 14	(36) 12	(16) 8	(2) 2	(200) 54	3.70	VD
5.Utilizing effective feedback mechanism to parents relative to children's performance in school.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(3) 3	(5) 4	1.25	ND
	MG Teachers	(100) 20	(64) 16	(42) 14	(6) 3	(1) 1	(213) 54	3.94	VD

Table 19 concluded

Areas of Difficulty	Respondents	Level of Difficulty						Weighted Mean	Interpretation
		5	4	3	2	1	Total		
		ED	VD	D	FD	ND			
Grand Total	School Admin.	(0) 0	(0) 0	(0) 0	(12) 6	(14) 14	(26) 20	—	—
	MG Teachers	(216) 63	(288) 72	(243) 81	(76) 38	(16) 16	(938) 270	—	—
Grand Mean	School Admin.	—	—	—	—	—	—	1.30	ND
	MG Teachers	—	—	—	—	—	—	3.47	D

Legend:

Level	Scale	Interpretation	
5	4.51 – 5.00	Extremely Difficult	(ED)
4	3.51 – 4.50	Very Difficult	(VD)
3	2.51 – 3.50	Difficult	(D)
2	1.51 – 2.50	Fairly Difficult	(FD)
1	1.00 – 1.50	Not Difficult	(ND)

which is further interpreted to be "fairly difficult." This area obtained the least weighted mean. On the areas that were considered by the multi-grade teachers as "very difficult," "Utilizing effective feedback mechanism to parents relative to children's performance in school" posted the highest weighted mean of 3.94, followed by 3.83 for "Soliciting the assistance of community leaders in implementing programs/projects/activities." The last under this level of "very difficult" is "Conducting regular PTCA meeting" with a weighted mean of 3.70.

Comparison on the Perceptions of School Administrators and Multi-Grade Teachers on the Level of Difficulty Experienced by the Teachers in Teaching Multi-Grade Classes

Table 20 presents the summary of the test of difference in the perceptions between the school administrators and the multi-grade teachers relative to the level of difficulty experienced by the teachers in teaching multi-grade classes as the result of the statistical tool used in this process which is the t-test for uncorrelated means.

Lesson planning. As shown in Table 20, the computed t-value of 14.395 turned to be greater than the critical t-value of 2.101 at .05 level of significance and at df = 18.

This signifies that the null hypothesis stating, "there is no significant difference between the perceptions of the school administrators and the multi-grade teachers on the level of difficulty experienced by the multi-grade teachers along lesson planning," is rejected. From the means it can be inferred that the extent of the level of difficulty perceived by the multi-grade teachers is greater than the school administrators.

Table 21

The t-test for Uncorrelated Means Table to Summarize the Difference on the Perceptions of the Two Categories of Respondents Relative to the Level of Difficulty Experienced by the Teachers Teaching Multi-Grade Classes

Areas of Difficulty	t-value		Evaluation	Decision
	Computed	Critical		
Lesson Planning	14.395	2.101	Significant	Reject Ho
Teacher Techniques	7.388	2.086	Significant	Reject Ho
Instructional Management	8.497	2.101	Significant	Reject Ho
Evaluation Strategies	8.975	2.306	Significant	Reject Ho
Instructional Materials/ Facilities Preparation and/or Acquisition	21.686	2.120	Significant	Reject Ho
Social Mobilization/Networking	6.038	2.306	Significant	Reject Ho

This is manifested by the grand means of 1.18 and 3.22 for the school administrators and the multi-grade teachers, respectively.

Teacher techniques. Based on the data presented in Table 20 regarding the difference on the perceptions of the two categories of respondents on the level of difficulty experienced by the multi-grade teachers, it can be noted that the computed t-value of 7.388 proved to be greater

than the critical t-value of 2.086 at .05 level of significance with df = 20. This means that the null hypothesis stating, "there is no significant difference between the perceptions of the school administrators and the multi-grade teachers on the level of difficulty experienced by the multi-grade teachers along teacher techniques," is rejected.

From the computed means of the two groups of respondents, it can be seen that the multi-grade teachers perceived greater difficulty in teaching the multi-grade classes than the school administrators. This denotes that the multi-grade teachers being the person actually involved in handling the multi-grade classes are in a better position to give this assessment. On the part of the school administrators, their function is more on ministerial or mere overseeing hence, their perception was more subjective based on their observations only.

Instructional management. Likewise, Table 20 presents the difference in the level of difficulty experienced by the multi-grade teachers as perceived by the school administrators and the multi-grade teachers themselves. From the same table, it can be gleaned that the computed t-

value of 8.497 turned to be greater than the critical t-value of 2.101 at .05 level of significance and at df = 18. This signifies that the null hypothesis stating, "there is no significant difference between the perceptions of the school administrators and the multi-grade teachers on the level of difficulty experienced by the multi-grade teachers along instructional management," is rejected.

Like the two areas previously discussed, the perceived level of difficulty experienced by the multi-grade teachers is greater than the school administrators. This is manifested by the computed means of 1.18 and 3.22 for the school administrators and the multi-grade teachers, respectively.

Evaluation strategies. The same Table 20 reveals the difference on the perceptions between the two categories of respondents relative to the level of difficulty experienced by the multi-grade teachers. As revealed, the computed t-value of 8.975 proved to be greater than the critical t-value of 2.306 at .05 level of significance with df = 8. This denotes that the null hypothesis stating, "there is no significant difference between the perceptions of the school administrators and the multi-grade teachers on the

level of difficulty experienced by the multi-grade teachers along evaluation strategies," is rejected.

From the computed means it can be inferred that the multi-grade teachers, being the principal actor in the implementation of multi-grade classes, perceived a higher level of difficulty than the school administrators, whose function is more on ministerial and overseeing. This is manifested by the grand means of 1.25 and 3.50 for the school administrators and the multi-grade teachers, respectively. It is worthwhile to note that the two categories of respondents gave their perceptions independently, the school administrators based on their observations while the multi-grade teachers based their perception on the actual experience they have had with multi-grade classes.

Instructional materials/facilities preparation and/or acquisition. Based on the data presented in Table 20, the computed t-value of 21.686 proved to be greater than the critical t-value of 2.120 at .05 level of significance with df = 16. This signifies that the null hypothesis stating, "there is no significant difference between the perceptions of the school administrators and the multi-grade teachers

in the level of difficulty experienced by the multi-grade teachers along instructional materials/facilities preparation and/or acquisition," is rejected.

Based on the computed means of 1.39 and 4.43 for the school administrators and the multi-grade teachers, respectively, it can be inferred that the multi-grade teachers perceived a higher level of difficulty than the school administrators, the fact that the teachers themselves are the ones actually involved with these multi-grade classes in the district.

Social mobilization/networking. From the same table, Table 20, it can be noted also that the computed t-value of 6.038 turned to be greater than the critical t-value of 2.306 at .05 level of significance at df = 8. This denotes that the null hypothesis stating, "there is no significant difference between the perceptions of the school administrators and the multi-grade teachers in the level of difficulty experienced by the multi-grade teachers along social mobilization/networking," is rejected.

Like the other five areas discussed earlier, the multi-grade teachers gave a higher perceived level of difficulty than the school administrators on this last

area. This is proven by the computed means of 1.30 and 3.47 for the school administrators and multi-grade teachers, respectively. Probably, the difference in the perceptions between the two lies in their independence considering that, like the other areas, the multi-grade teachers, being the lead person involved in the implementation of the multi-grade classes, based their perceived level of difficulty on their personal and/or actual experience while the school administrators, being the overseer of the program, based their perception on their observed level of difficulty.

The Level of Difficulty Experienced by the Teachers Teaching Monograde Classes as Perceived by the School Administrators and by the Teachers Themselves

The level of difficulty experienced by the teachers teaching monograde classes as perceived by the school administrators and by the teachers themselves are presented in Tables 21, 22, 23, 24, 25 and 26. The following areas of difficulty were considered: lesson planning, teacher techniques, instructional management, evaluation strategies, instructional materials/facilities preparation and/or acquisition, and social mobilization/networking.

Table 21

Level of Difficulty Experienced by the Teachers Teaching Mono-grade Classes as Perceived by the Two Categories of Respondents along Lesson Planning

Areas of Difficulty	Respondents	Level of Difficulty					Total	Weighted Mean	Interpretation
		5	4	3	2	1			
		MD	VD	D	FD	ND			
1.Doing mastery of the subject matter.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(2) 2	(4) 3	1.33	ND
	Monograde Teachers	(0) 0	(8) 2	(12) 4	(16) 8	(40) 40	(76) 54	1.41	ND
2.Utilizing varied teaching technique/ strategies based on pupils needs, interest and learning levels.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(2) 2	(4) 3	1.33	ND
	Monograde Teachers	(0) 0	(4) 1	(9) 3	(18) 9	(41) 41	(72) 54	1.33	ND
3.Adjusting his/her communication skills to the level of his/her pupils.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(3) 3	(3) 3	1.00	ND
	Monograde Teachers	(0) 0	(4) 1	(9) 3	(40) 20	(30) 30	(83) 54	1.54	FD
4.Utilizing participative planning and decision-making in classroom instruction.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(2) 2	(4) 3	1.33	ND
	Monograde Teachers	(0) 0	(10) 5	(30) 10	(20) 10	(29) 29	(99) 54	1.83	FD
5.Constructing appropriate instructional materials and are organized in advance to provide interesting activities for different groups.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(2) 2	(4) 3	1.33	ND
	Monograde Teachers	(0) 0	(0) 0	(3) 1	(6) 3	(50) 50	(59) 54	1.09	ND

Table 21 continued

Areas of Difficulty	Respondents	Level of Difficulty					Total	Weighted Mean	Interpretation
		5	4	3	2	1			
		MD	VD	D	FD	ND			
6.Providing activities/ opportunities for application and extension of learning.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(3) 3	(3) 3	1.00	ND
	Monograde Teachers	(0) 0	(0) 0	(12) 4	(10) 5	(45) 45	(67) 54	1.24	ND
7.Organizing the learning environment so that children can move about confidently and efficiently as independent learner.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(3) 3	(3) 3	1.00	ND
	Monograde Teachers	(0) 0	(0) 0	(12) 4	(18) 9	(41) 41	(71) 54	1.31	ND
8.Organizing instruction around well-prepared activities and materials so that both objectives and processes are clear to the pupils.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(2) 2	(4) 3	1.33	ND
	Monograde Teachers	(0) 0	(24) 6	(18) 6	(14) 7	(35) 35	(91) 54	1.68	FD
9.Constructing appropriate and congruent evaluation for mastery.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(3) 3	(3) 3	1.00	ND
	Monograde Teachers	(0) 0	(0) 0	(0) 0	(0) 0	(54) 54	(54) 54	1.00	ND
10.Assigning children to appropriate working groups.	School Admin	(0) 0	(0) 0	(0) 0	(0) 0	(3) 3	(3) 3	1.00	ND
	Monograde Teachers	(0) 0	(0) 0	(0) 0	(4) 2	(52) 52	(56) 54	1.04	ND
Grand Total	School Admin	(0) 0	(0) 0	(0) 0	(10) 5	(25) 25	(35) 30	—	—
	Monograde Teachers	(0) 0	(60) 15	(108) 36	(156) 78	(465) 465	(789) 594	—	—

Table 21 concluded

Areas of Difficulty	Respondents	Level of Difficulty						Weighted Mean	Interpretation
		5	4	3	2	1	Total		
		MD	VD	D	FD	ND			
Grand Mean	School Admin.	----	----	----	----	----	----	1.17	ND
	Monograde Teachers	----	----	----	----	----	----	1.34	ND

Legend:

Level	Scale	Interpretation	
5	4.51 – 5.00	Most Difficult	(MD)
4	3.51 – 4.50	Very Difficult	(VD)
3	2.51 – 3.50	Difficult	(D)
2	1.51 – 2.50	Fairly Difficult	(FD)
1	1.00 – 1.50	Not Difficult	(ND)

Lesson planning. Table 21 presents the perceptions of the two categories of respondents on the level of difficulty experienced by the monograde teachers. As presented, it can be noted that the school administrators perceived the areas of difficulty in lesson planning as "not difficult" being manifested by the grand mean of 1.17 while the monograde teachers considered the difficulty they experienced in teaching monograde classes as "not difficult" also with a grand mean of 1.34.

From the point of view of the school administrators, they considered all the areas identified in lesson planning to be "not difficult" at all. On the other hand, the monograde teachers considered all the school adminis-

trators perceived the areas of difficulty in lesson planning as "not difficult" being manifested by the grand mean of 1.17 while the monograde teachers considered the difficulty they experienced in teaching monograde classes as "not difficult" also with a grand mean of 1.34.

From the point of view of the school administrators, they considered all the areas identified in lesson planning to be "not difficult" at all. On the other hand, the monograde teachers considered all the identified areas in lesson planning to be "not difficult" except for the area on "Organizing instruction around well-prepared materials so that both objectives and processes are clear to the pupils" which was rated with a mean of 1.68 with an adjectival rating of "fairly difficult."

Teacher techniques. The perceptions of the two categories of respondents; the school administrators and monograde teachers, relative to the level of difficulty experienced by the teachers teaching monograde classes are presented in Table 22.

As presented in Table 22, it can be gleaned that school administrators perceived the areas identified in teacher techniques as "not difficult" being manifested by

Table 22

Level of Difficulty Experienced by the Teachers Teaching Mono-grade Classes as Perceived by the Two Categories of Respondents along Teacher Techniques

Areas of Difficulty	Respondents	Level of Difficulty						Weighted Mean	Interpretation
		5	4	3	2	1	Total		
		MD	VD	D	FD	ND			
1.Using a variety of activities during each class period.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(3) 3	(3) 3	1.00	ND
	Monograde Teachers	(0) 0	(0) 0	(0) 0	(0) 0	(54) 54	(54) 54	1.00	ND
2.Providing drill in a variety of way.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(3) 3	(3) 3	1.00	ND
	Monograde Teachers	(0) 0	(0) 0	(0) 0	(8) 4	(50) 50	(58) 54	1.07	ND
3.Providing learners with numerous opportunities for learning and review.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(2) 2	(4) 3	1.33	ND
	Monograde Teachers	(0) 0	(0) 0	(0) 0	(6) 3	(51) 51	(57) 54	1.06	ND
4.Presenting subject matter in small steps.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(3) 3	(3) 3	1.00	ND
	Monograde Teachers	(0) 0	(0) 0	(0) 0	(0) 0	(54) 54	(54) 54	1.00	ND
5.Making interesting supplementary materials of several reading levels readily available in the classroom.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(3) 3	(3) 3	1.00	ND
	Monograde Teachers	(0) 0	(16) 4	(15) 5	(10) 5	(40) 40	(81) 54	1.50	ND

Table 22 continued

Areas of Difficulty	Respondents	Level of Difficulty						Weighted Mean	Interpretation
		5	4	3	2	1	Total		
		MD	VD	D	FD	ND			
6.Using visual aids, aside from printed materials to provide students with needed information.	School Admin.	(0) 0	(0) 0	(0) 0	(4) 2	(1) 1	(5) 3	1.67	FD
	Monograde Teachers	(0) 0	(0) 0	(6) 2	(8) 4	(48) 48	(62) 54	1.15	ND
7.Providing activities which encourage the students to work independently.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(2) 2	(4) 3	1.33	ND
	Monograde Teachers	(0) 0	(0) 0	(9) 3	(12) 6	(45) 45	(66) 54	1.22	ND
8.Relating the work in class to the problems and interest of the students.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(3) 3	(3) 3	1.00	ND
	Monograde Teachers	(0) 0	(8) 2	(9) 3	(20) 10	(39) 39	(76) 54	1.41	ND
9.Providing an appropriate model for grooming, speech, and behavior.	School Admin.	(0) 0	(0) 0	(0) 0	(4) 2	(1) 1	(5) 3	1.67	FD
	Monograde Teachers	(0) 0	(0) 0	(0) 0	(0) 0	(54) 54	(54) 54	1.00	ND
10.Appealing to more than one sense at a time.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(2) 2	(4) 3	1.33	ND
	Monograde Teachers	(0) 0	(0) 0	(12) 4	(10) 5	(45) 45	(67) 54	1.24	ND
11.Giving pupils time to think, during class interaction.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(2) 2	(4) 3	1.33	ND
	Monograde Teachers	(0) 0	(0) 0	(12) 4	(20) 10	(40) 40	(72) 54	1.33	ND

Table 22 concluded

Areas of Difficulty	Respondents	Level of Difficulty						Weighted Mean	Interpretation
		5	4	3	2	1	Total		
		MD	VD	D	FD	ND			
Grand Total	School Admin.	(0) 0	(0) 0	(0) 0	(16) 8	(25) 25	(41) 33	----	----
	Monograde Teachers	(0) 0	(24) 6	(63) 21	(94) 47	(520) 520	(701) 594	----	----
Grand Mean	School Admin.	----	----	----	----	----	----	1.24	ND
	Monograde Teachers	----	----	----	----	----	----	1.18	ND

Legend:

Level	Scale	Interpretation	
5	4.51 – 5.00	Most Difficult	(MD)
4	3.51 – 4.50	Very Difficult	(VD)
3	2.51 – 3.50	Difficult	(D)
2	1.51 – 2.50	Fairly Difficult	(FD)
1	1.00 – 1.50	Not Difficult	(ND)

the grand mean of 1.24 while the teachers teaching monograde classes considered them to be "not difficult" also with a grand mean of 1.18.

On the part of the school administrators, all the areas identified in relation to teacher techniques were considered by them as "not difficult" except in the area of "Using visual aids, aside from printed materials to provide students with needed information," and "Providing an appropriate model for grooming, speech, and behavior" which were equally rated with a weighted mean of 1.67 with

an adjectival interpretation of "fairly difficult." Of the areas considered by the school administrators to be not difficult, "Providing learners with numerous opportunities for learning and review," "Appealing to more than one sense at a time," and "Giving pupils time to think, during class interaction" equally obtained the highest weighted mean of 1.33 while "Using a variety of activities during each class period," "Providing drill in a variety of way," "Presenting subject matter in small steps," "Making interesting supplementary materials of several reading levels readily available in the classroom," and "Relating the work in class to the problems and interest of the students" equally obtained the least weighted mean of 1.00.

On the part of the teachers teaching monograde classes, all of the eleven identified areas were rated as "not difficult," with "Making interesting supplementary materials of several reading levels readily available in the classroom," having obtained the highest weighted mean of 1.50, seconded by "Relating the work in class to the problems and interest of the students," followed by "Giving pupils time to think during class interaction" and "Appealing to more than one sense at a time," with weighted means of 1.41, 1.33 and 1.24, respectively, with an

adjectival rating of "not difficult." The area in "Using a variety of activities during each class period" and "Providing an appropriate model for grooming, speech and behavior" equally obtained the least weighted mean of 1.00 with the same adjectival interpretation of "not difficult."

Instructional management. Table 23 reveals the perceptions of the two categories of respondents involved in this study relative to the level of difficulty of the monograde teachers along instructional management. As revealed in the same table, it can be noted that the over-all perception of the school administrators in this area was rated with a grand mean of 1.20 with an adjectival rating of "not difficult." On the other hand, the teachers teaching monograde classes gave a grand mean of 1.06 being interpreted as "not difficult" also.

Based on the perception of the school administrators, out of 10 identified areas, two were rated to be "fairly difficult." These are: "Maintaining wholesome socio-psychological climate conducive to learning information" and "Establishing and sustaining discipline in the classroom" with the same weighted mean of 1.67. The other eight identified areas were rated as "not difficult" with

Table 23

Level of Difficulty Experienced by the Teachers Teaching Mono-grade Classes as Perceived by the Two Categories of Respondents along Instructional Management

Areas of Difficulty	Respondents	Level of Difficulty						Weighted Mean	Interpretation
		5	4	3	2	1	Total		
		MD	VD	D	FD	ND			
1.Managing space furniture for flexible groupings to suit the activity/ task.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(3) 3	(3) 3	1.00	ND
	Monograde Teachers	(0) 0	(0) 0	(0) 0	(8) 4	(50) 50	(54) 54	1.07	ND
2.Displaying current pupils' work.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(3) 3	(3) 3	1.00	ND
	Monograde Teachers	(0) 0	(0) 0	(0) 0	(0) 0	(54) 54	(54) 54	1.00	ND
3.Arranging instructional materials orderly and neatly for accessibility and optimum utility.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(2) 2	(4) 3	1.33	ND
	Monograde Teachers	(0) 0	(0) 0	(0) 0	(0) 0	(54) 54	(54) 54	1.00	ND
4.Maintaining wholesome socio-psychological climate conducive to learning information.	School Admin.	(0) 0	(0) 0	(0) 0	(4) 2	(1) 1	(5) 3	1.67	FD
	Monograde Teachers	(0) 0	(0) 0	(3) 1	(6) 3	(50) 50	(59) 54	1.09	ND
5.Systematizing classroom routine.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(3) 3	(3) 3	1.00	ND
	Monograde Teachers	(0) 0	(0) 0	(6) 2	(8) 4	(48) 48	(62) 54	1.15	ND
6.Establishing and sustaining discipline in the classroom.	School Admin.	(0) 0	(0) 0	(0) 0	(4) 2	(1) 1	(5) 3	1.67	FD
	Monograde Teachers	(0) 0	(0) 0	(0) 0	(6) 3	(51) 51	(57) 54	1.06	ND

Table 23 continued

Areas of Difficulty	Respondents	Level of Difficulty						Weighted Mean	Interpretation
		5 MD	4 VD	3 D	2 FD	1 ND	Total		
7.Delegating responsibilities suited to learner's capabilities and interests.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(2) 2	(4) 3	1.33	ND
	Monograde Teachers	(0) 0	(0) 0	(0) 0	(0) 0	(54) 54	(54) 54	1.00	ND
8.Maintaining an updated, accurate record for easy utilization.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(3) 3	(3) 3	1.00	ND
	Monograde Teachers	(0) 0	(0) 0	(0) 0	(0) 0	(54) 54	(54) 54	1.00	ND
9.Submitting updated and accurate reports on or before due date.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(3) 3	(3) 3	1.00	ND
	Monograde Teachers	(0) 0	(0) 0	(6) 2	(4) 2	(50) 50	(60) 54	1.11	ND
10.Working within the time frame allotted for the activity.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(3) 3	(3) 3	1.00	ND
	Monograde Teachers	(0) 0	(0) 0	(6) 2	(8) 4	(48) 48	(62) 54	1.15	ND
Grand Total	School Admin.	(0) 0	(0) 0	(0) 0	(12) 6	(24) 24	(36) 30	—	—
	Monograde Teachers	(0) 0	(0) 0	(21) 7	(40) 20	(513) 513	(574) 540	—	—
Grand Mean	School Admin.	—	—	—	—	—	—	**1.20**	**ND**
	Monograde Teachers	—	—	—	—	—	—	**1.06**	**ND**

Legend:

Level	Scale	Interpretation	
5	4.51 – 5.00	Most Difficult	(MD)
4	3.51 – 4.50	Very Difficult	(VD)
3	2.51 – 3.50	Difficult	(D)
2	1.51 – 2.50	Fairly Difficult	(FD)
1	1.00 – 1.50	Not Difficult	(ND)

"Arranging instructional materials orderly and neatly for accessibility and optimum utility" and "Delegating responsibilities suited to learner's capabilities and interests" having equally obtained the highest weighted mean of 1.33, while the rest of the identified areas equally obtained the least weighted mean of 1.00.

On the other hand, based on the perceptions of the monograde teachers, all the 10 identified areas were rated by them to be "not difficult" with "Systematizing classroom routine" and "Working within the time frame allotted for the activity" which equally obtained the highest weighted mean of 1.15. It is seconded by "Managing space furniture for flexible groupings to suit the activity/task," followed by "Establishing and sustaining discipline in the classroom" with weighted means of 1.07 and 1.06, respectively. The rest of the identified areas were equally rated with a weighted mean of 1.00, having obtained the least weighted mean.

Evaluation strategies. In Table 24, the perceptions of the two categories of respondents, the school administrators and the mono-grade teachers, relative to the level of difficulty of teachers teaching monograde classes

Table 24

Level of Difficulty Experienced by the Teachers Teaching Mono-grade Classes as Perceived by the Two Categories of Respondents along Evaluation Strategies

Areas of Difficulty	Respondents	Level of Difficulty						Weighted Mean	Interpretation
		5	4	3	2	1	Total		
		MD	VD	D	FD	ND			
1.Clarifying or defining instructional objectives and share them with pupils.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(2) 2	(4) 3	1.33	ND
	Mg Teachers	(0) 0	(0) 0	(9) 3	(12) 6	(45) 45	(66) 54	1.22	ND
2.Preassessing the learners needs and/or pupils entry of performance.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(2) 2	(4) 3	1.33	ND
	Mg Teachers	(0) 0	(0) 0	(6) 2	(20) 10	(42) 42	(68) 54	1.26	ND
3.Monitoring learning progress through formative evaluation to provide useful clues to better adjust instruction to the needs of the learners.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(3) 3	(3) 3	1.00	ND
	Mg Teachers	(0) 0	(0) 0	(6) 2	(6) 3	(48) 48	(61) 54	1.13	ND
4.Conducting observation of learners achievement at the end of instruction.	School Admin.	(0) 0	(0) 0	(0) 0	(4) 2	(1) 1	(5) 3	1.67	FD
	Mg Teachers	(0) 0	(0) 0	(0) 0	(0) 0	(54) 54	(54) 54	1.00	ND
5.Providing learners feedback of the results of the test/ evaluation.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(3) 3	(3) 3	1.00	ND
	Mg Teachers	(0) 0	(0) 0	(0) 0	(0) 0	(54) 54	(54) 54	1.00	ND

Table 24 continued

Areas of Difficulty	Respondents	Level of Difficulty						Weighted Mean	Interpretation
		5	4	3	2	1	Total		
		MD	VD	D	FD	ND			
Grand Total	School Admin.	(0) 0	(0) 0	(0) 0	(8) 4	(11) 11	(19) 15	—	—
	Mg Teachers	(0) 0	(0) 0	(21) 7	(38) 19	(244) 244	(303) 270	—	—
Grand Mean	School Admin.	—	—	—	—	—	—	1.27	ND
	Mg Teachers	—	—	—	—	—	—	1.12	ND

Legend:

Level	Scale	Interpretation	
5	4.51 – 5.00	Most Difficult	(MD)
4	3.51 – 4.50	Very Difficult	(VD)
3	2.51 – 3.50	Difficult	(D)
2	1.51 – 2.50	Fairly Difficult	(FD)
1	1.00 – 1.50	Not Difficult	(ND)

along evaluation strategies are presented. In the said table, it can be gleaned that the school administrators gave a grand mean of 1.27 to the over-all perception which can be interpreted as "not difficult," while the monograde teachers gave an over-all perception with a grand mean of 1.12 with an adjectival interpretation of "not difficult," the same interpretation with that of the school administrators.

From the point of view of the school administrators, "Conducting observation of learners achievement at the end

of instruction" was rated with a weighted mean of 1.67 being interpreted as "fairly difficult." The other four identified areas along evaluation strategies were considered by them to be "not difficult" with "Clarifying or defining instructional objectives and share them with pupils," and "Pre-assessing the learners needs and/or pupils entry of performance" having equally obtained the highest weighted mean of 1.33, while "Monitoring learning progress through formative evaluation to provide useful clues to better adjust instruction to the needs of the learners," and "Providing learners feedback of the results of the test/evaluation" equally obtained the least weighted mean of 1.00.

From the point of view of the monograde teachers, all the five identified areas along evaluation strategies were considered by them to be "not difficult." "Pre-assessing the learners' needs and/or pupils' entry of performance," obtained the highest weighted mean of 1.26 with an adjectival rating of "not difficult." It is seconded by "Clarifying or defining instructional objectives and share them with pupils" and followed by "Monitoring learning progress through formative evaluation to provide useful clues to better adjust instruction to the needs of the

learners," with weighted means of 1.22 and 1.13, respectively, being interpreted to be "not difficult" also. "Conducting observation of learners achievement at the end of instruction" and "Providing learners feedback of the results of the test/evaluation," equally obtained the least weighted mean of 1.00 with the same adjectival rating of "not difficult."

Instructional materials/facilities preparation and/or acquisition. Table 25 provides the information on the perceptions of the school administrators and the mono-grade teachers on the level of difficulty of the teachers in teaching monograde classes along instructional materials/facilities preparation and/or acquisition. As revealed in Table 26, the school administrators perceived this area as "not difficult" being manifested by the grand mean of 1.37, while the monograde teachers considered this area as "difficult" by giving a grand mean of 3.01.

From the point of view of the school administrators, "Acquiring textbooks, references, and other reading materials," "Providing classroom furniture and equipment," "Providing lighting and ventilation in any part of the room," and "Providing for movable types of furniture and

Table 25

Level of Difficulty Experienced by the Teachers Teaching in Monograde Classesas Perceived by the Two Categories of Respondents along Instructional Materials/Facilities Preparation and/or Acquisition

Areas of Difficulty	Respondents	Level of Difficulty					Total	Weighted Mean	Interpretation
		5	4	3	2	1			
		MD	VD	D	FD	ND			
1.Acquiring textbooks, references, and other reading materials.	School Admin.	(0) 0	(0) 0	(0) 0	(4) 2	(1) 1	(5) 3	1.67	FD
	Monograde Teachers	(0) 0	(0) 0	(12) 4	(20) 10	(40) 40	(72) 54	1.33	ND
2.Preparing charts, pictures, and graphs, when needed during instruction.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(2) 2	(4) 3	1.33	ND
	Monograde Teachers	(0) 0	(0) 0	(0) 0	(8) 4	(50) 50	(58) 54	1.07	ND
3.Providing chalkboards, bulletin boards for display.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(3) 3	(3) 3	1.00	ND
	Monograde Teachers	(10) 2	(40) 10	(105) 35	(14) 7	(0) 0	(169) 54	3.13	D
4.Providing learning centers and areas.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(3) 3	(3) 3	1.00	ND
	Monograde Teachers	(25) 5	(60) 15	(90) 30	(8) 4	(0) 0	(183) 54	3.39	D
5.Providing classroom furniture and equipment.	School Admin.	(0) 0	(0) 0	(0) 0	(4) 2	(1) 1	(5) 3	1.67	FD
	Monograde Teachers	(150) 30	(40) 10	(36) 12	(4) 2	(0) 0	(230) 54	4.26	VD
6.Providing lighting and ventilation in any part of the room.	School Admin.	(0) 0	(0) 0	(0) 0	(4) 2	(1) 1	(5) 3	1.67	FD
	Monograde Teachers	(245) 49	(20) 5	(0) 0	(0) 0	(0) 0	(265) 54	4.91	MD

Table 25 continued

Areas of Difficulty	Respondents	Level of Difficulty						Weighted Mean	Interpretation
		5 MD	4 VD	3 D	2 FD	1 ND	Total		
7.Providing for movable types of furniture and equipment.	School Admin.	(0) 0	(0) 0	(0) 0	(4) 2	(1) 1	(5) 3	1.67	FD
	Monograde Teachers	(35) 7	(12) 3	(120) 40	(8) 4	(0) 0	(175) 54	3.24	D
8.Providing outdoor resources for learning.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(2) 2	(4) 3	1.33	ND
	Monograde Teachers	(0) 0	(20) 5	(135) 45	(8) 4	(0) 0	(163) 54	3.02	D
9.Providing for an outdoor space.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(3) 3	(3) 3	1.00	ND
	Monograde Teachers	(0) 0	(16) 4	(114) 38	(10) 5	(7) 7	(147) 54	2.72	D
Grand Total	School Admin.	(0) 0	(0) 0	(0) 0	(20) 10	(17) 17	(37) 27	---	---
	Monograde Teachers	(465) 93	(208) 52	(612) 204	(80) 40	(97) 97	(1462) 486	---	---
Grand Mean	School Admin.	---	---	---	---	---	---	**1.37**	**ND**
	Monograde Teachers	---	---	---	---	---	---	**3.01**	**D**

Legend:

Level	Scale	Interpretation	
5	4.51 – 5.00	Most Difficult	(MD)
4	3.51 – 4.50	Very Difficult	(VD)
3	2.51 – 3.50	Difficult	(D)
2	1.51 – 2.50	Fairly Difficult	(FD)
1	1.00 – 1.50	Not Difficult	(ND)

equipment" were equally rated with a weighted mean of 1.67 with an adjectival rating of "fairly difficult."

"Providing chalkboards, bulletin boards for display," "Providing learning centers and areas," and "Providing for an outdoor space" were the areas that were rated with the least weighted mean of 1.00 with an adjectival rating of "not difficult."

On the other hand, from the point of view of the monograde teachers, "Providing lighting and ventilation in any part of the room," obtained the highest weighted mean of 4.91 with an adjectival interpretation of "most difficult," seconded by "Providing classroom furniture and equipment" with an obtained weighted mean of 4.26, being interpreted as "very difficult." The aforementioned two areas were followed by "Providing learning centers and areas," "Providing for movable types of furniture and equipment," "Providing chalkboards, bulletin boards for display," and "Providing outdoor resources for learning," with obtained means of 3.39, 3.24, 3.13, 3.02, and 2.72, respectively. "Preparing charts, pictures, and graphs, when needed during instruction," obtained the least weighted mean of 1.00, with an adjectival rating of "not difficult."

Social mobilization/networking: Table 26 refers to the perceptions of the two categories of respondents on the level of difficulty experienced by the teachers teaching monograde classes along social mobilization/networking. From the same table, it can be noted that the over-all perception of the school administrators obtained a grand mean of 1.33 which can be interpreted as "not difficult," while the over-all perception of the monograde teachers yielded a grand mean of 1.58 with an adjectival rating of "fairly difficult."

Taking into the details, from the point of view of the school administrators, all the five identified areas along this line were considered by them to be "not difficult" except for "Soliciting the assistance of community leaders in implementing programs/projects/ activities" which was rated with a weighted mean of 1.67 with an adjectival rating of "fairly difficult." The same area obtained the highest weighted mean. "Conducting regular PTCA meeting," on the other hand, obtained the least weighted mean of 1.00 with an adjectival rating of "not difficult."

Likewise, from the point of view of the monograde teachers, "Soliciting the assistance of community leaders

Table 26

Level of Difficulty Experienced by the Teachers Teaching in Mono-grade Classes as Perceived by the Two Categories of Respondents along Social Mobilization/ Networking

Areas of Difficulty	Respondents	Level of Difficulty						Weighted Mean	Interpretation
		5	4	3	2	1	Total		
		MD	VD	D	FD	ND			
1.Enlisting parents and community members involvement in school activities.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(2) 2	(4) 3	1.33	ND
	Monograde Teachers	(0) 0	(0) 0	(0) 0	(8) 4	(50) 50	(58) 54	1.07	ND
2.Soliciting the assistance of community leaders in implementing programs/projects/ activities.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 2	(1) 1	(3) 3	1.67	FD
	Monograde Teachers	(30) 6	(40) 10	(90) 30	(10) 5	(3) 3	(173) 54	3.20	D
3.Modelling desirable values in school and in the community.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(2) 2	(4) 3	1.33	ND
	Monograde Teachers	(0) 0	(0) 0	(0) 0	(8) 4	(50) 50	(58) 54	1.07	ND
4.Conducting regular PTCA meeting.	School Admin.	(0) 0	(0) 0	(0) 0	(0) 0	(3) 3	(3) 3	1.00	ND
	Monograde Teachers	(0) 0	(0) 0	(9) 3	(12) 6	(45) 45	(66) 54	1.22	ND
5.Utilizing effective feedback mechanism to parents relative to children's performance in school.	School Admin.	(0) 0	(0) 0	(0) 0	(2) 1	(2) 2	(4) 3	1.33	ND
	Monograde Teachers	(0) 0	(0) 0	(12) 4	(20) 10	(40) 40	(72) 54	1.33	ND

Table 26 continued

Areas of Difficulty	Respondents	Level of Difficulty						Weighted Mean	Interpretation
		5	4	3	2	1	Total		
		MD	VD	D	FD	ND			
Grand Total	School Admin.	(0) 0	(0) 0	(0) 0	(10) 5	(10) 10	(20) 15	---	---
	Monograde Teachers	(30) 6	(40) 10	(111) 37	(58) 29	(188) 188	(427) 270	---	---
Grand Mean	School Admin.	---	---	---	---	---	---	**1.33**	**ND**
	Monograde Teachers	---	---	---	---	---	---	**1.58**	**FD**

Legend:

Level	Scale	Interpretation	
5	4.51 – 5.00	Most Difficult	(MD)
4	3.51 – 4.50	Very Difficult	(VD)
3	2.51 – 3.50	Difficult	(D)
2	1.51 – 2.50	Fairly Difficult	(FD)
1	1.00 – 1.50	Not Difficult	(ND)

in implementing programs/projects/activities" obtained the highest weighted mean of 3.20, being interpreted as "difficult." The other four areas were rated to be "not difficult" with "Enlisting parents and community members involvement in school activities," and "Modeling desirable values in school and in the community" having equally obtained the least weighted mean of 1.07.

Comparison of the Perceptions of the School Administrators and the Monograde Teachers on the Level of Difficulty Experienced by the Teachers Teaching Monograde Classes

Table 27 presents the summary test of difference in the perceptions between the school administrators and the monograde teachers relative to the level of difficulty experienced by the teachers in teaching monograde classes as the result of the statistical tool used in this process which is the t-test for uncorrelated means.

Lesson planning. As shown in Table 27, the computed t-value of 1.653 turned to be less than the critical t-value of 2.101 at .05 level of significance and at df = 18. This signifies that the null hypothesis stating, "there is no significant difference between the perceptions of the school administrators and the monograde teachers on the level of difficulty experienced by the monograde teachers along lesson planning," is accepted. This denotes that the two categories of respondents mutually agree that the areas included in lesson planning were not difficult to handle.

Teacher techniques. Based on the data presented in Table 27 regarding the difference on the perceptions of the two categories of respondents on the level of difficulty

Table 27

Comparison of t-test on the Perceptions of the Two Groups of Respondents Relative to the Level of Difficulty Experienced by the Teachers Teaching Monograde Classes

Areas of Difficulty	t-value		Evaluation	Decision
	Computed	Critical		
Lesson Planning	1.653	2.101	Insignificant	Accept Ho
Teacher Techniques	0.630	2.086	Insignificant	Accept Ho
Instructional Management	1.023	2.101	Insignificant	Accept Ho
Evaluation Strategies	1.101	2.306	Insignificant	Accept Ho
Instructional Materials/ Facilities Preparation and/or Acquisition	3.885	2.120	Significant	Reject Ho
Social Mobilization/Networking	0.592	2.306	Insignificant	Accept Ho

experienced by the monograde teachers, it can be noted that the computed t-value of 0.630 proved to be less than the critical t-value of 2.086 at .05 level of significance with df = 20. This means that the null hypothesis stating, "there is no significant difference between the perceptions of the school administrators and the monograde teachers in the level of difficulty experienced by the mono-grade teachers along teacher techniques," is accepted.

Instructional management. Likewise, Table 27 presents the difference in the level of difficulty experienced by the monograde teachers as perceived by the school administrators and the monograde teachers themselves. From the same table, it can be gleaned that the computed t-value of 1.023 turned to be less than the critical t-value of 2.101 at .05 level of significance and at df = 18. This signifies that the null hypothesis stating, "there is no significant difference between the perceptions of the school administrators and the monograde teachers on the level of difficulty experienced by the monograde teachers themselves along instructional management," is accepted.

Like the two areas previously discussed, the perceived level of difficulty experienced by the monograde teachers is the same with the perception of the school administrators.

Evaluation strategies. The same Table 27 reveals the difference on the perceptions between the two categories of respondents relative to the level of difficulty experienced by the monograde teachers in teaching monograde classes. As revealed, the computed t-value of 1.101 proved to be less than the critical t-value of 2.306 at .05 level of

significance with df = 8. This denotes that the null hypothesis stating, "there is no significant difference between the perceptions of the school administrators and the monograde teachers on the level of difficulty experienced by the monograde teachers along evaluation strategies," is accepted, which further means that the two groups of respondents agree that this particular task of the teachers is not at all difficult.

Instructional materials/facilities preparation and/or acquisition. Based on the data presented in Table 27, the computed t-value of 3.885 proved to be greater than the critical t-value of 2.120 at .05 level of significance with df = 16. This signifies that the null hypothesis stating, "there is no significant difference between the perceptions of the school administrators and the monograde teachers on the level of difficulty experienced by the monograde teachers along instructional materials/facilities preparation and/or acquisition," is rejected.

Based on the computed means of 1.39 and 3.01 for the school administrators and the monograde teachers, respectively, it can be inferred that the monograde teachers perceived a higher level of difficulty than the

school administrators. It is worthwhile to note that the two categories of respondents independently gave their views. The school administrators based their perception on their observed difficulty while the monograde teachers based their evaluation from their actual difficulty experienced being the front-liners in the teaching of mono-grade classes.

Social mobilization/networking. From the same table, Table 27, it can be noted also that the computed t-value of 0.592 turned to be less than the critical t-value of 2.306 at .05 level of significance at df = 8. This denotes that the null hypothesis stating, "there is no significant difference between the perceptions of the school administrators and the monograde teachers on the level of difficulty experienced by the mono-grade teachers along social mobilization/networking," is accepted.

Like the first four areas of difficulty, the monograde teachers and the school administrators, although they gave their independent opinions or perceptions, agree that the areas involved in social mobilization/ networking were not difficult to accomplish.

Performance of the Pupils in the Multi-Grade Classes and Monograde Classes in Terms of Mean Percentage Score in the District Achievement Test During the School Year 2000-2001

The performance of the pupils in the multi-grade and monograde classes in terms of the mean percentage score (MPS) as the result of the district achievement test is presented in Table 28. As gleaned from the table, the multi-grade classes, consisting of 34 primary and elementary schools in Tarangnan-Pagsanghan district, obtained a grand mean of 60.59 with a standard deviation of 7.18, while the monograde classes, consisting of eight complete elementary schools in the same district, obtained a grand mean of 66.60 with a standard deviation of 4.98.

The data presented in Table 28 manifest that the MPS of the multi-grade classes is more pronounced than that of the monograde classes. This means that the variability of the MPS of the multi-grade classes is more scattered from the center or from the grand mean while the MPS of the monograde classes is more homogeneous.

Table 28

Mean Percentage Score of the Multi-Grade and Mono-Grade Classes as the Result of the District Achievement Test for School Year 2000-2001

Area/School	Mean Percentage Score (MPS)	
	Multi-Grade Classes	Monograde Classes
Area I		
Bahay Elem. School	58.55	---
Dapdap Elem. School	65.10	---
Cabunga-an Elem. School	52.25	---
Talinga Primary School	41.33	---
Balongga-as Primary School	50.12	---
Binalayan Primary School	59.04	---
Gallego Primary School	53.21	---
Lahog Primary School	61.98	---
Pajo Elem. School	57.06	---
Canunghan Primary School	64.00	---
Area II		
Bonga Elem. School	69.22	---
San Luis Elem. School	67.95	---
Buenos Aires Primary School	61.01	---
Caloloma Primary School	60.20	---
Pange Primary School	69.01	---
Cambaye Primary School	68.14	---
Calanyugan Primary School	50.24	---
Villahermosa Elem. School	---	60.58
Area III		
Libucan Elem. School	57.13	---
Baras Primary School	62.14	---
Alcazar Primary School	69.44	---
Libucan Gote Primary School	64.78	---
Libucan Dacu Elem. School	---	70.78
San Vicente Elem. School	---	68.03
Oeste Elementary School	---	75.66
Tigdaranao Elem. School	---	61.39

Table 28 continued

Area/School	Mean Percentage Score (MPS)	
	Multi-Grade Classes	Monograde Classes
Area IV		
Lucerdoni Elem. School	69.71	---
Cambatutay Prim. School	68.01	---
Catan-agan Prim. School	57.34	---
Marabut Prim. School	59.01	---
Inagod Primary School	65.61	---
Tizon Primary School	66.01	---
Cagtutulo Primary School	60.69	---
Bisitahan Primary School	68.04	---
Balugo Primary School	56.21	---
Sto. Niño Primary School	50.45	---
Balugo Primary School	60.75	---
Mancarez Elem. School	48.83	---
Awang Primary School	67.50	---
Majacob Elem. School	---	63.76
Palencia Elem. School	---	66.63
Sta. Cruz Elem School	----	65.97
Mean	**60.59**	**66.60**
Standard Deviation	**7.18**	**4.98**

Difference Between the MPS of Multi-grade and Monograde Classes in the District Achievement Test

To test whether a significant difference existed between the mean percentage scores of the multi-grade and monograde classes, the t-test for uncorrelated means was employed. Summary of the t-test result is presented in Table 29. As presented by the same table, it can be noted that the computed t-value of 2.234 turned to be

Table 29

Summary of the t-test Result to Determine Significant Difference of Performance Between the Multi-Grade and Mono-Grade Classes

	Multi-Grade Classes	Mono-Grade Classes
Grand Mean	60.59	66.60
Variance	51.5520	24.7784
Computed t-value	2.234	$\alpha = .05$
Critical t-value	1.960	$df = 40$
Evaluation	Significant	
Decision	Reject Null Hypothesis	

greater than the critical t-value of 1.960 at .05 level of significance and at df = 40. This signifies that a significant difference existed between the two categories of mean percentage scores. Therefore, the null hypothesis stating "There is no significant difference between the performance of the pupils in the multi-grade classes and the monograde classes in terms of mean percentage score in the achievement test during the school year 2000-2001" is rejected.

From the computed grand means it can be gleaned that the grand mean of the monograde classes is higher than the multi-grade classes being manifested by the grand mean value of 66.60 and 60.59 for the monograde and multi-grade classes, respectively. This denotes that the performance of the monograde classes is higher than the performance of the multi-grade classes in terms of the MPS as the result of the district achievement test conducted during the school year 2000-2001.

Relationships Between the Performance of the Multi-Grade Classes and the Level of Difficulty Experienced by the Multi-Grade Teachers

Table 30 reveals the Pearson r table to summarize the association of the performance of the pupils in the multi-grade classes and the level of difficulty experienced by the multi-grade teachers. The following are the areas wherein the performance of the multi-grade classes was associated with: Lesson planning, Teaching Techniques, Instructional materials/facilities preparation/acquisition, Evaluation strategies and Social mobilization/networking.

Lesson planning. As gleaned from Table 30, the computed r_{xy} value turned to be -0.56 which denotes a

Table 30

The Pearson r Table to Summarize the Association of the Performance of the Pupils in Multi-Grade Classes to the Level of Difficulty Experiencedby the Multi-Grade Teachers

Areas	Pearson r-value	Interpretation	Fisher's t-value		Evaluation
			Computed	Critical	
Lesson Planning	-0.56	Moderate Negative Correlation	3.824	0.349	Significant
Teaching Techniques	-0.33	Low Negative Correlation	1.978	0.349	Significant
Instructional Management	-0.21	Low Negative Correlation	1.215	0.349	Significant
Evaluation Strategies	0.21	Low Positive Correlation	1.215	0.349	Significant
Instructional Materials/Facilities Preparation/ Acquisition	-0.04	Negligible Negative Correlation	0.226	0.349	Not Significant
Social Mobilization/ Networking	-0.42	Moderate Negative Correlation	2.618	0.349	Significant

negative moderate correlation. This signifies that as the level of difficulty felt by the multi-grade teachers becomes higher, the performance of the pupils in the district achievement test turns to be lower. Further test

of significance proved the foregoing to be true being manifested by the computed Fisher's t-value of 3.824 which turned to be greater than the critical Fisher's t-value. Thus, the null hypothesis stating "There is no significant relationship between the performance of multi-grade classes and the level of difficulty experienced by the multi-grade teachers along lesson planning" is rejected.

Teacher techniques. In the same Table 30, it can be noted that in associating the performance of the multi-grade classes with the level of difficulty experienced by the multi-grade teachers, the computed r_{xy} value is -0.33. This denotes a negative low correlation. Further test shows that the computed Fisher's t-value of 1.978 turned to be greater than the critical Fisher's t-value of 0.349. This signifies an inverse relationship between the two variables. This means that the higher the level of difficulty felt by the multi-grade teachers along teacher techniques, the lower the MPS result of the pupils in the multi-grade classes. Therefore, the null hypothesis stating "There is no significant relationship between the performance of multi-grade classes and the level of

difficulty experienced by the multi-grade teachers along teacher techniques" is rejected.

Instructional management. As presented by Table 30, the obtained r_{xy} value to associate the performance of the pupils in the multi-grade classes with the level of difficulty experienced by the multi-grade teachers is -0.21 which denotes a negative low correlation. However, further test proved a significant negative relationship being manifested by the computed Fisher's t-value of 1.215 which turned to be greater than the critical Fisher's t-value of 0.349. This signifies that the higher the level of difficulty felt by the multi-grade teachers along instructional management, the lower the MPS of the pupils in the multi-grade classes. Hence, the null hypothesis stating "There is no significant relationship between the performance of multi-grade classes and the level of difficulty experience by the multi-grade teachers along instructional management" is rejected.

Evaluation strategies. Likewise, Table 30 presents the summary of the r_{xy} value to associate the performance of the pupils in the multi-grade classes with the level of difficulty felt by the multi-grade teachers along

evaluation strategies. From the same table, it can noted that the r_{xy} value of 0.21 manifest positive low correlation which denotes that the higher the level of difficulty experienced by the multi-grade teachers along evaluation strategies, the higher the performance of the pupils in the multi-grade manifested in their MPS. Further test proved the foregoing statement being manifested by the computed Fisher's t-value of 1.215 which turned to be greater than the critical Fisher's t-value of 0.349.

The data presented imply a better performance of the pupils in the multi-grade classes as their teacher experience difficulty in the evaluation probably, it is because of the challenge that the multi-grade teacher felt that she exerted more effort in teaching following the evaluation standards. Thus, the null hypothesis stating "There is no significant relationship between the performance of multi-grade classes and the level of difficulty experience by the multi-grade teachers along evaluation strategies" is rejected.

Instructional materials/facilities preparation and/or acquisition. Table 30 further presents the summary of the correlation between the performance of the pupils in the

multi-grade and the level of difficulty experienced by the multi-grade teachers along instructional materials/ facilities preparation/acquisition. As presented in Table 29, the r_{xy} value is -0.04 which denotes a negative negligible correlation. This signifies that the difficulty experienced by the multi-grade teachers along this area does not significantly affect the performance of the pupils in the multi-grade classes. This is proven by the computed Fisher's t-value of 0.226 which turned to be less than the critical Fisher's t-value of 0.349. Therefore, the null hypothesis stating "There is no significant relationship between the performance of multi-grade classes and the level of difficulty experience by the multi-grade teachers along instructional materials/facilities preparation/ acquisition" is accepted.

Social mobilization/net working. As revealed in Table 30, the computed r_{xy} value is -0.42. This denotes a negative moderate correlation between the performance of the pupils in the multi-grade classes and the level of difficulty experienced by the multi-grade teachers along social mobilization/net working. This means that the higher the level of difficulty experienced by the teachers,

the lower the performance of the pupils in the district achievement tests. Further test proved the foregoing to be true being manifested by the computed Fisher's t-value of 2.618 which turned to be greater than the critical Fisher's t-value of 0.349. Hence, the null hypothesis stating "There is no significant relationship between the performance of multi-grade classes and the level of difficulty experience by the multi-grade teachers along social mobilization/net working" is rejected.

Problems Encountered by the Multi-Grade Teachers in Teaching the Multi-Grade Classes

Table 31 presents the problems encountered by the multi-grade teachers in the teaching of multi-grade classes. As presented in the same table, the multi-grade teachers in the over-all assessment, considered the identified problems encountered in teaching multi-grade classes as "highly felt" being manifested by the grand mean of 3.66.

As further presented in Table 31, along lesson planning, "Teacher's reluctance to the innovation and change" obtained the highest weighted mean of 4.07 with an adjectival interpretation of "highly felt." With regards

Table 31

Problems Encountered by the Teachers in Teaching Multi-Grade Classes

Problems Encountered	Extent of the Problems						Weighted Mean	Interpretation
	5 EF	4 HF	3 MF	2 SF	1 NF	Total		
A. Lesson Planning								
1.Unpreparedness of teachers when reporting to class/ school.	(75) 15	(100) 25	(240 8	(8) 4	(2) 2	(209) 54	3.87	HF
2.Teacher's lack of knowledge on the relevance of teaching methods and strategies.	(50) 10	(64) 16	(60) 20	(0) 0	(8) 8	(182) 54	3.37	MF
3.Teacher's reluctance to the innovation and change.	(90) 18	(96) 24	(30) 10	(4) 2	(0) 0	(220) 54	4.07	HF
4.Absence of participative planning in classroom activities.	(100) 20	(72) 18	(45) 15	(2) 1	(0) 0	(219) 54	4.06	HF
5.Uninteresting and irrelevant teaching aids devices.	(10) 2	(64) 16	(48) 16	(34) 17	(3) 3	(159) 54	2.94	MF
6.Boring and interesting classroom activities.	(15) 3	(40) 10	(45) 15	(36) 18	(8) 8	(144) 54	2.67	MF
7.Boring and ineffective teaching strategies.	(40) 8	(40) 10	(54) 18	(32) 16	(2) 2	(168) 54	3.11	MF
Sub-Total	(380) 76	(476) 119	(306) 102	(116) 58	(23) 23	(1301) 378	**3.44**	**MF**
B. Teacher Technique								
1.Unresourceful teacher in recognizing pupils needs and utilizing pupils interest.	(10) 2	(32) 8	(54) 18	(32) 16	(10) 10	(138) 54	2.56	MF
2.Teachers lack of satisfactory means in the motivation of learners.	(20) 4	(24) 6	(51) 17	(30) 15	(12) 12	(137) 54	2.54	MF
3.Absence of classroom standards and operating procedures.	(15) 3	(24) 6	(30) 10	(36) 18	(17) 17	(122) 54	2.26	MF
4.Wastage in the use of time resource like devoting several minutes in checking of attendance and other activities not included in the lesson plan.	(100) 20	(64) 16	(30) 10	(12) 6	(2) 2	(208) 54	3.85	HF

Table 31 continued

Problems Encountered	Extent of the Problems						Weighted Mean	Interpretation
	5 EF	4 HF	3 MF	2 SF	1 NF	Total		
B. Teacher Techniques								
5.Teacher unequal distribution of learning tasks among pupils in the classroom.	(550 11	(52) 13	(60) 20	(100 5	(5) 5	(182) 54	3.37	HF
6.Absence of compliments and/or encouragement from the teacher when the pupils perform well or when need to do more.	(10) 2	(64) 16	(60) 20	(16) 8	(8) 8	(158) 54	2.93	MF
Sub-Total	(210) 42	(260) 65	(285) 95	(136) 68	(54) 54	(945) 324	**2.92**	**MF**
C.Instructional Management								
1.Lack floor spaces for flexible groupings.	(110) 22	(60) 15	(30) 10	(14) 7	(0) 0	(214) 54	3.96	HF
2.Inadequate instructional materials.	(90) 18	(80) 20	(33) 11	(8) 4	(1) 1	(212) 54	3.93	HF
3.Unwholesome psychological classroom environment.	(80) 16	(68) 17	(60) 20	(2) 1	(0) 0	(210) 54	3.89	HF
4.Undisciplined pupils.	(105) 21	(72) 18	(30) 10	(6) 3	(2) 2	(215) 54	3.98	HF
5.Passive and/or unparticipative pupils.	(90) 18	(84) 21	(33) 11	(4) 2	(2) 2	(213) 54	3.94	HF
6.Too many tasks per session.	(130) 26	(72) 18	(30) 10	(0) 0	(0) 0	(232) 54	4.30	HF
7.Inadequate time allotment per subject.	(190) 38	(48) 12	(12) 4	(0) 0	(0) 0	(250) 54	4.63	EF
Sub-Total	(795) 159	(484) 121	(228) 76	(34) 17	(5) 5	(1546) 378	**4.09**	**HF**
D. Evaluation Strategies								
1.The teacher does not regularly review the assignment of the pupils.	(90) 18	(60) 15	(36) 12	(16) 8	(1) 1	(203) 54	3.76	HF
2.Giving of assignments/ homework is not give emphasis by the teacher.	(25) 5	(40) 10	(36) 12	(48) 24	(3) 3	(152) 54	2.81	MF
3.Incongruent instructional objectives and evaluation items.	(0) 0	(8) 2	(15) 5	(36) 18	(29) 29	(88) 54	1.63	MF
4.Unclear statements of evaluation directions.	(5) 1	(40) 10	(33) 11	(24) 12	(20) 20	(122) 54	2.26	MF

Table 31 continued

Problems Encountered	Extent of the Problems						Weighted Mean	Interpretation
	5 EF	4 HF	3 MF	2 SF	1 NF	Total		
D. Evaluation strategies								
5.Limited test items that do not satisfy the skills required the lesson.	(130) 26	(72) 18	(27) 9	(2) 1	(0) 0	(231) 54	4.28	HF
Sub-Total	(250) 50	(220) 55	(147) 49	(126) 63	(53) 53	(796) 270	**2.95**	**MF**
E.Instructional Materials/ Facilities Preparation Acquisition								
1.Absence of the promised ready-made lesson plans for all the subject areas.	(130) 26	(80) 20	(24) 8	(0) 0	(0) 0	(234) 54	4.33	HF
2.Lack of textbooks for all the subject areas.	(170) 34	(40) 10	(30) 10	(0) 0	(0) 0	(240) 54	4.44	HF
3.Unavailability of instructional materials such as chalkboards, bulletin boards, and equipment.	(145) 29	(56) 14	(30) 10	(2) 1	(0) 0	(233) 54	4.31	HF
4.Inadequate floor spaces for pupils grouping activities.	(190) 38	(48) 12	(6) 2	(4) 2	(0) 0	(248) 54	4.59	EF
5.Lack of school building/ classrooms.	(0) 0	(0) 0	(36) 12	(48) 24	(18) 18	(102) 54	1.89	MF
6.Lack of school facilities like armchairs, teacher's table, and learners working table.	(195) 39	(40) 10	(12) 4	(2) 1	(0) 0	(249) 54	4.61	EF
7.Library is not available.	(20) 4	(0) 0	(0) 0	(0) 0	(0) 0	(20) 4	5.00	EF
Sub-Total	(850) 170	(264) 66	(138) 46	(56) 28	(18) 18	(1326) 328	**4.04**	**HF**
F.Social Mobilization/ Networking								
1.Difficulty in enlisting community support in the conduct of school activities.	(145) 29	(72) 18	(21) 7	(0) 0	(0) 0	(238) 54	4.41	HF
2.Parents who are unsupportive to their children.	(165) 33	(40) 10	(30) 10	(2) 1	(0) 0	(237) 54	4.39	HF

Table 31 concluded

Problems Encountered	Extent of the Problems						Weighted Mean	Interpretation
	5 EF	4 HF	3 MF	2 SF	1 NF	Total		
F.Social Mobilization/ Networking								
3.Too much school activities that conduct of PTCA meetings is already difficult.	(140) 28	(72) 18	(12) 4	(4) 2	(2) 2	(230) 54	4.26	HF
4.Difficulty in giving feedback to the parents of all children in the classes.	(175) 35	(40) 10	(24) 8	(2) 1	(0) 0	(241) 54	4.46	HF
5.Too much preparation is being required before the conduct of classes so that the home visitation is already impossible.	(120) 24	(92) 23	(9) 3	(4) 2	(2) 2	(227) 54	4.20	HF
6.Teachers find no break anymore in both morning and afternoon sessions.	(180) 36	(60) 15	(3) 1	(2) 1	(1) 1	(246) 54	4.55	EF
Sub-Total	(925) 185	(376) 94	(99) 33	(14) 7	(5) 5	(1419) 324	**4.38**	**HF**
Grand Total	(3410) 682	(2080) 520	(1203) 401	(482) 241	(158) 158	(7333) 2002	----	----
Grand Mean	----	----	----	----	----	----	**3.66**	**HF**

Legend:

Level	Scale	Interpretation	
5	4.51 – 5.00	Extremely Felt	(EF)
4	3.51 – 4.50	Highly Felt	(HF)
3	2.51 – 3.50	Moderately Felt	(MF)
2	1.51 – 2.50	Slightly Felt	(SF)
1	1.00 – 1.50	Never Felt	(NF)

to teacher technique, it is "Wastage in the use of time resource like devoting several minutes in checking of attendance and other activities not included in the lesson plan" that obtained the highest weighted mean of 3.85 being

interpreted as "highly felt." Along instructional management, "Inadequate time allotment per subject" obtained the highest weighted mean of 4.63 with an adjectival interpretation of "extremely felt." In the evaluation strategies, "Limited test items that do not satisfy the skills required the lesson" obtained the highest weighted mean of 4.28 being interpreted as "highly felt."

Likewise, in the same table, "Library is not available" obtained the highest weighted mean of 5.00 along instructional materials/facilities preparation/acquisition with an adjectival rating of "extremely felt" while along social mobilization/net working, "Difficulty in giving feedback to the parents of all children in the classes" obtained the highest weighted mean of 4.46 with an adjectival interpretation of "highly felt."

The data presented in Table 31 denotes that in all areas where the multi-grade teachers felt some difficulty the foregoing were the major problems encountered that directly affect their performance and therefore, must be considered for immediate solution. The same problems probably cause the low performance of the pupils in the multi-grade classes as being manifested by

their mean percentage score in the district achievement tests.

Suggested Solutions to the Problems Encountered by the Multi-Grade Teachers in Teaching Multi-Grade Classes

From the problems encountered by the multi-grade teachers relative to their teaching multi-grade classes, they themselves suggested solutions to address those problems. Table 32 presents the suggested solutions which the multi-grade teachers believe would help them in teaching multi-grade classes. As gleaned from Table 33, the multi-grade teachers considered their suggested solutions as "very applicable" to the problems encountered by them. This is manifested by the grand mean of 4.29.

Of the suggested solutions, the multi-grade teachers suggested, the following were considered with the highest weighted mean, thus considered priority solution: 1) For lesson planning, "Scholarship grants to teachers handling multi-grade classes" and "Conduct of regular school in-service program by subject area focused in teaching strategies;" 2) For teacher technique, "Teachers particular use of compliments to pupils' good performance;" 3) For instructional management, "Tap PTCA in the provision

Table 32

Suggested Solutions to the Problems Encountered by the Teachers in Teaching Multi-Grade Classes

Suggested Solutions	Applicability of the Solution						Weighted Mean	Interpretation
	5 MA	4 VA	3 A	2 FA	1 NA	Total		
A. Lesson Planning								
1.Objective conduct of evaluation of pupils and teachers.	(140) 28	(96) 24	(3) 1	(2) 1	(0) 0	(241) 54	4.46	VA
2.Intensive supervision and monitoring of MG classes.	(150) 30	(80) 20	(6) 2	(4) 2	(0) 0	(240) 54	4.44	VA
3.Upgrade teachers' effective-ness through in service trainings.	(245) 49	(20) 5	(0) 0	(0) 0	(0) 0	(265) 54	4.91	MA
4.Scholarship grants to teachers handling MG classes.	(270) 54	(0) 0	(0) 0	(0) 0	(0) 0	(270) 54	5.00	MA
5.Conduct of regular school in-service program by subject area focused in teaching strategies.	(270) 54	(0) 0	(0) 0	(0) 0	(0) 0	(270) 54	5.00	MA
6.Team supervision between school head and division/ district supervisor.	(10) 2	(40) 10	(114) 38	(8) 4	(0) 0	(172) 54	3.19	A
7.Conduct of values education re-orientation activities for MG classes.	(40) 8	(144) 36	(30) 10	(0) 0	(0) 0	(172) 54	3.96	VA
8.Observance in the proper use of words particularly during class hours.	(210) 42	(10) 10	(6) 2	(0) 0	(0) 0	(256) 54	4.74	MA
Sub-Total	(1335) 267	(420) 105	(159) 53	(14) 7	(0) 0	(1928) 432	**4.46**	**VA**
B. Teacher Technique								
1.Frequent school visitations among school adminis-trators.	(30) 6	(80) 20	(84) 28	(0) 0	(0) 0	(194) 54	3.59	VA
2.Regular conduct of observation of MG classes.	(150) 30	(80) 20	(6) 2	(4) 2	(0) 0	(240) 54	4.44	VA
3.Teachers attendance to trainings focused on effective instruction.	(140) 28	(80) 20	(90 3	(4) 2	(1) 1	(234) 54	4.33	VA

Table 32 continued

Suggested Solutions	Applicability of the Solution						Weighted Mean	Interpretation
	5 MA	4 VA	3 A	2 FA	1 NA	Total		
B. Teacher Techniques								
4.Equal distribution of tasks to the pupils must be observed by the MG teachers.	(210) 42	(32) 8	(12) 4	(0) 0	(0) 0	(254) 54	4.70	VA
5.Teachers particular use of compliments to pupils' good performance.	(270) 54	(0) 0	(0) 0	(0) 0	(0) 0	(270) 54	5.00	MA
6.Use of appropriate vocabulary during instruction should be observed bys the teacher.	(250) 50	(16) 4	(0) 0	(0) 0	(0) 0	(266) 54	4.93	MA
7.Use of appropriate, relevant and interesting visual aids and devices.	(260) 52	(8) 2	(0) 0	(0) 0	(0) 0	(268) 54	4.96	MA
Sub-Total	(1310) 262	(296) 74	(111) 37	(80 4	(1) 1	(1726) 378	**4.57**	**MA**
C.Instructional Management								
1.Provide classroom activities suited to floor space.	(25) 5	(184) 46	(9) 3	(0) 0	(0) 0	(218) 54	4.04	VA
2.Tap PTCA in the provision of pupils needs.	(65) 13	(148) 37	(12) 4	(0) 0	(0) 0	(225) 54	4.17	VA
3.Send teachers to training for improved classroom instruction.	(0) 0	(160) 40	(30) 10	(8) 4	(0) 0	(198) 54	3.67	VA
4.Sub-tasking of skills.	(50) 10	(148) 37	(21) 7	(0) 0	(0) 0	(219) 54	4.06	VA
Sub-Total	(140) 28	(640) 160	(72) 24	(8) 4	(0) 0	(860) 216	**3.98**	**VA**
D. Evaluation Strategies								
1.Regular checking of lesson plans of teachers and their activity notes.	(70) 14	(152) 38	(6) 2	(0) 0	(0) 0	(228) 54	4.22	VA
2.Giving of assignments/ homework to pupils should a must including their collection and checking.	(5) 1	(196) 49	(12) 4	(0) 0	(0) 0	(213) 54	3.94	VA
3.Conduct of training for teachers on tests construction.	(10) 2	(192) 48	(12) 4	(0) 0	(0) 0	(214) 54	3.96	VA

Table 32 continued

Suggested Solutions	Applicability of the Solution						Weighted Mean	Interpretation
	5 MA	4 VA	3 A	2 FA	1 NA	Total		
D. Evaluation strategies								
4.Checking of every summative test prepared by MG teachers by their school heads.	(15) 3	(40) 10	(90) 30	(16) 8	(3) 3	(164) 54	3.03	A
Sub-Total	(100) 20	(580) 145	(120) 40	(16) 8	(3) 3	(819) 216	**3.79**	**VA**
E.Instructional Materials/ Facilities Preparation Acquisition								
1.Making IMs a pre-requisite to classroom instruction.	(270) 54	(0) 0	(0) 0	(0) 0	(0) 0	(270) 54	5.00	MA
2.Ready-made lesson plan for MG instruction for all grade levels as a division priority project.	(270) 54	(0) 0	(0) 0	(0) 0	(0) 0	(270) 54	5.00	MA
3.Establish linkage with NGOs and GOs in the implementation of the projects and activities for MG classes.	(225) 45	(20) 5	(12) 4	(0) 0	(0) 0	(257) 54	4.76	MA
4.Promote the "Adopt-A-School" in the effective implementation of MG instruction.	(210) 42	(40) 10	(6) 2	(0) 0	(0) 0	(256) 54	4.74	MA
Sub-Total	(975) 195	(60) 15	(18) 6	(0) 0	(0) 0	(1053) 216	**4.88**	**MA**
F.Social Mobilization/ Networking								
1.Conduct of regular PTCA meetings.	(200) 40	(40) 10	(12) 4	(0) 0	(0) 0	(252) 54	4.67	MA
2.Utilize peer teaching extensively.	(40) 8	(16) 4	(126) 42	(0) 0	(0) 0	(182) 54	3.37	A
3.Refrain from going home daily if residence is far from the service area.	(50) 10	(32) 8	(6) 2	(4) 2	(32) 32	(124) 54	2.30	FA
4.Planning the lessons for the different grade levels using the correct format where they are addressed at the same time.	(150) 30	(400 10	(24) 8	(8) 4	(2) 2	(224) 54	4.15	VA

Table 32 continued

Suggested Solutions	Applicability of the Solution						Weighted Mean	Interpretation
	5 MA	4 VA	3 A	2 FA	1 NA	Total		
F.Social Mobilization/ Networking								
5.Improve one's strategies in social mobilization and/or networking through attendance to trainings and seminars.	(30) 6	(180) 45	(6) 2	(1) 1	(0) 0	(218) 54	4.04	VA
6.Make active in the involvement of community activities, by leading in special committees during fiesta celebration and other community work.	(215) 43	(24) 6	(12) 4	(2) 1	(0) 0	(253) 54	4.69	MA
Sub-Total	(685) 137	(332) 83	(186) 62	(16) 8	(34) 34	(1253) 324	3.87	VA
Grand Total	(4545) 909	(2328) 582	(666) 222	(62) 31	(38) 38	(7639) 1782	---	---
Grand Mean	---	---	---	---	---	---	4.29	VA

Legend:

Level	Scale	Interpretation	
5	4.51 – 5.00	Most Applicable	(MA)
4	3.51 – 4.50	Very Applicable	(VA)
3	2.51 – 3.50	Applicable	(A)
2	1.51 – 2.50	Fairly Applicable	(FA)
1	1.00 – 1.50	Not Applicable	(NA)

of pupils needs;" 4) For evaluation strategies, "Regular checking of lesson plans of teachers and their activity notes;" 5) For instructional materials/facilities preparation/acquisition, "Making IMs a pre-requisite to classroom instruction" and "Ready-made lesson plan for MG instruction for all grade levels as a division priority

project;" and 6) For social mobilization/net working, "Make active in the involvement of community activities, by leading in special committees during fiesta celebration and other community work."

Instructional Redirections Drawn from the Findings of the Study

The educational system in the Philippines today had come up with the vision/mission for accessibility and quality education for the 21st century. But the fact remains that there are some factors to be considered in order to attain this vision and mission. Teaching-learning process is not only affected by the teacher factor alone, but affected by so many factors such as the nature of the curriculum, the quality of instruction and the monitoring and supervision, that could vary in so many ways because of the instructional status. In other words, teaching-learning process takes place efficiently and effectively in an environment that is comfortable and stimulating or the so-called an environment that is conducive to learning.

Both the multi-grade teachers and the school administrators, thereby to promote higher level of thinking and eventually develop students, should put emphasis on multi-grade instructions. This answers the move of the

Department of Education for accessibility of education at all grade levels in places that do not warrant for an elementary school to be established without sacrificing the quality because of the competence of the multi-grade teachers in all activities. On the part of the school administrators, it is but high time to recognize the efforts invested by the multi-grade teachers in teaching multi-grade classes so as to deliver the goods to the beneficiaries with expertise and dedication.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the major findings of this study, the conclusions derived from the major findings and the recommendations of the researcher based on the conclusions drawn.

Summary of Findings

From the data gathered, analyzed and interpreted, the following are the salient findings of this study:

1. The multi-grade teachers in Tarangnan-Pagsanghan district, typically had an average age of 36.80 years old with a standard deviation of 8.60, with the female sex comprising the majority. Majority of them signified as married with an average of 12.44 years of teaching experience, mostly earners of units in the graduate school, who for the last year obtained a very satisfactory performance rating and with an average of 9.76 in-service trainings attended.

2. The typical monograde teachers in the Tarangnan-Pagsanghan district, on the other hand, had an average age of 43.54 years old with a standard deviation of 9.70

signified to be married, who had been in the teaching service for an average of 15.96 years, who were mostly earners of units in the graduate school.

3. The school administrators perceived the level of difficulty of the multi-grade teachers in teaching multi-grade classes along lesson planning as "not difficult" with a grand mean of 1.18 while the multi-grade teachers themselves perceived their level of difficulty as "difficult" with a grand mean of 3.22.

4. The over-all perception of the school administrators relative to the level of difficulty of the multi-grade teachers in teaching multi-grade classes along instructional management was rated with a grand mean of 1.18 with an adjectival rating of "not difficult." On the other hand, the teachers teaching multi-grade classes gave a grand mean of 3.22 being interpreted as "difficult."

5. The school administrators gave a grand mean of 1.25 to the over-all perception on the level of difficulty of the multi-grade teachers in teaching multi-grade classes along evaluation strategies, which can be interpreted as "not difficult," while the multi-grade teachers gave an over-all perception with a grand mean of 3.50 with an adjectival interpretation of "difficult."

6. The school administrators perceived the level of difficulty of the multi-grade teachers in teaching multi-grade classes along instructional materials/facilities preparation and/or acquisition as "not difficult" being manifested by the grand mean of 1.39 while the multi-grade teachers considered this area as "very difficult" by giving a grand mean of 4.43.

7. The over-all perception of the school administrators on the level of difficulty of the multi-grade teachers in teaching multi-grade classes along social mobilization/networking obtained a grand mean of 1.30 which can be interpreted as "not difficult," while the over-all perception of the multi-grade teachers yielded a grand mean of 3.47 with an adjectival rating of "difficult."

8. To determine the significant difference between the perceptions of the two categories of respondents on the level of difficulty of the multi-grade teachers in teaching multi-grade classes along lesson planning with the use of the t-test for uncorrelated means, the computed t-value of 14.395 turned to be greater than the critical t-value of 2.101 at .05 level of significance and at df = 18. This signifies that the null hypothesis stating, "there is no significant difference between the perceptions of the

school administrators and the multi-grade teachers on the level of difficulty experienced by the multi-grade teachers along lesson planning," is rejected. From the means it can be inferred that the extent of the level of difficulty perceived by the multi-grade teachers is greater than the school administrators.

9. A significant difference on the perceptions of the two categories of respondents on the level of difficulty experienced by the multi-grade teachers in teaching multi-grade classes along teacher techniques was noted being manifested by the computed t-value of 7.388 proved to be greater than the critical t-value of 2.086 at .05 level of significance with df = 20. This means that the null hypothesis stating, "there is no significant difference between the perceptions of the school administrators and the multi-grade teachers on the level of difficulty experienced by the multi-grade teachers along teacher techniques," is rejected.

10. The difference in the level of difficulty experienced by the multi-grade teachers in teaching multi-grade classes along instructional management as perceived by the school administrators and the multi-grade teachers themselves using the t-test for uncorrelated means was

significant where the computed t-value of 8.497 turned to be greater than the critical t-value of 2.101 at .05 level of significance and at df = 18. This signifies that the null hypothesis stating, "there is no significant difference between the perceptions of the school administrators and the multi-grade teachers on the level of difficulty experienced by the multi-grade teachers along instructional management," is rejected.

11. In the comparison of the perceptions of the two categories of respondents relative to the level of difficulty experienced by the multi-grade teachers in teaching multi-grade classes along evaluation strategies, the computed t-value of 8.975 proved to be greater than the critical t-value of 2.306 at .05 level of significance with df = 8. This denotes that the null hypothesis stating, "there is no significant difference between the perceptions of the school administrators and the multi-grade teachers on the level of difficulty experienced by the multi-grade teachers along evaluation strategies," is rejected.

12. From the computed t-value of 21.686 that turned to be greater than the critical t-value of 2.120 at .05 level of significance with df = 16 in the comparison of the perceptions of the two categories of respondents on the

level of difficulty experienced by the multi-grade teachers in teaching multi-grade classes along instructional materials/facilities preparation and/or acquisition, a significant difference was noted. This signifies that the null hypothesis stating, "there is no significant difference between the perceptions of the school administrators and the multi-grade teachers in the level of difficulty experienced by the multi-grade teachers along instructional materials/facilities preparation and/or acquisition," is rejected.

13. Based on the computed values in the comparison of the perceptions of the two categories of respondents on the level of difficulty experienced by the multi-grade teachers in teaching multi-grade classes along social mobilization/ networking, it can be noted also that the computed t-value of 6.038 turned to be greater than the critical t-value of 2.306 at .05 level of significance at df = 8. This denotes that the null hypothesis stating, "there is no significant difference between the perceptions of the school administrators and the multi-grade teachers in the level of difficulty experienced by the multi-grade teachers along social mobilization/networking," is rejected.

14. The school administrators perceived the level of difficulty experienced by the monograde teachers in teaching monograde classes along lesson planning as "not difficult" being manifested by the grand mean of 1.17 while the monograde teachers considered the difficulty they experienced in teaching monograde classes as "not difficult" also with a grand mean of 1.34.

15. School administrators perceived the level of difficulty experienced by the monograde teachers in teaching monograde classes along teacher techniques as "not difficult" being manifested by the grand mean of 1.24 while the teachers teaching monograde classes considered them to be "not difficult" also with a grand mean of 1.18.

16. The over-all perception of the school administrators relative to the level of difficulty experienced by the monograde teachers in teaching monograde classes along instructional management was rated with a grand mean of 1.20 with an adjectival rating of "not difficult." On the other hand, the teachers teaching monograde classes gave a grand mean of 1.06 being interpreted as "not difficult" also.

17. The school administrators gave a grand mean of 1.27 to their over-all perception on the level of

difficulty experienced by the monograde teachers in teaching monograde classes along evaluation strategies, which can be interpreted as "not difficult," while the monograde teachers gave an over-all perception with a grand mean of 1.12 with an adjectival interpretation of "not difficult," the same interpretation with that of the school administrators.

18. The school administrators perceived the level of difficulty experienced by the monograde teachers in teaching monograde classes along instructional materials/ facilities preparation and/or acquisition as "not difficult" being manifested by the grand mean of 1.37, while the monograde teachers considered this area as "difficult" by giving a grand mean of 3.01.

19. The over-all perception of the school administrators pertaining to the level of difficulty experienced by the monograde teachers in teaching monograde classes along social mobilization/networking obtained a grand mean of 1.33, which can be interpreted as "not difficult," while the over-all perception of the monograde teachers yielded a grand mean of 1.58 with an adjectival rating of "fairly difficult."

20. The computed t-value to compare the difference between the perceptions of the two categories of respondents on the level of difficulty experienced by the monograde teachers in teaching monograde classes along lesson planning resulted to 1.653, which turned to be less than the critical t-value of 2.101 at .05 level of significance and at df = 18. This signifies that the null hypothesis stating, "there is no significant difference between the perceptions of the school administrators and the monograde teachers on the level of difficulty experienced by the monograde teachers along lesson planning," is accepted. This denotes that the two categories of respondents mutually agree that the areas included in lesson planning were not difficult to handle.

21. Based on the computed value to compare the perceptions of the two categories of respondents regarding the level of difficulty experienced by the monograde teachers in teaching monograde classes along teacher techniques, it can be noted that the computed t-value of 0.630 proved to be less than the critical t-value of 2.086 at .05 level of significance with df = 20. This means that the null hypothesis stating, "there is no significant difference between the perceptions of the school

administrators and the mono-grade teachers in the level of difficulty experienced by the monograde teachers along teacher techniques," is accepted.

22. From the computed value in comparing the perceptions of the two categories of respondents using the t-test for uncorrelated means relative to the level of difficulty experienced by the monograde teachers in teaching monograde classes along instructional management, it can be learned that the computed t-value of 1.023 turned to be less than the critical t-value of 2.101 at .05 level of significance and at df = 18. This signifies that the null hypothesis stating, "there is no significant difference between the perceptions of the school administrators and the monograde teachers on the level of difficulty experienced by the monograde teachers themselves along instructional management," is accepted.

23. In comparing the perceptions of the two categories of respondents relative to the level of difficulty experienced by the monograde teachers in teaching monograde classes along evaluation strategies, the computed t-value of 1.101 proved to be less than the critical t-value of 2.306 at .05 level of significance with df = 8. This denotes that the null hypothesis stating, "there is no

significant difference between the perceptions of the school administrators and the monograde teachers on the level of difficulty experienced by the monograde teachers along evaluation strategies," is accepted, which further means that the two groups of respondents agree that this particular task of the teachers is not at all difficult.

24. Based on the computed value to compare the perceptions of the two categories of respondents relative to the level of difficulty experienced by the monograde teachers in teaching monograde classes, the computed t-value of 3.885 proved to be greater than the critical t-value of 2.120 at .05 level of significance with df = 16. This signifies that the null hypothesis stating, "there is no significant difference between the perceptions of the school administrators and the monograde teachers on the level of difficulty experienced by the monograde teachers along instructional materials/facilities preparation and/or acquisition," is rejected.

From the computed means of 1.39 and 3.01 for the school administrators and the monograde teachers, respectively, it can be inferred that the monograde teachers perceived a higher level of difficulty than the school administrators. It is worthwhile to note that the

two categories of respondents independently gave their views. The school administrators based their perception on their observed difficulty while the monograde teachers based their evaluation from their actual difficulty experienced being the frontliners in the teaching of monograde classes.

25. In the comparison of the perceptions of the two categories of respondents on the level of difficulty experienced by the monograde teachers in teaching monograde classes, the computed t-value of 0.592 turned to be less than the critical t-value of 2.306 at .05 level of significance at df = 8. This denotes that the null hypothesis stating, "there is no significant difference between the perceptions of the school administrators and the monograde teachers on the level of difficulty experienced by the monograde teachers along social mobilization/networking," is accepted.

Like the first four areas of difficulty, the monograde teachers and the school administrators, although they gave their independent opinions or perceptions, agree that the

areas involved in social mobilization/ networking were not difficult to accomplish.

26. Based on the mean percentage score as the result of the district achievement test for the school year 2000-2001, the multi-grade classes, consisting of 34 primary and elementary schools in Tarangnan-Pagsanghan district, obtained a grand mean of 60.59 with a standard deviation of 7.18, while the monograde classes, consisting of eight complete elementary schools in the same district, obtained a grand mean of 66.60 with a standard deviation of 4.98.

The data presented manifest that the MPS of the multi-grade classes is more pronounced than that of the monograde classes. This means that the variability of the MPS of the multi-grade classes is more scattered from the center or from the grand mean while the MPS of the monograde classes is more homogeneous.

27. To test whether a significant difference existed between the mean percentage scores of the multi-grade and monograde classes, the t-test for uncorrelated means was employed. As a result, the computed t-value of 2.234 turned to be greater than the critical t-value of 1.960 at .05 level of significance and at df = 40. This signifies that a significant difference existed between the two

categories of mean percentage scores. Therefore, the null hypothesis stating "There is no significant difference between the performance of the pupils in the multi-grade classes and the monograde classes in terms of mean percentage score in the achievement test during the school year 2000-2001" is rejected.

From the computed grand means it can be gleaned that the grand mean of the monograde classes is higher than the multi-grade classes being manifested by the grand mean value of 66.60 and 60.59 for the monograde and multi-grade classes, respectively. This denotes that the performance of the monograde classes is higher than the performance of the multi-grade classes in terms of the MPS as the result of the district achievement test conducted during the school year 2000-2001.

28. The level of difficulty experienced by the multi-grade teachers in teaching multi-grade classes along lesson planning, teaching techniques, instructional management, and social mobilization/ networking significantly influences the performance of the multi-grade pupils in an inverse manner. This means that the higher the level of the difficulty experienced by the multi-grade teachers in their teaching the multi-grade classes along those areas, the

performance of their pupils in the district achievement test becomes lower. On the other hand, when the level of difficulty experienced by them in teaching the multi-grade classes along those areas is lower, the performance of the multi-grade pupils becomes higher.

29. The level of difficulty experienced by the teachers in teaching multi-grade classes along evaluation strategies positively influences the performance of the multi-grade pupils. This denotes that the higher the level of difficulty experienced by the multi-grade teachers along this area, the higher the performance of the pupils in the district achievement test. The lower the difficulty level they experienced, the lower the performance of the multi-grade pupils also.

30. The level of difficulty experienced by the multi-grade teachers in teaching the multi-grade classes along instructional materials/facilities preparation and/or acquisition has nothing to do with the performance of the multi-grade pupils.

31. The multi-grade teachers identified problems encountered in teaching multi-grade classes. Based on their over-all assessment, they considered those problems

as "highly felt" being manifested by the grand mean of 3.66.

32. The multi-grade teachers suggested solutions that would address to the identified problems they encountered in teaching multi-grade classes and they considered the suggested solutions as "very applicable" being manifested by the grand mean of 4.29.

Conclusions

From the foregoing findings of this study, the following conclusions were drawn:

1. Both the multi-grade and the monograde teachers posses the qualifications in handling their respective teaching positions, as to age and sex, civil status, teaching experience, educational attainment, performance rating, and in-service trainings. These variates signify that the two categories of respondents are well able to work competently and effectively with their pupils.

2. There is a significant difference between the perceptions of the school administrators and multi-grade teachers relative to the level of difficulty experienced by the multi-grade teachers in teaching multi-grade classes along lesson planning, teacher techniques, instructional

management, evaluation strategies, instructional materials/ facilities preparation and/or acquisition, and social mobilization/networking. The latter perceived higher level of difficulty than the former. It is worthwhile to note that the two categories of respondents gave their perceptions independently. The multi-grade teachers gave their perceptions based on the actual difficulty experienced in teaching multi-grade classes, thus put them in the better position to give an assessment while the school administrators based their opinion on their subjective observations as part of their overseeing and ministerial functions.

3. Both the school administrators and the monograde teachers teaching monograde classes agree that teaching monograde classes along lesson planning, teacher techniques, instructional management, evaluation strategies, and social mobilization/networking is not difficult at all.

With regards to the level of difficulty experienced by the monograde teachers in teaching monograde classes along instructional materials/facilities preparation and/or acquisition, the monograde teachers themselves being the frontliners in the teaching of monograde classes, perceived

it to be difficult, while the school administrators considered it not difficult at all based on their observations. Hence, the hypothesis stating, "there is no significant difference between the perceptions of the school administrators and the monograde teachers on the level of difficulty experienced by the monograde teachers along instructional materials/facilities preparation and/or acquisition," is rejected.

4. Based on the mean percentage score (MPS) as the result of the district achievement test, the performance of the pupils in monograde classes is higher than the performance of the pupils in multi-grade classes. One possible reason to this is due to the difficulty experienced by the multi-grade teachers in teaching the multi-grade classes.

5. The difficulty experienced by the multi-grade teachers in teaching multi-grade classes along lesson planning, teacher techniques, instructional management, evaluation strategies, and social mobilization/networking greatly influence the performance of the pupils while difficulty experienced by the teachers along instructional materials/facilities preparation and/or acquisition has nothing to do with it.

6. The problems encountered by multi-grade teachers in teaching multi-grade classes as perceived by them are highly felt that justify the low performance of the pupils in the multi-grade classes.

7. The identified solutions suggested by the multi-grade teachers to the problems encountered in teaching multi-grade classes are considered by them as very applicable thus, believed to address the problems and thereby would increase the performance of the pupils in the multi-grade classes.

Recommendations

From the foregoing conclusions, the researcher strongly recommends the following:

1. The district, to enhance the competence and effectiveness of the multi-grade teachers teaching multi-grade classes, should conduct continuing in-service trainings with emphasis on classroom management.

2. Multi-grade teachers teaching multi-grade classes should be encouraged to undergo continuing education by enrolling in the graduate or post-graduate courses specializing in Teaching.

3. School administrators should give technical support to the multi-grade teachers teaching multi-grade classes like demonstrating to them effective strategies in teaching and helping them provide the necessary instructional materials and facilities.

4. Multi-grade teachers should be kept abreast with the changing times and developments of the department so as to make their teaching relevant and interesting.

5. School administrators and multi-grade teachers should consider the suggested solutions to address the problems encountered in teaching the multi-grade classes.

6. Scholarship grants should be given to teachers handling multi-grade classes.

7. A sequel study should be conducted at the division or region wide in order to validate the results of this study.

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A P P E N D I C E S

APPENDIX A

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

May 31, 1999

The Dean, Graduate/Post Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

S i r :

In my earnest desire to start writing my thesis proposal, I have the honor to submit for approval one of the following problems, preferably No. 1.

1. DIFFICULTIES IN TEACHING MULTI-GRADE CLASSES: INPUTS FOR INSTRUCTIONAL REDIRECTIONS.

2. FACTORS AFFECTING THE PROFESSIONAL DEVELOPMENT OF TEACHERS IN THE DISTRICT OF TARANGNAN-PAGSANGHAN.

3. FACTORS AFFECTING THE LEARNINGS OF PUPILS AND GRADUAL DROPPING-OUTS OF PUPILS IN REMOTE SCHOOLS.

Anticipating for your early and favorable action with this matter.

Very truly yours,

(SGD.) MARIVIC IGNACIO VETORICO
Researcher

APPROVED:

(SGD.) EUSEBIO T. PACOLOR, Ph. D.
Dean, Graduate/Post Graduate Studies

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

COLLEGE OF GRADUATE STUDIES

ASSIGNMENT OF ADVISER

April 19, 2001

Dear Dr. Quitalig:

Please be informed that you have been designated as Adviser of **MARIVIC I. VETORICO**, candidate for the degree in Master of Arts in Education major in Administration and Supervision who proposes to write a thesis on the **DIFFICULTIES IN TEACHING MULTI-GRADE CLASSES: INPUTS FOR INSTRUCTIONAL REDIRECTIONS.**

Thank you for your cooperation.

Very truly yours,

(SGD.) EUSEBIO T. PACOLOR, Ph. D.
Dean, College of Graduate Studies

CONFORME:

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

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 2, 2001

The Schools Division Superintendent
Division of Samar
Catbalogan, Samar

M a d a m :

A blissful day!

I have the honor to request permission to field my instrument to multi-grade teachers and selected monograde teachers in non-central schools in the district of Tarangnan-Pagsanghan.

This request is made in connection with the study I am undertaking at Samar State Polytechnic College, Catbalogan, Samar, entitled, "DIFFICULTIES IN TEACHING MULTI-GRADE CLASSES: INPUTS FOR INSTRUCTIONAL REDIRECTION" in partial fulfillment of the requirements for the degree in Master of Arts in Education major in Administration and Supervision.

Anticipating for your favorable action on this request.

Thank you and more power!

Very truly yours,

(SGD.) MARIVIC IGNACIO VETORICO
Researcher

APPROVED:

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

APPENDIX D

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 15, 2001

MR. ELEUTERIO IG. ORQUIN
District Supervisor
District of Tarangnan-Pagsanghan
Pagsanghan, Samar

S i r :

A blissful day!

I have the honor to request permission to field my instrument to multi-grade and some monograde teachers in non-central schools including the school administrators.

This request is made in connection with the research I am undertaking at Samar State Polytechnic College, Catbalogan, Samar entitled, "DIFFICULTIES IN TEACHING MULTI-GRADE CLASSES: INPUTS FOR INSTRUCTIONAL REDIRECTIONS" in partial fulfillment of the requirements for the degree in Master of Arts in Education major in Administration and Supervision.

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

Very truly yours,

(SGD.) MARIVIC IGNACIO VETORICO
Researcher

APPROVED:

(SGD.) ELEUTERIO IG. ORQUIN
District Supervisor

APPENDIX E

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

COLLEGE OF GRADUATE STUDIES

December 13, 2001

The Dean
College of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

S i r :

This thesis entitled, DIFFICULTIES IN TEACHING MULTI-GRADE CLASSES: INPUTS FOR INSTRUCTIONAL REDIRECTIONS, prepared and submitted by Ms. Marivic I. Vetorico in partial fulfillment of the requirements for the degree of MAEd - Administration & Supervision is recommended for final oral examination on the date and time convenient to your office.

(SGD.) THELMA C. QUITALIG, Ph. D., CESO V
Adviser

Date of
ORAL DEFENSE

December 29, 2001
Saturday Day
8:30 a.m. Time

SSPC GRADUATE SCHOOL
Dean's Office

APPENDIX F

EDUCATIONAL SURVEY QUESTIONNAIRE 1
(For Multi-grade Teachers and Administrators)

Dear Respondents:

In the advent of change and the multifarious activities of school personnel, many practices of classroom teachers tend to indicate a serious lack of understanding of the goals, principles, and procedures of effective teaching and learning. Due to this discrepancies between what is and what it should be, the researcher is motivated to conduct a study on the "Difficulties in Teaching Multi-grade Classes: Inputs to Instructional Redirections" in the Division of Samar.

To be able to make certain in the difficulties encountered and/or experienced by the multi-grade teachers, your objective assessment or evaluation of the different indicators contained under the different facets of teaching is considered in the questions that follow.

Rest assured that all your responses shall be held confidential.

Thank you very much.

The Researcher

PART I. Profile of Respondents

Direction: Please answer the following questions by providing the needed information on the space provided for.

Name (optional): _____ Age: ____ Sex: _____

Length of Service: _____ Performance Rating: _____

Educational Attainment (include units/degree in MA) _____

Number of trainings/Seminars Attended: _____

PART II. Level of Difficulty Experienced by the Multi-grade Teachers in Teaching Multi-grade Classes.

General Direction: Assess the items objectively. Your honest feedback will provide valuable information on the level of difficulty experienced by the MG teachers in teaching MG classes in your district of Tarangnan-Pagsanghan.

Please check the level of difficulty experienced by you in teaching MG classes in your school. Use the following scales in your assessment of the concerns that follow:

5	-	Extremely Difficult	(MD)
4	-	Very Difficult	(VD)
3	-	Difficult	(D)
2	-	Fairly Difficult	(FD)
1	-	Not Difficult	(ND)

Indicator/Concern	Responses				
	5	4	3	2	1
A. Lesson Planning					
1. Doing mastery of the subject matter.					
2. Utilizing varied teaching technique/ strategies based on pupils needs, interest and learning level.					
3. Adjusting her/his communication skills to his/ her pupils.					
4. Utilizing participative planning and decision-making in classroom instruction.					

Indicator/Concern	Responses				
	5	4	3	2	1
A. Lesson Planning					
5. Constructing appropriate instructional materials and are organized in advance to provide interesting activities for different groups.					
6. Providing activities/ opportunities for application and extension of learning. Organizing the learning environment so that children can move about confidently and efficiently as independent learner.					
7. Organizing instruction around well-prepared activities and materials so that both objectives and processes are clear to the pupils.					
8. Constructing appropriate and congruent evaluation items for master.					
10. Assigning children to appropriate working groups.					
11. Others (please specify)					
B. Teacher Techniques					
1. Using a variety of activities during each class period.					
2. Providing drill in a variety of way.					
3. Providing learners with numerous opportunities for learning and review.					
4. Presenting subject matter in small steps.					

Indicator/Concern	Responses				
	5	4	3	2	1
B. Teacher Techniques					
5. Making interesting supplementary materials of several reading levels readily available in the classroom.					
6. Using visual aids, aside from printed materials to provide students with needed information.					
7. Providing activities which encourage the students to work independently.					
8. Relating the work in class to the problems and interest of the students.					
9. Providing an appropriate model for grooming, speech, and behavior.					
10. Appealing more than one sense a time.					
11. Giving pupils time to think, during class interaction.					
12. Others (please specify)					
C. Instructional Management					
1. Managing space furniture for flexible groupings to suit the activity/task.					
2. Displaying current pupils' work.					
3. Arranging instructional materials orderly and neatly for accessibility and optimum utility.					
4. Maintaining wholesome socio-psychological climate conducive to learning information.					

Indicator/Concern	Responses				
	5	4	3	2	1
C. Instructional Management					
5. Systematizing classroom routine.					
6. Establishing and sustaining discipline in the classroom.					
7. Delegating responsibilities suited to learner's capabilities and interests.					
8. Maintaining an updated, accurate record for easy utilization.					
9. Submitting updated and accurate reports on or before due date.					
10. Working within the time frame allotted for the activity.					
11. Others (please specify)					
D. Evaluation of Strategies					
1. Clarifying or defining instructional objectives and share them with pupils.					
2. Pre-assessing the learners' needs and/or pupils' entry of performance.					
3. Monitoring learning progress through formative evaluation to provide useful clues to better adjust instruction to the needs of the learners.					
4. Conducting observation of learners' achievement at the end of instruction.					

Indicator/Concern	Responses				
	5	4	3	2	1
D. Evaluation of Strategies					
5. Providing learners' feedback of the results of the test/ evaluation.					
6. Others (please specify)					
E.Instructional Material/ Facilities Preparation and/or Acquisition					
1. Acquiring textbooks, references, and other reading materials.					
2. Preparing charts, pictures, and graphs, when needed during instruction.					
3. Providing chalkboards, bulletin boards for display.					
4. Providing learning centers or areas.					
5. Providing classroom furniture and equipment.					
6. Providing lighting and ventilation in any part of the room.					
7. Providing for movable types of furniture and equipment.					
8. Providing outdoor resources for learning.					
9. Providing for an outdoor space.					
10.Others (please specify)					
F.Social Mobilization/Networking					
1. Enlisting parents and community members' involvement in school activities.					

Indicator/Concern	Responses				
	5	4	3	2	1
F.Social Mobilization/Networking					
2. Soliciting the assistance of community leaders in implementing programs/ projects/activities.					
3. Modelling desirable values in school and in the community.					
4. Conducting regular PTCA meetings.					
5. Utilizing effective feedback mechanism to parents relative to children's performance in school.					
6. Others (please specify)					

PART III. The Problems Encountered by the MG Teachers in the Implementation of MG Classes in the District of Tarangnan-Pagsanghan

Direction: Below is the list of common problems in each of the five components of MG instruction that might have come your way. Rate them according to the degree of occurrence they have had in your implementation of instruction in the MG classes, using the descriptive scales below:

5	-	Extremely Felt	(EF)
4	-	Highly Felt	(HF)
3	-	Moderately Felt	(MF)
2	-	Slightly Felt	(SF)
1	-	Never Felt	(NF)

Indicator/Concern	Responses				
	5	4	3	2	1
A.Lesson Planning					
1. Un-preparedness of teachers when reporting to class/school.					

Indicator/Concern	Responses				
	5	4	3	2	1
A.Lesson Planning					
2. Teacher's lack of knowledge on the relevance of teaching methods and strategies.					
3. Teacher's reluctance to the innovation and changes.					
4. Absence of participative planning in classroom activities.					
5. Un-interesting and irelevant teaching aids devices.					
6. Boring and interesting classroom activities.					
7. Boring and ineffective teaching strategies.					
8. Others (please specify)					
B. Teacher Techniques					
1. Un-resourceful teacher in recognizing pupils' needs and utilizing pupils' interest.					
2. Teachers' lack of satisfactory means in the motivation of learners.					
3. Absence of classroom standards and operating procedures.					
4. Wastage in the use of time re-source like devoting several minutes in checking of attendance and other activities not included in the lesson plan.					

Indicator/Concern	Responses				
	5	4	3	2	1
B. Teacher Techniques					
5. Teacher's unequal distribution of learning tasks among pupils in the classroom.					
6. Absence of complements and/or encouragement from the teacher when the pupils perform well or when need to do more.					
7. Others (please specify)					
C. Instructional Management					
1. Lack floor spaces for flexible groupings.					
2. Inadequate instructional materials.					
3. In-wholesome psychological classroom environment.					
4. Un-disciplined pupils.					
5. Passive and/or unparticipative pupils.					
6. Too many tasks per session.					
7. Inadequate time allotment per subject.					
8. Others (please specify)					
D. Evaluation Strategies					
1. The teacher does not regularly review the assignment of the pupils.					
2. Giving of assignments/ homework are not given emphasis by the teacher.					
3. Incongruent instructional objectives and evaluation items.					

Indicator/Concern	Responses				
	5	4	3	2	1
D. Evaluation Strategies					
4. Un-clear statements of evaluation directions.					
5. Limited test items that do not satisfy the skills required the lesson.					
6. Others (please specify)					
E.Instructional Materials/ Facilities Preparation and/or Acquisition					
1. Absence of the promised ready-made lesson plans for all the subject areas.					
2. Lack of textbooks for all the subject areas.					
3. Unavailability of instructional materials such as chalkboards, bulletin boards, and equipment.					
4. Inadequate floor spaces for pupils grouping activities.					
5. Lack of school building/ classrooms.					
6. Lack of school facilities like armchairs, teacher's table, and learners' working table.					
7. Others (please specify)					
F.Social Mobilization/ Networking					
1. Difficulty in enlisting community support in the conduct of school activities.					
2. Parents who are unsupportive to their children.					

Indicator/Concern	Responses				
	5	4	3	2	1
F.Social Mobilization/Networking					
3. Too much school activities that conduct of PTCA meetings is already difficult.					
4. Difficulty in giving feedback to the parents of all children in the classes.					
5. Too much preparation is being required before the conduct of classes so that the home visitation is already impossible.					
6. Teachers find no break anymore in both morning and afternoon sessions.					
7. Others (please specify)					

PART IV. Suggested Solutions to the Problems Encountered

Direction: Below are some workable solutions of the problems encountered by the MG teachers in the implementation of MG instruction. Please rate according to the degree of their applicability in solving the problems encountered by the teachers in the implementation of MG instruction. Check (/) only the value that corresponds to your judgment, using the descriptive scales below:

5	-	Most Applicable	(MA)
4	-	Very Applicable	(VA)
3	-	Applicable	(A)
2	-	Fairly Applicable	(FA)
1	-	Not Applicable	(NA)

Indicator/Concern	Responses				
	5	4	3	2	1
A.Lesson Planning					
1.Objective conduct of evaluation of pupils and teachers.					
2.Intensive supervision and monitoring of pupils and teachers.					
3. Upgrade teachers' effect-tiveness through in-service trainings.					
4. Scholarship grants to teachers handling MG classes.					
5. Conduct of regular school in-service program by subject area focused in teaching strategies.					
6. Team supervision between school head and division/ district supervisor.					
7. Conduct of values educa-tion re-orientation acti-vities for MG teachers.					
8. Observance in the proper use of words particularly during class hours.					
9. Others (please specify)					
B.Teacher Techniques					
1. Frequent school visita-tions among school admi-nistrators.					
2. Regular conduct of obser-vation of MG classes.					
3. Teachers attendance to trainings focused on effective instruction.					
4. Equal distribution of tasks to the pupils must be observed by the MG teachers.					

Indicator/Concern	Responses				
	5	4	3	2	1
B. Teacher Techniques					
5. Equal distribution of tasks to the pupils must be observed by the MG teachers.					
6. Teachers particular use of compliments to pupils' good performance.					
7. Use of appropriate vocabulary during instruction should be observed by the teacher.					
8. Use of appropriate, relevant and interesting visual aids and devices.					
9. Others (please specify)					
C.Instructional Management					
1. Provide classroom activities suited to floor space.					
2. Tap PTCA in the provision of pupils' needs.					
3. Send teachers to training for improved classroom instruction.					
4. Sub-tasking of skills.					
5. Others (please specify)					
D.Evaluation Strategies					
1. Regular checking of lesson plans of teachers and their activity notes.					
2. Giving of assignments/ homework to pupils should be a must including their collection and checking.					
3. Conduct of training for teachers on tests construction.					

Indicator/Concern	Responses				
	5	4	3	2	1
D.Evaluation Strategies					
4. Checking of every summative test prepared by MG teachers and by their school heads.					
5. Others (please specify).					
E.Instructional Materials/ Facilities Preparation and/or Acquisition					
1. Making IMs a prerequisite to classroom instruction.					
2. Ready-made lesson plan for MG instruction for all grade levels as a division priority project.					
3. Establish linkage with NGOs and GOs in the implementation of the projects and activities for MG classes.					
4. Promote the "Adopt-a-School" in the effective implementation of MG instruction.					
5. Others (please specify)					
F.Social Mobilization/Networking					
1. Conduct of regular PTCA meetings.					
2. Utilize peer teaching extensively.					
3. Refrain from going home daily if residence is far from the service area.					

Indicator/Concern	Responses				
	5	4	3	2	1
F.Social Mobilization/Net-working					
4. Planning the lessons for the different grade levels using the correct format where they are addressed at the same time.					
5. Improve one's strategies in social mobilization and/or networking through attend-ance to trainings and seminars.					
6. Make active in the involvement of community activities, by leading in special committees during fiesta celebration and other community work.					
7. Others (please specify)					

Thank you very much for your cooperation . . . . . .

The Researcher

APPENDIX G

EDUCATIONAL SURVEY QUESTIONNAIRE 2
(For Monograde Teachers and Administrators)

Dear Respondents:

In the advent of change and the multifarious activities of school personnel, many practices of classroom teachers tend to indicate a serious lack of understanding of the goals, principles, and procedures of effective teaching and learning. Due to this discrepancies between what is and what it should be, the researcher is motivated to conduct a study on the "Difficulties in Teaching Multi-grade Classes: Inputs to Instructional Redirections" in the Division of Samar.

To be able to make certain in the difficulties encountered and/or experienced by the multi-grade teachers, your objective assessment or evaluation of the different indicators contained under the different facets of teaching is considered in the questions that follow.

Rest assured that all your responses shall be held confidential.

Thank you very much.

The Researcher

PART I. Profile of Respondents

Direction: Please answer the following questions by providing the needed information on the space provided for.

Name (optional): _____ Age: _____ Sex: _____

Length of Service: _____ Performance Rating: _____

Educational Attainment (include units/degree in MA) _____

Number of trainings/Seminars Attended: _____

PART II. Level of Difficulty Experienced by the Monograde Teachers in Teaching Monograde Classes.

General Direction: Assess the items objectively. Your honest feedback will provide valuable information on the level of difficulty experienced by the Monograde teachers in teaching Monograde classes in your district of Tarangnan-Pagsanghan.

Please check the level of difficulty experienced by you in teaching Monograde classes in your school. Use the following scales in your assessment of the concerns that follow:

5	-	Extremely Difficult	(MD)
4	-	Very Difficult	(VD)
3	-	Difficult	(D)
2	-	Fairly Difficult	(FD)
1	-	Not Difficult	(ND)

Indicator/Concern	Responses				
	5	4	3	2	1
A. Lesson Planning					
1. Doing mastery of the subject matter.					
2. Utilizing varied teaching technique/ strategies based on pupils needs, interest and learning level.					
3. Adjusting her/his communication skills to his/ her pupils.					
4. Utilizing participative planning and decision-making in classroom instruction.					

Indicator/Concern	Responses				
	5	4	3	2	1
A. Lesson Planning					
5. Constructing appropriate instructional materials and are organized in advance to provide interesting activities for different groups.					
6. Providing activities/ opportunities for application and extension of learning. Organizing the learning environment so that children can move about confidently and efficiently as independent learner.					
7. Organizing instruction around well-prepared activities and materials so that both objectives and processes are clear to the pupils.					
8. Constructing appropriate and congruent evaluation items for master.					
10. Assigning children to appropriate working groups.					
11. Others (please specify)					
B. Teacher Techniques					
1. Using a variety of activities during each class period.					
2. Providing drill in a variety of way.					
3. Providing learners with numerous opportunities for learning and review.					
4. Presenting subject matter in small steps.					

Indicator/Concern	Responses				
	5	4	3	2	1
B. Teacher Techniques					
5. Making interesting supplementary materials of several reading levels readily available in the classroom.					
6. Using visual aids, aside from printed materials to provide students with needed information.					
7. Providing activities which encourage the students to work independently.					
8. Relating the work in class to the problems and interest of the students.					
9. Providing an appropriate model for grooming, speech, and behavior.					
10. Appealing more than one sense a time.					
11. Giving pupils time to think, during class interaction.					
12. Others (please specify)					
C. Instructional Management					
1. Managing space furniture for flexible groupings to suit the activity/task.					
2. Displaying current pupils' work.					
3. Arranging instructional materials orderly and neatly for accessibility and optimum utility.					
4. Maintaining wholesome socio-psychological climate conducive to learning information.					

Indicator/Concern	Responses				
	5	4	3	2	1
C. Instructional Management					
5. Systematizing classroom routine.					
6. Establishing and sustaining discipline in the classroom.					
7. Delegating responsibilities suited to learner's capabilities and interests.					
8. Maintaining an updated, accurate record for easy utilization.					
9. Submitting updated and accurate reports on or before due date.					
10. Working within the time frame allotted for the activity.					
11. Others (please specify)					
D. Evaluation of Strategies					
1. Clarifying or defining instructional objectives and share them with pupils.					
2. Pre-assessing the learners' needs and/or pupils' entry of performance.					
3. Monitoring learning progress through formative evaluation to provide useful clues to better adjust instruction to the needs of the learners.					
4. Conducting observation of learners' achievement at the end of instruction.					

Indicator/Concern	Responses				
	5	4	3	2	1
D. Evaluation of Strategies					
5. Providing learners' feedback of the results of the test/ evaluation.					
6. Others (please specify)					
E.Instructional Material/ Facilities Preparation and/or Acquisition					
1. Acquiring textbooks, references, and other reading materials.					
2. Preparing charts, pictures, and graphs, when needed during instruction.					
3. Providing chalkboards, bulletin boards for display.					
4. Providing learning centers or areas.					
5. Providing classroom furniture and equipment.					
6. Providing lighting and ventilation in any part of the room.					
7. Providing for movable types of furniture and equipment.					
8. Providing outdoor resources for learning.					
9. Providing for an outdoor space.					
10.Others (please specify)					
F.Social Mobilization/Networking					
1. Enlisting parents and community members' involvement in school activities.					

Indicator/Concern	Responses				
	5	4	3	2	1
F.Social Mobilization/Net-working					
2. Soliciting the assistance of community leaders in implementing programs/ projects/activities.					
3. Modelling desirable values in school and in the community.					
4. Conducting regular PTCA meetings.					
5. Utilizing effective feed-back mechanism to parents relative to children's performance in school.					
6. Others (please specify)					

PART III. The Problems Encountered by the Monograde Teachers in the Implementation of Monograde Classes in the District of Tarangnan-Pagsanghan

Direction: Below is the list of common problems in each of the five components of Monograde instruction that might have come your way. Rate them according to the degree of occurrence they have had in your implementation of instruction in the Monograde classes, using the descriptive scales below:

5	-	Extremely Felt	(EF)
4	-	Highly Felt	(HF)
3	-	Moderately Felt	(MF)
2	-	Slightly Felt	(SF)
1	-	Never Felt	(NF)

Indicator/Concern	Responses				
	5	4	3	2	1
A.Lesson Planning					
1. Un-preparedness of tea-chers when reporting to class/school.					

Indicator/Concern	Responses				
	5	4	3	2	1
A.Lesson Planning					
2. Teacher's lack of knowledge on the relevance of teaching methods and strategies.					
3. Teacher's reluctance to the innovation and changes.					
4. Absence of participative planning in classroom activities.					
5. Un-interesting and irelevant teaching aids devices.					
6. Boring and interesting classroom activities.					
7. Boring and ineffective teaching strategies.					
8. Others (please specify)					
B. Teacher Techniques					
1. Un-resourceful teacher in recognizing pupils' needs and utilizing pupils' interest.					
2. Teachers' lack of satisfactory means in the motivation of learners.					
3. Absence of classroom standards and operating procedures.					
4. Wastage in the use of time re-source like devoting several minutes in checking of attendance and other activities not included in the lesson plan.					

Indicator/Concern	Responses				
	5	4	3	2	1
B. Teacher Techniques					
5. Teacher's unequal distribution of learning tasks among pupils in the classroom.					
6. Absence of complements and/or encouragement from the teacher when the pupils perform well or when need to do more.					
7. Others (please specify)					
C. Instructional Management					
1. Lack floor spaces for flexible groupings.					
2. Inadequate instructional materials.					
3. In-wholesome psychological classroom environment.					
4. Un-disciplined pupils.					
5. Passive and/or unparticipative pupils.					
6. Too many tasks per session.					
7. Inadequate time allotment per subject.					
8. Others (please specify)					
D. Evaluation Strategies					
1. The teacher does not regularly review the assignment of the pupils.					
2. Giving of assignments/ homework are not given emphasis by the teacher.					
3. Incongruent instructional objectives and evaluation items.					

Indicator/Concern	Responses				
	5	4	3	2	1
D. Evaluation Strategies					
4. Un-clear statements of evaluation directions.					
5. Limited test items that do not satisfy the skills required the lesson.					
6. Others (please specify)					
E.Instructional Materials/ Facilities Preparation and/or Acquisition					
1. Absence of the promised ready-made lesson plans for all the subject areas.					
2. Lack of textbooks for all the subject areas.					
3. Unavailability of instructional materials such as chalkboards, bulletin boards, and equipment.					
4. Inadequate floor spaces for pupils grouping activities.					
5. Lack of school building/ classrooms.					
6. Lack of school facilities like armchairs, teacher's table, and learners' working table.					
7. Others (please specify)					
F.Social Mobilization/ Networking					
1. Difficulty in enlisting community support in the conduct of school activities.					
2. Parents who are unsupportive to their children.					

Indicator/Concern	Responses				
	5	4	3	2	1
F.Social Mobilization/Net-working					
3. Too much school activities that conduct of PTCA meetings is already difficult.					
4. Difficulty in giving feedback to the parents of all children in the classes.					
5. Too much preparation is being required before the conduct of classes so that the home visitation is already impossible.					
6. Teachers find no break anymore in both morning and afternoon sessions.					
7. Others (please specify)					

PART IV. Suggested Solutions to the Problems Encountered

Direction: Below are some workable solutions of the problems encountered by the Monograde teachers in the implementation of Monograde instruction. Please rate according to the degree of their applicability in solving the problems encountered by the teachers in the implementation of Monograde instruction. Check (/) only the value that corresponds to your judgment, using the descriptive scales below:

5	-	Most Applicable	(MA)
4	-	Very Applicable	(VA)
3	-	Applicable	(A)
2	-	Fairly Applicable	(FA)
1	-	Not Applicable	(NA)

Indicator/Concern	Responses				
	5	4	3	2	1
A.Lesson Planning					
1.Objective conduct of evaluation of pupils and teachers.					
2.Intensive supervision and monitoring of pupils and teachers.					
3. Upgrade teachers' effectiveness through in-service trainings.					
4. Scholarship grants to teachers handling MG classes.					
5. Conduct of regular school in-service program by subject area focused in teaching strategies.					
6. Team supervision between school head and division/ district supervisor.					
7. Conduct of values education re-orientation activities for MG teachers.					
8. Observance in the proper use of words particularly during class hours.					
9. Others (please specify)					
B.Teacher Techniques					
1. Frequent school visitations among school administrators.					
2. Regular conduct of observation of MG classes.					
3. Teachers attendance to trainings focused on effective instruction.					
4. Equal distribution of tasks to the pupils must be observed by the MG teachers.					

Indicator/Concern	Responses				
	5	4	3	2	1
B. Teacher Techniques					
5. Equal distribution of tasks to the pupils must be observed by the MG teachers.					
6. Teachers particular use of compliments to pupils' good performance.					
7. Use of appropriate vocabulary during instruction should be observed by the teacher.					
8. Use of appropriate, relevant and interesting visual aids and devices.					
9. Others (please specify)					
C.Instructional Management					
1. Provide classroom activities suited to floor space.					
2. Tap PTCA in the provision of pupils' needs.					
3. Send teachers to training for improved classroom instruction.					
4. Sub-tasking of skills.					
5. Others (please specify)					
D.Evaluation Strategies					
1. Regular checking of lesson plans of teachers and their activity notes.					
2. Giving of assignments/ homework to pupils should be a must including their collection and checking.					
3. Conduct of training for teachers on tests construction.					

Indicator/Concern	Responses				
	5	4	3	2	1
D.Evaluation Strategies					
4. Checking of every summative test prepared by MG teachers and by their school heads.					
5. Others (please specify).					
E.Instructional Materials/ Facilities Preparation and/or Acquisition					
1. Making IMs a pre-requisite to classroom instruction.					
2. Ready-made lesson plan for MG instruction for all grade levels as a division priority project.					
3. Establish linkage with NGOs and GOs in the implementation of the projects and activities for MG classes.					
4. Promote the "Adopt-a-School" in the effective implementation of MG instruction.					
5. Others (please specify)					
F.Social Mobilization/Networking					
1. Conduct of regular PTCA meetings.					
2. Utilize peer teaching extensively.					
3. Refrain from going home daily if residence is far from the service area.					

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4. Planning the lessons for the different grade levels using the correct format where they are addressed at the same time.					
5. Improve one's strategies in social mobilization and/or networking through attend-ance to trainings and seminars.					
6. Make active in the involvement of community activities, by leading in special committees during fiesta celebration and other community work.					
7. Others (please specify)					

Thank you very much for your cooperation . . . . . .

The Researcher

C U R R I C U L U M V I T A E

CURRICULUM VITAE

NAME	:	MARIVIC IGNACIO VETORICO
ADDRESS	:	Brgy. Viejo, Burac, Pagsanghan, Samar
DATE OF BIRTH	:	November 14, 1970
PLACE OF BIRTH	:	Catbalogan, Samar
CIVIL STATUS	:	Married
PRESENT POSITION	:	Elementary Grades Teacher
STATION	:	Bangon Elementary School Bangon, Pagsanghan, Samar

EDUCATIONAL BACKGROUND

Elementary	:	Pagsanghan Elementary School Pagsanghan, Samar 1977-1983 Consistent Honor Pupil
Secondary	:	Samar National School Catbalogan, Samar 1983-1987
College	:	Sacred Heart College Catbalogan, Samar 1987-1991
Graduate Studies	:	Leyte Normal University Tacloban City 1992-1993; 1997-1998 Samar State Polytechnic College Catbalogan, Samar 1998 to present

Curriculum Pursued : Master of Arts in Education

Specialization : Administration & Supervision

AWARDS RECEIVED

Certificate of Recognition : For meritorious and outstanding services rendered during the joing BSP-GSP Jamborally at Pagsanghan Central Elementary School, Pagsanghan, Samar, November, 2001.

Certificate of Participation : For having actively participated in the Division Conference Workshop on Mathematics Instruction and Supervision at Gandara I Central Elementary School, Roño Hall, Gandara, Samar on October 17, 2002.

Certificate of Participation : For having actively participated in the Orientation on School Feeding Program held at RELC, Department of Education, Government Center, Candahug, Palo, Leyte on September 6, 2002.

Certificate of Participation : For having actively participated in the Re-Echo Seminar Workshop on Reading Education Training Program held at Sta. Cruz Elementary School, Sta. Cruz, Tarangnan, Samar on September 7-9, 2002.

Certificate of Recognition : For participating and Supporting Group Member during the Training-Workshop in Managing Science Investigatory Projects at Llorente

National School, Llorente, Eastern Samar. on August 7-9, 2002.

Certificate of Participation : For having actively participated in the 12th National Jamboree held at Palo, Leyte, Philippines on December 27, 2001 to January 2, 2002.

Certificate of Recognition : For 2nd Outstanding Investigatory Project during the Training-Workshop in Managing Science Investigatory Projects held at Llorente National High School, Llorente, Eastern Samar on August 7-9, 2002.

Certificate of Participation : For having actively participated during the Managing Science Investigatory Projects held at Llorente National High School, Llorente, Eastern Samar on August 7-9, 2002.

Certificate of Participation : For having actively participated during the Joint BSP-GSP Jamborally at Pagsanghan Central Elementary School, Pagsanghan, Samar, November, 2001.

SEMINARS & TRAININGS ATTENDED

Division Seminar-Workshop on Science, GSP Building, Catbalogan, Samar, July 22-24, 1998.

Training for Basic Leadership Course (Girl Scout), SRSF, Catbalogan, Samar, September 21-27, 1998.

Pampurok na Gawaing-Kapulungan sa Filipino sa Paksang "Mga Gawain sa Binagong Kompetensi sa Elementary," Pagsanghan, Samar, September 12-13, 1999.

NDEP District Re-Echo Seminar-Workshop, Pagsanghan, Samar, October 21-22, 1999.

District Training in MAPE, Pagsanghan, Samar, November 20-21, 1999.

Training Workshop in Managing Science Investigatory Projects, Llorente National High School, Llorente, Eastern Samar, August 7-9, 2002.

Re-Echo' Seminar Workshop on Item Analysis and Test Validation, Pagsanghan Central Elementary School, Pagsanghan, Samar, August 26, 2002.

LIST OF TABLES

LIST OF FIGURES