MULTIGRADE INSTRUCTION AND PUPILS ACADEMIC ACHIEVEMENT: AN ASSESSMENT

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APPROVAL SHEET

In partial fulfillment of the requirements for the degree Master of Arts in Education, this thesis entitled **"MULTIGRADE INSTRUCTION AND PUPILS ACADEMIC ACHIEVEMENT: AN ASSESSMENT"** has been prepared and submitted by PASTOR A. ABOGANDA, SR., who having passed the comprehensive examination is recommended for oral examination.

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DEDICATION

To the Multigrade Teachers
of the Division of Samar
for whose improvement of teaching
effectiveness and/or competencies
this work is designed
and
to the total improvement of the
so-called "Paaralan ng Buhay",
I dedicate this humble work.

Pastor

ABSTRACT

This study assessed the implementation of multigrade instruction and relates it to academic achievement of elementary grade pupils in the Regional Elementary Assessment Test (REAT) conducted in selected elementary schools in the Division of Samar. The highest age bracket of the 20 multigrade teachers is 64 years old and its opposite age is 25 years old. It is only ages 30, 35, and 37 where there are three to two teachers representing each age bracket, respectively. As regards the perceptions of two groups of respondents on instructional materials and facilities adequacy in the multigrade classes, both respondents agreed that in terms of chalkboards, bulletin boards for display, are "Very adequate". While for furniture/equipment, outdoor resources for learning, lighting and ventilation, and the presence of charts, pictures, and graphs they are rated by both respondents as "Adequate". Majority of the teachers handling multigrade classes are at age 30, 35, and 37 because most of these teachers are the ones being assigned by school administrators in handling several grades. Also, in the training conducted, these younger groups of teachers are the ones who are expectedly "Able" in rigid activities. Training and other in-service education should be among those which should be given priority by classroom teachers. In this way, the teachers will be acquainted with the present thrusts and innovations in education.

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THE PROBLEM AND ITS SETTING

Introduction

In the Philippine public school system, classes with two or three grade levels within one classroom with the teacher are referred to as multigrade classes. Multigrade classes can also be called multi-level classes (BEE, 1994: 1).

A Multigrade class is composed of children in several (two or three) grade levels with one teacher for an entire school year. Simply put, multigrade schools are those which have classes that combine students of different ages and different abilities in one classroom. There may also be other adults who assist the teacher depending upon how a teacher is able to mobilize parent or community involvement.

A Multigrade classroom involves children of different ages and different abilities and developmental levels, with different skills, learning together with one another. This is a multigrade class for Grade I, II, and III, or Grade II, III, and IV, or Grade I and II, or Grade I, II, IV, or Grade V and VI, and the like.

This means that a multigrade classroom clearly involves children with different skills and abilities, different developmental levels and needs, learning and working

together with the guidance and supervision of one teacher (BEE, 1994: 2).

There is a dominant view that multigrade classes are poor substitute for a single grade classes which are considered ideal. On the other hand, multigrade 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 scheme is in terms of being able to meet the needs of a community children as far as education is concerned. One of the most obvious reasons for this is savings 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 (World Bank, 1992).

Cost-effectiveness is also related to the costs of administration and management of a multigrade class with several grade levels sharing one classroom, compared to constructing and furnishing one classroom for each grade level. Even if initial costs for the preparation of appropriate multi-level learning materials and equipment is required at the outset in order to address the quality of instruction in a multigrade classroom, these costs are considered good investments that pay-off immediately (BEE,

1994: 9).

But beyond cost-effectiveness and administrative efficiency, there are other important reasons for organizing multigrade classes. Multigrade classes do have more advantages than disadvantages provided there is sufficient preparation in terms of teacher training and appropriate multi-level instructional materials and books.

Of course, this is not enough because according to Chan (1991: 2), there is still a need to do some evaluation. She further asserted that evaluation is required so that appropriate teaching materials can be given emphasis for classroom activities; effective teaching skills are being continuously rendered to the pupils so that in the end, multigrade instruction can improve pupils ability.

In the Division of Samar, varying experiences have occurred with respect to academic performance of pupils under such program. While other are showing comparatively better results than that of the single-class program, other or most of the multigrade classes are below par as regards pupils academic performance. Because of all these, there really is a need in finding out the reasons of such a situation, hence, this study.

Historical Background

Multigrade schools were actually the first kind of

schools in North America. The one-room schoolhouse was the most common model of formal educational programs for elementary school children before the 1860's when the industrial revolution brought about large scale urbanization and other changes in the country of North America. It was then that single-grade classes were organized to make it easier to manage students as they were divided or classified according to age and grades. Single grade classrooms were developed to accommodate larger numbers of students rather than to design an educational delivery system that could meet individual needs of students. The single grade classroom was already the predominant model introduced to the Philippines by the Americans in the 1900's. However, early schools in the Philippines before the Americans introduced the public school system, were already organized as multigrade schools (BEE, 1994: 2).

Today, multigrade schools are still considered important in many sub-urban and rural parts of North America and Europe. They provide quality educational programs in rural parts of Scotland, the Britain, Scandinavian countries, France, the Netherlands, Canada, and the United States. In these countries, the small villages and towns considered the multigrade schools as better alternatives to single grade schools (Thomas and Shaw, 1992).

It is true that two thirds of the classroom in the

public school system are single grade classrooms and this has been the typical classroom since the public school system was 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 teacher for each class. In many 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 multigrade classes in different parts of the country.

In 1990, the Department of Education, Culture and Sports (DECS), through DECS Order No. 38, s. 1993 has declared a policy for the support of the implementation of the Multigrade Instruction which states:

> Pursuant to the provision in the Constitution that the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all; and considering the present thrust of the government to make at least elementary education truly accessible to all, particularly to children in the remotest barangays, it is hereby declared policy that all public elementary schools, as much as practicable and considering existing facilities and teachers, will offer complete Grades I to VI through combination or multigrade classes.

So, beginning school year 1993-1994, all incomplete schools not constrained by availability of facilities and teachers, were mandated to organize multigrade classes in

order to offer the complete Grades I - VI. That is why, the field has started to consider the organization and continuing operation of multigrade classroom all over the country within the framework of the efforts to provide Education For All Filipino children. While DECS officials at the national, regional, provincial and municipal levels have always recognized the existence of multigrade classes, they have been viewed as viable means to reaching as many children as possible especially for the elementary level in order to provide primary education for as many Filipino children as possible. Thus, the efforts to address the special needs of multigrade classes and to improve the quality of instruction in multigrade classroom have begun in the form of investments in training programs, curriculum development and the development of learning materials appropriate for multigrade classes (BEE, 1994: 4).

In addition, according to Chan (1991: 1-2), the Philippine Education Commission has reported that complete schools are inaccessible to many children due to distance. Multigrade instruction, also called combination classes, have been organized in barangays where the required number of pupils of the same grade level has not been met to make up a separate classes. The teacher then apportion class time for instruction to every grade level within the class.

Statement of the Problem

This study attempted to make an assessment of multigrade instruction and relate it to the academic achievement of elementary grades pupils in the Regional Test conducted in the Division of Samar last school year 1996-1997. Specifically, it sought answers to the following questions:

1. What is the profile of multigrade teachers in selected elementary schools in the Division of Samar as to:

   1.1 age and sex;

   1.2 civil status;

   1.3 teaching experience (number of years);

   1.4 educational qualification;

   1.5 in-service trainings; and

   1.6 performance rating?

2. What is the status of multigrade instruction in selected elementary schools in the Division of Samar as perceived by the multigrade teachers and their administrators as to:

   2.1 teachers' competence;

   2.2 teachers' techniques;

   2.3 evaluation strategies; and

   2.4 instructional materials/facilities?

3. Is there significant difference between the perceptions of the multigrade teachers and their

administrators as regard the status of multigrade instruction in the Division of Samar as to:

3.1 teachers competence;

3.2 teachers techniques;

3.3 evaluation strategies; and

3.4 instructional materials/facilities?

4. What is the average academic achievement (MPS) of multigrade classes in selected elementary schools in the Division of Samar in the Regional Test conducted last school year 1996-1997?

5. Is there a significant relationship between the average academic achievement (MPS) of multigrade classes and multigrade instruction in relation to:

5.1 teachers competence;

5.2 teachers techniques;

5.3 evaluation strategies; and

5.4 instructional materials/facilities?

6. What are the problems met by the respondents in the implementation of multigrade classes in the Division of Samar?

7. What possible solutions are suggested by the respondents in the implementation of multigrade instruction?

8. What are the implications of the findings of the study to classroom instruction and supervision?

Null Hypotheses

In the conduct of this study, the following hypotheses have been tested, to wit:

1. There is no significant difference between the perceptions of the multigrade teachers and that of the administrators as regards the status of multigrade instruction in the Division of Samar as to:

   1.1 teachers' competence

   1.2 teachers' techniques

   1.3 evaluation strategies

   1.4 instructional materials/facilities

2. There is no significant relationship between the academic achievement (MPS) of multigrade classes and multigrade instruction in relation to:

   2.1 teachers' competence

   2.2 teachers' techniques

   2.3 evaluation strategies

   2.4 instructional materials/facilities

Theoretical Framework

This study is anchored on the concept of "action learning" by Munford (1987), which requires that learning and applying new insights and information are basic in changing attitudes and gaining knowledge. Action learning is a strategy to promote learning by doing, a means for

accomplishing something. This is what is being promoted in multigrade instruction. It encompasses variety of learning materials and requires maximum participation by the learners. It provides a rationale and system for planning, designing, implementing, and evaluating education or organizational training. Further, it provides time for three undertakings: input from the facilities, from audio-visual aids or printed materials; instruction or group process opportunities where teachers technique has its greatest use or role; and instruments which can be identified as evaluation strategies of the teachers that can be used for daily structuring, analysis, and reporting of outcomes or findings during classroom instruction.

In multigrade instruction, four important components are given emphasis. These are teachers' competence; teachers' techniques; evaluation strategies; and instructional materials/facilities. These four, likewise can be identified with the three undertakings under the concepts of action learning of Munford (1987).

The concept of action learning by Munford (1987), is also supported by a variable in classroom instruction called "opportunity to learn" by Caroll (1963),. which is defined as the amount allocated to the learner for the learning of a given task which likewise make the foundation of this study.

Husen (1967), on one hand defines opportunity to learn in terms of the relationship between the content taught to the students and the content tested by the achievement test. Thus opportunity to learn from the Husen perspective is best understood as the match between what is taught and what is tested. Put simply, the greater the match, the greater the opportunity to learn.

The concept on the opportunity to learn suggests that as an instructional variable, it is under the direct influence of administrators and teachers. What is being emphasized here is how much time a learner has available to learn a particular task.

It is further believed that while teachers have virtually no control over the time needed for learning, they do have some control over opportunity to learn because the teacher facilitates the learning experiences in classroom instruction. Aside from facilitating learning experiences, the teacher is believed to be the best judge as to the learning capabilities of the learners.

Another concept which best supports this study is that of Sharan's (1980) "cooperative learning" which refers to various instructional methods in which pupils work in small, heterogeneous learning groups toward some sort of group goal. Cooperative learning groups are not only small and heterogeneous, but also in these groups, pupils are expected

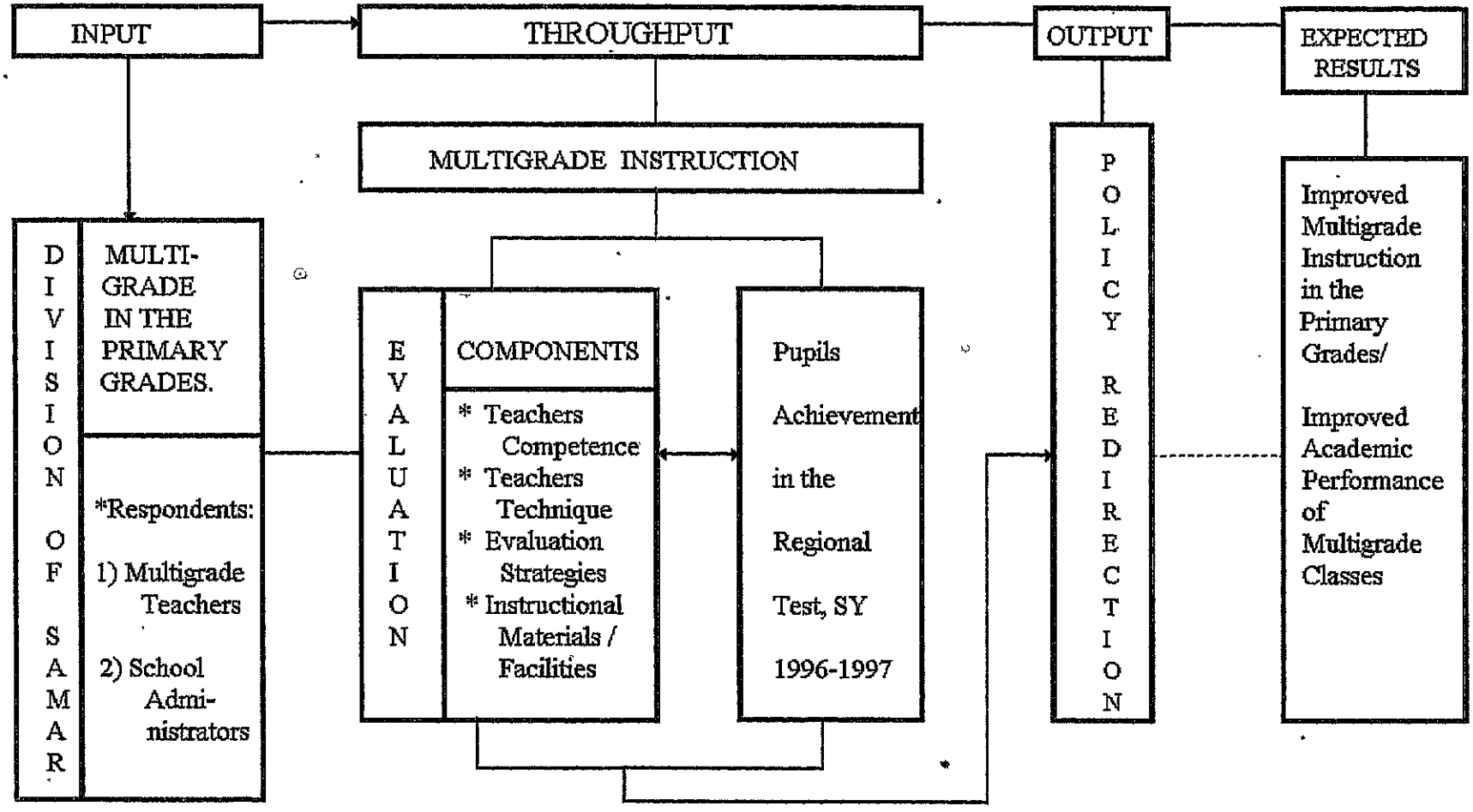

Figure 1. Shows the schematic diagram of the conceptual framework of the study.

to engage in great deal of task-focused interactions, such as studying together or completing group assignments. In a sense, cooperative learning views pupils heterogeneity as a resource to be taken advantage. In their cooperative groups, pupils are expected to share a broad range of perspectives and understandings to help one another master academic content.

The idea behind action learning, opportunity to learn, and cooperative learning enumerated by the three proponents, is that, if pupils work together to complete a common group worksheet or group product, study together and are rewarded on the basis of the achievement of all group members, they will be motivated to help and encourage one another to achieve the learning objective.

Conceptual Framework

The schema on Figure 1 shows the research environment and its subjects which are the respondents of the study composed of the multigrade teachers and the school administrators of the said multigrade teachers. The pupils achievement in the Regional Test for multigrade classes last school year 1996-1997 is also one subject in this study. The respondents mentioned are the ones who made an assessment or evaluation of how the components of multigrade instruction are carried out in the classroom. Such components are as

follows: teachers' competence; teachers' techniques; evaluation strategies; and instructional materials/facilities. The expected result of this study is an improved multigrade instruction in the elementary grades or improved academic performance of multigrade classes, which is an offshoot of the policy redirection that form part in this study.

Going back to the four components of the multigrade instruction subjected in this study, the teacher competence is one important consideration. Before a teacher can proceed to teach, he has to possess first the necessary tools in teaching. In his competency as a teacher, several considerations have to be on the fore like: clarifying objectives of instruction; motivating students; supplying a model; sequencing the subject matter properly; managing practice effectively where thinking and physical activities are utilized; providing for individual differences; and helping pupils apply knowledge and skills in new situations (Klausmeir and Ripple, 1971: 4).

Teacher technique on the other hand, as viewed by Silvius and Curry, are the practices and refinements of presentation which a teacher employs to make instruction more effective when using a specific method or a teaching aid. For example, a teacher might use specific directions to explain and show how a tool should be picked up and held

and how a person should stand as he performs an operation (Aquino, 1989: 11).

Another component of instruction which should be given importance in the implementation of Multigrade Class is the evaluation strategies. It is said that the prime characteristic of a good teacher is that he continually modifies his teaching in response to his findings. Of course, this is not limited only to finding out the effects of one's teaching, but a teacher, who is competent in his job, also strive to improve the learning process of the student, which is one focus in the conduct of this study.

This study includes instructional materials/facilities in the sense that, such is a component part of Multigrade Instruction. These are usually the softwares and hardwares for instructional purposes. They are even further classified into: 1) printed materials which include textbooks, pamphlets, references, resource materials, activity booklets, and other periodicals and reading materials; 2) audio-visual materials; and 3) community resources like field trips, persons to interview, service projects, libraries, museums, recreational areas, and the mass media (Aquino, 1989: 12).

The four components discussed above, after having subjected to evaluation by the two groups of respondents, as to how far they are utilized by the teachers are likewise

compared or related to the average academic performance in the Regional Test of the multigrade classes handled by the multigrade teachers themselves. The result of which are policies which would redirect the course of action by all concerned in the implementation of Multigrade Instruction in the elementary schools in the Division of Samar towards the end goal - an improved multigrade instruction in the elementary grades/schools and/or improved academic performance of multigrade classes in the Division of Samar.

Importance of the Study

It has been reported that in the Division of Samar there has been no study of this nature which was conducted in the previous years. This study was conducted to identify the weak and strong points of multigrade instruction and to gain insights that would be useful in the improvement of the multigrade program in the Division of Samar. Further, the findings of this study, are beneficial to the following:

Pupils. The result of this study will prove beneficial to pupils in terms of better instruction. This will also inform them of their performance level as regards the Regional Elementary Assessment Test last school year 1996-1997.

Multigrade Teacher. The findings of this study will be

of great help in the identification of weak points of the program as basis for multigrade teachers when they desire to make correction to obtain quality instruction.

School Administrators. The result of this study will help administrators in redirecting the present multigrade program, particularly in the conduct of supervision and monitoring.

Other Researchers. The findings of this study will be of help to other researchers in terms of insights that they will gather, thus making them aware or informed in the conduct of researches that have bearing or similarities with the present study.

Community. Through this study, the community as well, will be informed as regards their children's performance and how the multigrade instruction is helping the education sector in its thrusts on access and quality.

Scope and Delimitation of the Study

This study entitled "Multigrade Instruction and Pupils Academic Achievement: An Assessment" has been conducted during the school year 1997-1998. Particularly, the focus was on the four major components of Multigrade Instruction such as: 1) teachers' competence; 2) teachers' technique; 3) evaluation strategies; and 4) instructional

materials/facilities.

Basically, the study included two groups of respondents, namely: 1) multigrade teachers and 2) their administrators. The administrators, 20 of them, are those occupying different positions from the Teacher In-Charge, Head Teacher, and Principal from 20 elementary schools having multigrade classes. For the multigrade teachers, also 20 of them, are the teachers handling Grade I, II, and III; Grade I and II; Grade II and III; Grade IV, V and VI; Grade III and IV, and other combination grades. They also come from the same elementary schools where the school administrators mentioned above are assigned. The performance of the pupils during the achievement testing by the Regional Office conducted last school year 1996-1997 was used in finding out as to how much have been accomplished in relation to their classroom instruction effectiveness.

Definition of Terms

The following terms are here defined to establish a common frame or reference for the readers as they are used in this study. They are as follows:

Achievement. This is something carried out successfully especially that of reaching a required standard of performance (The New Webster's Dictionary of the English Language, 1995: 6). In this study, this refers to the

accomplishment or proficiency of performance in a given skill of body of knowledge of a particular learner.

Achievement test. This is a test administered to a group of students with the purpose of measuring how well they have mastered specified instructional objectives (Aquino, 1989: 417). In this study, it is a test designed to measure the pupils' knowledge, skills, values, etc., administered during the end of the school term, such as the Regional Elementary Achievement Test.

Administrators. One who administers, especially public or business affairs (Reader's Digest Great Illustrated Dictionary, 1984: 32). As used in this study, it refers to the teacher in-charge, head teacher and principal manning the elementary schools, in the Division of Samar.

Evaluation. It is a process wherein the parts, processes, or outcomes of a program are examined to see whether they are satisfactory, particularly with reference to the program's stated objectives, our own expectations, or our own standard's of excellence (Aquino, 1989: 397).

Evaluation Strategies. This pertains to the technique or ways of assessing pupils performance. This can be done through test, either oral or written and also through observation by the one conducting the evaluation (Aquino, 1989: 432). As used in this study, they refer to the techniques utilized by the teacher in administering tests.

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

Instructional Evaluation. Refers to all of the decisions a teacher must make about the planning and progress of instruction, which usually occurs before, during and after instruction. It is both frequent and ongoing throughout the school day and year (Anderson, 1989: 337). As used in this study, it refers to all the three kinds of evaluation given to a class, such as diagnostic, formative, and summative evaluations carried out at a specified period/time to assess learning outcomes.

Instructional Materials. They are referred to as materials providing instructional support, i.e., to provide an alternative explanation, different examples and illustrations, or opportunities for practice (Anderson, 1989: 53). As used in this study, they are the textbooks, chalkboard, audio-visual aids, and other materials used by the teacher in helping her/him attain instructional objectives.

Multigrade Class. This is a class composed of two or

more grade levels housed in one classroom attended to by a single teacher.

Multigrade Teacher. This refers to the classroom teacher teaching several grade levels, from two to three in one class housed in one classroom.

Teacher Competency. Refers to any single knowledge, skill or professional value position, the possession of which is believed to be relevant to the successful practice of teaching. Competencies refer to specific things that teacher know, do, or believe but not to the effects of these attributes on others (Anderson, 1989: 347).

Teacher Effectiveness. Refers to the effect that the teacher's performance has on pupils. Teacher effectiveness depends not only on competence and performance, but also on the responses pupils make (Anderson, 1989: 347). Operationally, this is measured in terms of the results of achievement testing conducted at the end of the school year last 1996-1997.

Teacher's Performance. This refers to what the teacher does on the job. Teacher performance is specific to the job situation, it depends on the competence of the teacher, the context in which the teacher works and the teacher's ability to apply his or her competencies at any given point in time (Anderson, 1989: 347). Operationally, it refers to the performance rating received by the teacher in her/his

performance of the tasks immanent in her appointment as a teacher.

Teacher's Techniques. These are the practices and refinements of presentation which a teacher employs to make instruction more effective when using a specific method or a teaching aid (Aquino, 1989: 11).

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents related information, concepts, theories, and opinions from books, magazines, brochures and unpublished materials. They were considered in this section to help enrich this present study.

Related Literature

There are multigrade schools in developing countries like China, Indonesia, Malaysia, India, Bangladesh, Columbia, Mexico, Paraguay, Brazil, Gambia, Mauritania, Lesotho, Betswana, Senegal, Zaire, and countries in the Pacific islands. They exist to provide quality educational services to rural areas (BEE, 1994: 2).

Likewise, in the Philippines, multigrade instructions are made available in different schools both elementary and secondary institutions all over the educational system. The immediate objectives of which is to accommodate the number of pupils within a class with varied grade levels.

In a heterogeneous learning group, it is expected that pupils among themselves will be able to solve problems or organize materials presented by the teacher and to transmit the group's understanding to each individual.

Classroom instruction such as in multigrade classes,

for teachers to be effective, it must begin with the premise that if you want to find out about learning, ask first about what is to be learned, prepare yourself for the job, and then look at the learner and figure out how he can get there. In short, be specific and be explicit.

In this study, it is believed that learning by doing is one key factor in achieving competence or high performance, the fact that it is through this process whereby an individual learner is given the opportunity to use and exercise his innate power of mind, thus learning takes place the more and the better.

Of course, all these classroom activities surfaced because of the teacher and his competence in handling teaching-learning situations. At present, the classroom activities or teaching behavior of teachers have been the subject of research. One study has classified such activities into linguistic, expressive, and performatory behavior (Aquino, 1989: 8).

The first category, linguistic behavior, includes what teachers say, since instruction is, to a considerable extent, done through speech. For instance, teachers make assignments, give directions, explain, narrate, elaborate, ask questions, comments on responses, encourage and praise, and sometimes exhort and scold. In all of these instances, teachers use speech (Aquino, 1989: 8).

The second category, expressive behavior, accompanies all speeches, for this type of behavior is a part of communication. Expressive behavior includes tone of voice, facial expressions, and motions of the hands, arms, eyes, head, or other parts of the body. These forms of expressive behavior have uses: to emphasize certain words, to indicate humor, seriousness, irritation, approval, disapproval, and so on. The importance of expressive behavior lies on the fact that pupils learn to read its various manifestations to know what mood the teacher has, such as, a joking mood or a serious mood, and to determine whether the teacher really means what he say (Aquino, 1989: 8).

The third category is called performatory behavior and it includes all physical activities such as writing on the blackboard, operating projectors and the record players, manipulating models, and using laboratory equipment, tools, machines, and other instructional materials (Aquino, 1989: 9).

In teaching, one view believes that the success or lack of success of a given curriculum primarily lies in the hands of the teacher. This is because the process of translating a curriculum plan into concrete learning, experience is the primary business of the teacher. According to Rubin, as cited by Aquino (1989: 3), a teacher's curriculum-translation function is the key to the

effectiveness of any curriculum. If a teacher accurately interprets the goals of a curriculum and is sympathetic with these goals, the curriculum is likely to be even more effective than its planners anticipated. Conversely, if a teacher misinterprets the curriculum goals or is unsymphatetic with them, it is unlikely that the goals will be achieved.

Louis E. Raths, as cited by Aquino (1989: 3), has postulated twelve functions of teaching which may be considered to be of great importance in almost every teaching day. These are: 1) explaining, informing, showing how; 2) initiating, directing, administering; 3) unifying the group; 4) giving security; 5) clarifying attitudes, beliefs, problems; 6) diagnosing learning problems; 7) making curriculum materials; 8) evaluating, recording, reporting; 9) enriching community activities; 10) organizing and arranging classroom; 11) participating in school activities; and 12) participating in professional and civic life.

Aside from the above function of teaching, Gage as cited by Aquino (1989: 9), has identified ten technical skills of teaching which likewise can be expressed as characteristics or indicators of teacher competency. These skills are: 1) establishing set, or the establishment of cognitive rapport between pupils and teacher to obtain

immediate involvement in the lesson; 2) establishing appropriate frames of reference, or points of view; 3) achieving closure, or pulling together major points, linking old and new knowledge, at appropriate points within a teaching episode as well as at the end; 4) using questions in such a way as to elicit the kinds of thought processes and behaviors desired such as simple recall, or concept formation, or evaluation; 5) recognizing and obtaining attending behavior; 6) control or participation; 7) providing feedback; 8) employing rewards and punishment; 9) setting a model; and 10) explaining, or the skill of engendering comprehension - usually orally, verbally, and extemporaneously - of some process, concept, or generalization.

In instruction, teachers have to be guided by the fact that it is the actual engagements of learners with planned learning opportunities or it is the implementation of the curriculum plan. So, curriculum and instruction are interlocked that without curriculum or plan, there can be no effective instruction; and without instruction, the curriculum has little meaning (Aquino, 1989: 6).

In the implementation of the curriculum, actual classroom use and the findings of educational experimentation have supported the conclusion that the use of appropriate instructional materials in various teaching -

learning situation promotes effectiveness in teaching. For this reason, teachers should understand the values of instructional materials, should know the principles underlying their use, should be familiar with the techniques involved in utilizing them, and should make wise decisions regarding the "what" (what materials to use), the "when" (when to use a particular resource or material), and the "how" (the ways in which instructional materials are to be used) of the materials (Aquino, 1989: 483).

These instructional materials can also be defined as printed materials or supplementary materials. These materials range from printed matter such as periodicals or reference books to materials usually classified as visual aids. No matter what their form, supplementary materials should facilitate the learning process in some identifiable way. Specifically, they can be used to arouse interest, provide information not available in the text or expand on text material, introduce students to different points of view, provide illustrations, provide opportunities for practice, summarize information, and provide for individual differences (Aquino, 1989: 484).

Studies have shown that students can benefit from multigrade programs provided these are properly implemented. Effective multigrade programs provide students with opportunity for increased achievement and promote good

socialization patterns. These two benefits of quality multigrade programs are among the reasons why developed countries in North America and Europe consider multigrade schools as effective means of providing quality educational programs (BEE, 1994: 7).

Studies conducted in North America and Europe to assess the effect of multigrade instruction on student achievement generally show no significant difference between students in multigrade classes and single grade classes (BEE, 1994: 8).

According to Thomas and Shaw (1992), in their studies, students in countries like Britain, Germany, the Netherlands, Switzerland and the United States, all students in the multigrade schools perform as well, as counterparts in single-grade classes for all major subject areas.

Studies from countries in the developing world also show positive but mixed results in terms of students achievement among those enrolled in multigrade programs. For example student enrolled in Columbia multigrade 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 feelings about themselves, more confidence and more positive civic behavior (BEE, 1994: 8).

In African countries like Togo and Burking Faso and in

India and Brazil also showed positive results in terms of student achievement. These were attributed to effective techniques and strategies like peer teaching, independent work, a rich variety of presentation and instructional techniques used by the teacher (BEE, 1994: 9).

However, studies conducted in Pakistan and Mexico showed a poor performance on achievement test by multigrade students compared to those enrolled in single grade classes. In Mexico there was a higher drop-out and repetition rate among the multigrade schools and this was attributed to the lack of materials and facilities and poorly trained teachers (BEE, 1994: 8).

A very important lesson to be drawn from the studies conducted so far in other countries where there are multigrade classes is that effective multigrade teaching can results in positive student achievement and other benefits, such as improved socialization, independent, self-directed learners. But poor quality of instruction in multigrade programs, just like quality of instruction in single-grade program will also result poor student achievement.

However, there are certain requirements for effective multigrade teaching. These are: (1) Systematic and well-organized and planned instructional delivery and groupings; (2) a well-managed classroom that is conducive to learning because the necessary resources are available and the

necessary discipline among the students has been developed so that they can focus on learning; (3) a cooperative learning environment where self directed learning is balanced with teacher-directed activities, peer teaching and group work; (4) a teacher who is well-prepared to actually serve as a facilitator of learning rather than as the only source of knowledge in the classroom and who is well prepared to apply a variety of instructional strategies and techniques to suit the varied needs of the learners; and (5) a well-assigned curriculum that allows and encourage integration of subject matter areas and variety of activities as learning experiences for the students (BEE,1994: 10).

A good multigrade school is both effective and efficient. Children also progress or move through the basic curriculum in the same way that children in single-grade classes are expected to. The instructional strategies may be different to adjust to the varied ages, levels of abilities and skills of the pupils as well as the different resources available but the goals are the same.

The children in multigrade classroom must also achieve competence in reading, writing, mathematics as well as the other curriculum areas like social studies, science, health and physical education. Effective multigrade schools maximize an inquiry approach to learning and as much as

possible link-up classroom or school learning with daily life. In this way, children will learn how to learn.

Related Studies

In order to enrich the present study, several unpublished works have been reviewed from different college libraries in the Region, such as in this college, the Samar State Polytechnic College, Catbalogan, Samar, Leyte Institute of Technology, Leyte Normal University and even the Division Offices as well as the Regional Educational Learning Center of DECS, Regional Office.

The study of Isanan (1989) about "Upgrading Reading Skills: The Eastern Visayas Experience", it was revealed that there is no significant relationship between the pupils' achievement in English and in Filipino and the following personal variates of teachers: a) educational qualifications; b) field of specialization; c) training in linguistics and language teaching, d) attitude towards Project URS; e) length of service; and f) teachers age.

Isanan further concluded in his study that the Mean Performance Score (MPS) in English and in Filipino of the Grade I-III Project URS pupils fall under the average achievement level. But speaking of the experimental classes under the Project URS, the average MPS are higher than those pupils in the control classes. With all these, they further

attest to the fact that such study is related to the present study because of the consideration that performance is the end product of group endeavor and that both study have made focus on this. Their difference lie on the following: 1) the respondents; 2) the dependent variables under study like trainings in linguistics and language teaching and teachers' attitude towards work; and the coverage of the study.

A study entitled "Performance of Grade Two Pupils in the School, District, and Division Achievement Test" by Cananua (1988), was conducted with the end view of determining whether the performance of the pupils satisfied the expected mean percentage scores established by the school, district and the division for the school year 1986-1987. The following were her findings: 1) there is no significant difference in the pupils' actual performance in the school, district, and division achievement test in English, Mathematics, and Filipino; and 2) there is no significant relationship between the expected and actual performance in English, Mathematics, Filipino, and Sibika at Kultura in the school, district, and division achievement test.

The study of Cananua has semblance with the present study because both utilized the elementary grade pupils and the achievement tests of these same groups of pupils. It

differs with the present study because while the former is addressing the school, district, and division tests last school year 1986-1987, the latter is using the Regional Elementary Achievement Test last school year 1996-1997.

Andrade (1990), in his study about teachers' teaching performance and professional preparation in relation to selected variables as basis for modules in Mathematics teaching strategies, has the following findings: 1) that the weighted mean of students in Mathematics showed a very low mathematical aptitude; 2) that teachers teaching Mathematics were professionally prepared; and 3) there was no correlation between the students Mathematics achievement and the teaching performance of teachers.

It was further revealed from the above study that the data obtained showed that the students had no mastery of the skills that were taught in all levels in Mathematics instruction. So, Andrade, recommended that students should be exposed to the different skills to be developed in mathematics, like application, analysis, and a synthesis. And this should be given emphasis in all levels.

The study of Andrade has bearing with this present study because both treated the academic performance of students/pupils and were related to the teaching performance of the teachers. They differ on the aspects of curriculum level of the samples and the subject area, because while the

former is on high school Mathematics, the latter is treating all the subject areas in the elementary schools.

Jacer (1993), in her study entitled "Factors Affecting the Performance of Elementary Schools 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-task; g) commitment to an academic focus; h) years of teaching experience. What was not related to academic 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 a) supervision plays a vital role in the improved performance of pupils and in the educational development of the child; and b) curriculum continues to have a significant impact on school performance, and so, must be given attention by all concerned.

This study of Jacer is related to the present study because the two deal with the same concerns, that of students performance in the Regional Test. They differ for the former speaks of factors that affect pupils performance in the Regional Test while, the latter is into the performance of elementary pupils and its relation to the teachers performance in the four components of Multigrade

instruction as perceived by the Multigrade teachers themselves and their administrators.

Gabieta (1985) made a research which determined the status and the extent of implementation of Project URS in the ten clientele schools in the Division of Samar. The following were the findings of his study: 1) on the appraisal of the effectiveness of the PVOSBM Approach to help nonreaders after a year of implementation were mostly "satisfactory" according to 49.6 percent, while 44.29 percent said it was "very satisfactory"; 2) 98 teachers or 65.77 percent said they implemented the Project URS because they believed it, would help improve pupils reading capabilities; 3) 78 teachers or 52.34 percents have satisfactorily mastered the concepts and techniques of Project URS and 48 teachers or 32.21 percent have only mastered partly; and 4) as a whole, most clientele schools rated Project URS as a "Good System" with a frequency of 78 or 52.34 percent, while 58 or 38.92 percent rated it as "Very Satisfactory", 4 or 3.12 percent rated it as "excellent", and 4 or 3.12 percent also, rated it "Fair".

The study of Gabieta is mentioned in this study because it has bearing with this present study on the concept of project implementation assessment by the clientele schools. The difference lies on the respondents because while the former is having Education Supervisors, District

Supervisors, Principals, and Head Teachers as respondents, the latter is only involving the Multigrade teachers, and their administrators. Also, another difference is on the program being subjected to assessment because while the present study is concerned on Multigrade Instruction, the previous study is on the PVOSBM Approach.

Ynalbis (1995), found out in her study "Educational Qualification and Instructional Competence of Elementary Grade Teachers", that of the teachers who were sampled those rated "Outstanding" were the teachers with high educational qualifications and the remaining greater number of teachers who got a "Very Satisfactory" rating were those who have advanced studies or units in graduate studies. This finding showed that instructional competence is affected by the teachers educational qualification. It was concluded therefore, that there is a substantial or positive relationship between the two variables. And as teachers keep on upgrading their educational qualification through various means, instructional competence becomes evident in classroom instruction or they improve their teaching competencies.

Ynalbis, in her study, recommended that teachers should always attend seminars, professional meetings and undergo educational trainings to gain new ideas and knowledge. They should advance their studies to gain expertise in their

field of teaching. Teachers should love their work and should go to their respective stations as early as possible to plan their teaching processes which may produce a successful lesson and quality learners. Proper motivation and encouragement from administrators also form part in the improvement of teachers instructional competence, as suggested in this study.

The study of Ynalbis is taken into consideration in this study considering that teachers instructional competence has been addressed to which likewise is being considered in this present research work. But a difference also exist between these two studies because while this present study is treating instructional strategies as one concern, it was mostly addressing the major concern on academic achievement of pupils from multigrade classes in the division of Samar. While that of Ynalbis study, it has focused on teachers instructional competence as one of the two major concerns, aside from teachers educational qualification, in the district of Zumarraga-Talalora, in the division of Samar.

In the study on "Study Habits of Grade IV Pupils in the Public Schools" by Cinco (1988), it was found out that the null hypothesis that "The practice of the study habits of male and female grade IV pupils in Catbalogan districts are the same as perceived by their teachers, their parents and

pupils themselves", is not true and therefore is rejected. Among the factors affecting the study habits of pupils, "physical defects" was found to affect very much the study habits of the male pupils, whereas, the female pupils were affected very much by the "inability to read textbooks", as perceived by the pupils parents who were involved in the study.

The study is mentioned in this present study because of its bearing on the latter's concepts on factors affecting the study habits of pupils. While it is true that study habits are not mentioned as one of the concerns of this present study, it is still a recognized fact that pupils academic performance is the result of many factors such as factors affecting their study habits. With respect to their differences, the former study is focused on study habits of Grade IV pupils of Catbalogan districts while the latter is treating academic achievement or performance of pupils in the multigrade classes in the whole division of Samar.

The study of Teraza (1997), entitled "Influence of Teachers Instructional Competence on Pupils Achievement in the National Elementary Achievement Test (NEAT), made several findings that: 1) majority of the teacher-respondents are females and are above middle-age group considering that their average age was found to be 59 years; 2) majority of the teacher-respondents, are married; 3) the

teacher-related factors such as educational preparation, length of service, work performance, work values and teaching behaviors; and 2) the extent of the problems experienced by multigrade teachers in terms of pupils performance, teachers competence, physical facilities, supervision, and parents participation.

The study of Jumadiao concluded that: a) although majority of the 168 respondent-teachers were equipped with the minimum educational preparation to perform their tasks as multigrade teachers, they failed to earn graduate units or degrees which would help improved themselves professionally; b) although multigrade teachers were generally rated as "very satisfactory", this does not mean that the supervisors and school administrators should stop assisting and assessing multigrade teachers in their work; c) on instructional materials, their availability was rated at a very "dismal state". There were 112 or about 75 percent assessed these materials as "very unsatisfactory", and "poor". This suggests that the school administrators and LAC leaders should incorporate topics on instructional materials development. In this way, it was forecasted that such could be one solution to the aforecited problem on scarcity of these instructional materials.

This study of Jumadiao has a great semblance with the present study considering that the two focused to the same

program in the elementary education division in the region, aside from the different teacher and school variates being considered as research variables 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 was conducted here in the Division of Samar, on different periods or school years.

Last 1994, the Elementary Education Division (EED) Regional Office of DECS, Region 8 has conducted a study on "The 1994 NEAT: An Analysis" which was spearheaded by the then Chief of the EED, Dr. Rozabel R. Tajo. Specifically, the study intended to determine the percentage of NEAT passers by division; identify the number of schools which obtained a 100 percent passing and zero percent passing; identify the percentage of increase and decrease, if any; determine the mastery level by learning areas; and propose viable alternative schemes to improve NEAT results.

From the data gathered, the findings revealed that the top ranking divisions were: 1) Biliran with 89.47 percent passers; 2) Northern Samar with 76.38 percent passers; 3) Ormoc City with 72.23 percent; 4) Calbayog City with 71.05 percent and 5) Eastern Samar, 70.00 percent. The remaining low performers were (from bottom-up): 1) Leyte Division with 42.32 percent; 2) Samar Division, with 43.66 percent; 3) Southern Leyte, 44.32 percent and 4) Tacloban City with

58.13 percent. It was cited in this study that the percentage of passing alone is not the best indicators of the progress of the different divisions because in the mean percentage increase of performance in the 1994 NEAT from the 1993 NEAT records, showed that Samar Division was the highest among the nine divisions and has the greatest percentage increase of 104 percent. This was followed by Northern Samar with 76.96 percent, then Eastern Samar with 67.62 percent, followed by Calbayog City with 63.57 percent. Biliran with 44.25 percent, Leyte with 16.41 percent, and Ormoc City with 26.71 percent. The two remaining divisions, Tacloban City and Southern Leyte, both decreased by 2.31 percent and 12.04 percent, respectively.

With respect to the mastery level, all the nine divisions did not make it to even 50 percent of the skills expected to be mastered, with only 44.12 percent as their average mean performance scores.

The implications cited in the study of the EED of DECS R.O. VIII of the 1994 NEAT are as follows:

1. The instructional skills of the teachers was improved, maximized and put to use;

2. The "Time on Task" reorientation and retraining conducted that summer has helped a lot in the increase of pupils academic performance, particularly in the NEAT;

3. Summer review classes had an impact on the

learning abilities and in the increase of pupils performance;

4) The acquisition and/or provision of review materials to the pupils was considered an input to better learning;

5) "Practice Tests", "Mock Test", and Retesting made some impact on the preparation of the pupils for the NEAT; and

6) The positive effect of providing supervision and moral support to the schools by the school officials and administration.

The study recommended that school administrators should include in their Performance Appraisal System for Key Officials (PASKO) as target, a commensurate increase/number to be achieved in the national/regional/divisional test. Summer review classes has also to be given emphasis and to concentrate "efforts" to the low performing schools in every division in the region.

The relatedness of this present study with the former study lies on the fact that they both address to similar concern which is on pupils performance. The difference is that, while the former concentrated alone on the pupils performance in the 1994 NEAT, the latter has addressed other concerns like the status of multigrade instructions, problems of the multigrade teachers, and relating these to

the pupils performance in the REAT conducted last school year 1996-1997.

The study on "Remedial Reading Program for Grade 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; and c) there was no significant difference between the younger and older grade III and IV mean reading scores.

From the aforecited 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 grade level. Their reading ability is equivalent to that of the Grade III pupils; c) the Grade 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 Grade 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' 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 deals on program implementation, particularly on instruction which this present study delved into. The difference lies on the fact that while the former has done an in-depth evaluation of the reading program on the reading abilities of Grade III and IV pupils between central and barangays schools, the latter is an assessment of the multigrade program on its implementation phase relating the teacher-variates to pupils performance in the REAT.

The study of Macaso (1990), entitled "Effect of Project URS Technology (PVOSBM and Support CIM) on Grade I Pupils Achievement in Reading in English: An Evaluation", has advanced the following conclusions which are most significant to teachers handling multigrade classes and their respective schools administrators, to wit: 1) that with the "very high" achievement level of Grade I pupils in

reading in English, this can be attributed to the teacher factor, particularly the method of teaching reading using Project URS Technology and its support curriculum instructional materials; and 2) the Project URS Technology composed of the PVOSBM Approach in teaching reading in both English and its support curriculum/instructional materials, is an effective educational technology which makes our public elementary school teachers better language teachers and our elementary pupils better language learners.

This study is similar with the present study considering that both have addressed to finding out as to how effective the teachers were in the implementation of the programs in the elementary schools, through the measures of pupil performance. The difference is on the program itself because while the former is addressed to the Project URS, the latter is delving into the Multigrade Instruction. Also, the former has a vast coverage of the whole of Region VIII, whereas the latter is only for a specific division in Region VIII, which is Samar.

Chapter 3

METHODOLOGY

This chapter deals with the methods and procedures that were used to answer the problem of this study. Specifically it focuses on the methods of research, the instrumentation of the study, the validation of the instruments, sampling procedure, the administration of the questionnaire and the treatment of the data.

Research Design

This study attempted to evaluate the status of the multigrade instruction and its relations to academic achievement of pupils under these classes in the Regional Test conducted last school year 1996-1997. To help materialize this endeavor, the descriptive method of research has been employed. Aside from the questionnaire, documentary analysis, unstructured interviews and observations were used to augment the information/data needed in this study.

Instrumentation

The research instruments that were employed in the conduct of this study are: 1) educational survey questionnaire, 2) documentary analysis, 3) unstructured

interview, and 4) direct observation.

Educational survey questionnaires. This instrument is composed of two parts; Part I for the background information of the respondents like the name (which is optional), age, sex, civil status, number of years teaching experience/length of service, educational qualification, number of in-service trainings, and performance rating. This information helped the researcher answer the first problem of this study. For Part II, it is for the perceptions of the respondents on the status of multigrade instruction which relate to teachers' competence, teachers' technique, evaluation strategies, and instructional materials. From the data that were obtained from here, problem number two in this study was taken cared of, as well as problem number three. In this same instrument, the respondents were also asked as to the problems they have encountered and the corresponding solutions to these problems in the implementation of multigrade instruction in the elementary schools in the Division of Samar.

Documentary analysis. This instrument was employed to facilitate in the solution of specific problem number four in this study. The academic performance of the pupils in the multigrade classes in selected elementary schools in the

Division of Samar, conducted by the Regional office last school year 1996-1997, was the primary concern in the conduct of the documentary analysis. This was conducted by the researcher in the Division Office where records of this nature are found.

Unstructured interview. This instrument was likewise employed to ascertain or crosscheck some information found in the questionnaire. This was done during the conduct of the questionnaire to the groups of respondents.

Direct observation. This is one instrument that was utilized from the start of the conduct of the questionnaire while the school administrator was attending the questionnaire. Direct observation of the multigrade instruction was done to supplement other information not clearly stipulated in the responses made by the respondents.

Validation of Instruments.

Before the administration of the questionnaire to the concerned respondents, they were validated by requesting the administrators and classroom teachers in the central school of the district of Sta. Margarita to answer the question found on the questionnaire. Instruction as to effecting their corrections and / or suggestions were made to help

improve the instrument. After the retrieval of the instrument, it was noted that the data/information called for were all given and corrections and/or suggestions supposedly made by the respondents were not made, indicating clarity and objectivity of the questionnaire. So, after this, final draft has been prepared and was submitted to the research adviser for final perusal and her approval for the reproduction of the said instrument for fielding purposes.

Sampling Procedures

Since there are several multigrade classes in the division, representing the 24 schools districts, the responding teachers were only those handling classes tested or included in the Regional Evaluation for Multigrade Instruction, last school year 1996-1997. Likewise, school administrators of the said teachers also composed the respondents of the study.

In classifying the respondents of the study,group one was the teachers and group two was the school administrators.

The sampling technique used in the selection of respondents, was the purposive sampling where all the 20 selected classes tested in the regional test, for the year mentioned above have been considered. These selected multigrade classes coming from the 20 different elementary

Table 1

The Locale and Respondents of the Study

Schools	No. of Respondents	
	MG Teachers	Administrators
1. Aurora Primary School	1	1
2. Apolonia Elem. School	1	1
3. Bagolibas Elem. School	1	1
4. Balugo Primary School	1	1
5. Bayog Elem. School	1	1
6. Bato Elem. School	1	1
7. Binanalan Elem. School	1	1
8. Botoc Elem. School	1	1
9. Bucalan Primary School	1	1
10. Catalina Primary School	1	1
11. Curry Primary School	1	1
12. Iguid Primary School	1	1
13. Lagundi Primary School	1	1
14. Laygayon Primary School	1	1
15. Lupig Primary School	1	1
16. Mogdo Primary School	1	1
17. Oyandic Primary School	1	1
18. Palencia Primary School	1	1
19. San Pascual Elem. School	1	1
20. San Rafael Elem. School	1	1
Total	20	20

schools, including the number of respondents per group are shown in the Table 1, above.

Data Gathering

After securing approval from the Office of the Schools Division Superintendent to conduct the questionnaires to the

multigrade teachers handling classes tested in the regional evaluation for multigrade instruction and to their school administrators, the researcher, fielded the questionnaire himself passing the office of the District Supervisor, for information as well as permission as regards the conduct of such instrument.

In the conduct of the questionnaire, for those which were attended to by the teachers and administrator respondents, were immediately retrieved by the researcher. For those which were not attended to immediately, the respondents were given enough time, that is, one to two days to answer them. In the retrieval of the same, the researcher likewise has done it himself to ensure a high percentage of retrieval. For this particular study, a 100 percent retrieval of the questionnaire from the field was experienced.

Treatment of Data

The data that were gathered were tallied, presented and interpreted statistically. The frequency count and the average measure were used to analyze the data in part I of the questionnaire which is the profile of the respondents.

In testing the first null hypothesis which states that there is no significant difference between the perceptions of the multigrade teachers and their administrators as

regards the status of multigrade instruction in the division of Samar, the t-test of uncorrelated or independent samples was used, with the following formula (Downie and Heath, 1984: 169-170).

$$t = \frac{X_1 - X_2}{S_D}$$

where:

$\bar{X}_1$ - Mean of one variable

$\bar{X}_2$ - Mean of the other variable

$S_D\bar{X}$ - Standard error of the difference

The standard error of the difference ($S_D\bar{X}$) is computed by the use of the following formula (when $N_1 = N_2$):

$$SD\bar{X} = \sqrt{\frac{ZX_1^2 + ZX_2^2}{N(N-1)}}$$

where:

ZX_1^2 - Sum of squares of one distribution

ZX_2^2 - Sum of squares of another distribution

Specifically, the data that were gathered from Part II of the questionnaire were assessed by the respondents, using the five descriptive scales contained in each component of Multigrade Instruction specified in the instrument appended in this study.

For frequency of each item was multiplied by the weight of respective column to obtain the weighted frequency which

were added to get the total weighted frequency so as to arrive at the weighted average which was then interpreted by using arbitrary scales for this purpose which is as follows:

4.51 - 5.00 - Most Competent/Highly Effective/Always/ Most Adequate

3.51 - 4.50 - Very Competent/Very Effective/Often/ Very Adequate

2.51 - 3.50 - Competent/Effective/Occasionally/Adequate

1.51 - 2.50 - Fairly Competent/Fairly Effective/Seldom/ Fairly Adequate

1.00 - 1.50 - Incompetent/Ineffective/Never/Inadequate

To find out whether there was significant relationship between the academic achievement of multigrade classes and multigrade instruction in relation to teachers' competence, teachers' techniques, evaluation strategies, and instructional materials and facilities, the Pearson Product Moment Correlation was used. This was further tested through the Fisher's t-test. The Pearson Product Moment Correlation has the following formula (Graham, 1994: 190-192):

$$r = \frac{Sxy}{Sx\ Sy}$$

where: X - one variable

Y - another variable

Sxy - is the co-variance given by the formula:

$$\frac{Zxy}{n} - \bar{X}\ \bar{Y}$$

where: Sx - is the standard deviation of

$$x = \sqrt{\frac{Z\ X^2}{n} - \bar{X}^2}$$

Sy - is the standard deviation of

$$y = \sqrt{\frac{Z\ Y^2}{n} - \bar{Y}^2}$$

Also the weighted average mean was used to determine the degree of the problems met or felt by the respondents in the implementation of the multigrade instruction program. Five descriptive scales are used: Highly Felt; Very Much Felt; Felt; Not Much Felt; and Never Felt at all. They were assigned to the following weights of 5, 4, 3, 2, and 1, respectively. The same scales were used in order to arrive at the average weight which were interpreted by using the scales adopted for this purpose, as follows:

4.51 - 5.00	-	Highly Felt	(HF)
3.51 - 4.50	-	Very Much Felt	(VMF)
2.51 - 3.50	-	Felt	(F)
1.51 - 2.50	-	Not Much Felt	(NMF)
1.00 - 1.50	-	Never Felt	(NF)

For the suggested solutions, there are also five descriptive scales used where the respondents could choose from in their assessment as to the applicability of the said solution in the implementation of Multigrade Instruction Program. The scales are as follows with their respective descriptions, to wit:

4.51 - 5.00 - Most Applicable

3.51 - 4.50 - Very Applicable

2.51 - 3.50 - Applicable

1.51 - 2.50 - Fairly Applicable

1.00 - 1.50 - Not Applicable

The respondents' responses were averaged and interpreted using the above scales.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents and discusses the data on the subjects and respondents of the study, the achievement of the pupils in the Regional Elementary Achievement Test, the perceptions of the two groups of respondents as regards the implementation of the program on multigrade instruction, the problems encountered by the respondents and their corresponding solutions, and the implications of the findings of the study to classroom instruction and supervision.

The Profile of the Multigrade Teachers in Selected Elementary Schools in the Division of Samar

The profile of the multigrade teachers with respect to their age, sex, length of service, civil status, educational qualifications, records of in-service trainings attended, and their performance rating are discussed below.

As to Age. The result of the study showed that of the 20 multigrade teachers, there is a teacher whose age is 64 years, while its counterpart is a 25-year old teacher. It is only on age 30 where there are three teachers, followed by 35 and 27 years old, respectively.

As to Sex. The 20 teachers handling multigrade instruction who were considered in this study were all females. This is because in most of the districts in the Division of Samar, majority of the teaching force belonged to the female sex and usually, when there are male teachers, they are handling technology subjects like Agriculture and Industrial Arts.

As to Length of Service. The 64-year old lady teacher has already served her profession for 43 years. This record is followed by 31 years in the service from the 52-year old teacher. Such is being contrasted by the 25 years old and 28 years old whose number of years in the service is only two. For those between ages 35 to 48, the average number of years in the service is about 13.

As to Civil Status. As found out from this study, all the female respondent teachers composed of 20, are married. This is due to the fact that their ages ranged from 25 to 64, where in the Philippines, our women, generally speaking got married at an early age of 22 to 25 years old.

As to Educational Qualification. All the teachers considered as respondents in this study are qualified. There is one who is a holder of Master of Arts in Physical Education, who is only 27 years old. The 64 years old

teacher who is about to retire next year, is a Certificate of Academic Requirement (CAR) holder. The rest of the teachers are with units in the graduate school, except three who have not earned any unit in the graduate courses.

As to In-Service Trainings Attended. In terms of in-service trainings attended, the 64-year old lady teacher has the most number of trainings of 100 in all. The ones following are the 35, 36, and 53 years old whose trainings attended have reached to an average of 22. The ones who have not attended any training are those aging 42, 46, and 52. This is so because according to them, they were not given the chance to attend seminars/trainings by their school administrators.

As to Performance Rating. All the respondent teachers were rated "very satisfactory" by their school administrators. According to the school administrators when asked as to why such rating, they responded by saying that they are worth it considering that they are handling several grade levels of varying abilities and needs.

For a clearer picture, Table 2 on the following page is provided, showing some specific concerns about the sampled multigrade teachers.

Table 2

The Profile of Multigrade Teachers in Selected Elementary Schools in Samar Division

Age	Length of Service (no. of yrs)	Educational Qualification: Degree	Educational Qualification: Units in MA	Records of In-Service Trainings (number)
64	43	BSEED	42 (CAR)	100
53	18	BSEED	18	20
52	31	BSEED	21	0
48	16	BSEED	6	15
46	17	BSEED	9	0
42	18	BSEED	9	0
41	10	BSEED	0	8
37	10	BSEED	28	4
36	14	BSEED	0	20
35	10	BSIE	0	25
34	5	BEED	9	12
30	7	BEED	9	8
29	4	BEED	36	1
28	2	BEED	9	4
27	4	BEED	MA in PE	8
25	2	BSE	18	1
Average	13.19	-	-	14.12

The Status of Multigrade Instruction in Selected Elementary Schools in the Division of Samar as Perceived by the Multigrade Teachers and Their Administrators

In carrying out the objectives of this study, four components of Multgigrade Instructions were considered, such as: a) teacher's competence; b) teacher's techniques; c) evaluation strategies; and d) instructional materials/ facilities. For a clearer picture, what follows is the

presentation of facts and/or information gathered for each component.

Teachers' Competence. There are about 13 indicators or concerns that helped assessed the respondents on teachers' competence in the implementation of multigrade instruction in the Division of Samar. From the table (Table 3), it is the teachers' modeling of desirable values in school and in the community which was rated 4.60 by the multigrade teachers and is interpreted as "Most Competent", while the rest were all having a rating from 3.80 to 4.50 also rated by the multigrade teachers, which are all interpreted as "Very Competent". On the other hand, the administrators rated the multigrade teachers "ability to enlist parents and community members involvement in school activities" as the highest, with a numerical rating of 4.40, interpreted as "Very Competent". Although, other items were rated a little lower, like the ratings of 3.90; 3.85; 3.80; 3.75;3.65; and 3.60, they were all interpreted similarly as "Very Competent". With these similarities of observation/assessment from the two groups of respondents, it can be implied that the rating of multigrade teachers of themselves is not far from reality as can be proven by the rating of the administrators of the multigrade teachers.

Table 3

The Status of Multigrade Instruction in Selected Elementary Schools in the Division of Samar as Perceived by the Multigrade Teachers and Their Administrators as to Teachers' Competence

Indicator/Concern	Respondents' Perceptions 5	4	3	2	1	Weighted Mean	Interpretation
1. Mastery of the subject matter.	(50) 10	(28) 7	(9) 3	(0) 0	(0) 0	4.35	Very Competent
	(20) 4	(32) 8	(24) 8	(0) 0	(0) 0	3.80	Very Competent
2. Utilize varied teaching techniques/strategies based on pupils needs, interests, and learning levels.	(40) 5	(36) 9	(9) 3	(0) 0	(0) 0	3.80	Very Competent
	(20) 4	(32) 8	(24) 8	(0) 0	(0) 0	3.80	Very Competent
3. Adjust her/his communication skills to the level of his/her pupils.	(50) 10	(40) 10	(0) 0	(0) 0	(0) 0	4.50	Very Competent
	(10) 2	(32) 8	(30) 10	(0) 0	(0) 0	3.60	Very Competent
4. Utilize participative planning and decision-making in classroom	(35) 7	(40) 10	(9) 3	(0) 0	(0) 0	4.20	Very Competent
	(25) 5	(28) 7	(24) 8	(0) 0	(0) 0	3.85	Very Competent
5. Is able to construct appropriate instructional materials and are organized in advance to provide interesting activities for different groups.	(50) 10	(20) 5	(15) 5	(0) 0	(0) 0	4.25	Very Competent
	(20) 4	(28) 7	(27) 9	(0) 0	(0) 0	3.75	Very Competent
6. Provide activities/opportunities for application and extension of learning.	(50) 10	(32) 8	(6) 2	(0) 0	(0) 0	4.40	Very Competent
	(20) 4	(20) 5	(33) 11	(0)	(0)	3.65	Very Competent

table 3 cont'd.

7. Organizes the learning environment so that children can move about confidently and efficiently as independent learner.	(50) 10	(36) 9	(3) 1	(0) 0	(0) 0	4.45	Very Competent
	(25) 5	(32) 8	(21) 7	(0) 0	(0) 0	3.90	Very Competent
8. Orzanizes instruction around well-prepared activities materials so that both objectives and processes are clear to pupils.	(50) 10	(32) 8	(6) 2	(0) 0	(0) 0	4.40	Very Competent
	(15) 3	(36) 9	(24) 8	(0) 0	(0) 0	3.75	Very Competent
9. Construct appropriate and evaluated items for mastery.	(50) 10	(20) 5	(15) 5	(0) 0	(0) 0	4.25	Very Competent
	(10) 2	(32) 8	(30) 10	(0) 0	(0) 0	3.60	Very Competent
10. Observe keenly the pupils behavior and activities.	(50) 10	(20) 5	(15) 5	(0) 0	(0) 0	4.25	Very Competent
	(10) 2	(32) 8	(30) 10	(0) 0	(0) 0	3.60	Very Competent
11. Is able to enlist parents and community members involvement in school activities.	(45) 9	(28) 7	(12) 4	(0) 0	(0) 0	4.25	Very Competent
	(40) 8	(48) 12	(0) 0	(0) 0	(0) 0	4.40	Very Competent
12. Assigns children to appropriate working groups.	(50) 10	(36) 9	(3) 1	(0) 0	(0) 0	4.45	Very Competent
	(20) 4	(32) 8	(24) 8	(0) 0	(0) 0	3.80	Very Competent
13. Models desirable values in school and in community.	(60) 12	(32) 8	(0) 0	(0) 0	(0) 0	4.60	Most Competent
	(20) 4	(32) 8	(24) 8	(0) 0	(0) 0	3.80	Very Competent
Grand Total	(630) 126	(408) 102	(96) 32	(0) 0	(0) 0	56.25	
	(265) 53	(416) 104	(309) 103	(0) 0	(0) 0	49.50	
Grand Mean -						4.33	VC
						3.81	VC

Legend: Upper Row - MG Teachers' Perceptions
Lower Row - Administrators' Perceptions

Teachers' Techniques. Table 4 shows the rating of the groups of respondents as regard the multigrade instruction in the division of Samar. As can be gleaned from the table, both respondents have assessed the multigrade teacher as "Very Effective" in the different indicators for teachers rated themselves "Very Effective" in their carrying out of their functions in the classroom, which is ideal for a rating of oneself if contrasted to the actual academic acheivement of the pupils under them. But, just like the teachers rating of themselves, the administrators of these teachers have also rated them "Very Effective", with ratings from 3.55 to 3.90. There are two items rated 3.40 and 3.45 interpreted as "Effective" by the school administrators of the multigrade instruction in the classroom.

Table 4

The Status of Multigrade Instruction in Selected Elementary Schools in the Division of Samar as Perceived by the Multigrade Teachers and Their Administrators as to Teachers' Techniques

Indicator/Concern	Respondents' Perceptions 5	4	3	2	1	Weighted Mean	Interpretation
1. Uses a variety of activities during each class period.	(15) 3	(68) 17	(0) 0	(0) 0	(0) 0	4.15	Very Effective
	(0) 0	(68) 17	(9) 3	(0) 0	(0) 0	3.85	Very Effective
2. Provides drill in a variety of ways.	(10) 2	(72) 18	(0) 0	(0) 0	(0) 0	4.30	Very Effective
	(0) 0	(44) 11	(27) 9	(0) 0	(0) 0	3.55	Very Effective

table 4 cont'd.

3. Provides learners with numerous opportunities for learning and review.	(5)	(64)	(9)	(0)	(0)	3.19	Very Effec -tive
	1	16	3	0	0		
	(0)	(60)	(15)	(0)	(0)	3.75	Very Effec -tive
	0	15	5	0	0		
4. Presents subject matter in small steps.	(10)	(72)	(0)	(0)	(0)	4.30	Very Effec -tive
	2	18	0	0	0		
	(5)	(64)	(9)	(0)	(0)	3.90	Very Effec -tive
	1	16	3	0	0		
5. Has interesting supplementary materials of several reading levels readily available in the classroom.	(5)	(64)	(9)	(0)	(0)	3.90	Very Effec -tive
	1	16	3	0	0		
	(0)	(44)	(21)	(4)	(0)	3.45	Effective
	0	11	7	2	0		
6. Uses visual aids, aside from printed materials to provide students with needed information.	(10)	(68)	(3)	(0)	(0)	4.05	Very Effec -tive
	2	17	1	0	0		
	(0)	(56)	(18)	(0)	(0)	3.70	Very Effec -tive
	0	14	6	0	0		
7. Provides activities which encourage the students to work independently.	(20)	(64)	(0)	(0)	(0)	4.20	Very Effec -tive
	4	16	0	0	0		
	(0)	(60)	(15)	(0)	(0)	3.75	Very Effec -tive
	0	15	5	0	0		
8. Relates the work in class to the problems and interests of the pupils.	(10)	(64)	(6)	(0)	(0)	4.00	Very Effec -tive
	2	16	2	0	0		
	(0)	(48)	(24)	(0)	(0)	3.60	Very Effec -tive
	0	12	8	0	0		
9. Provides an appropriate model for grooming, speech and behavior.	(5)	(68)	(6)	(0)	(0)	3.95	Very Effec -tive
	1	17	2	0	0		
	(0)	(44)	(27)	(0)	(0)	3.55	Very Effec -tive
	0	11	9	0	0		
10. Appeal to more than one sense at a time.	(10)	(64)	(6)	(0)	(0)	4.00	Very Effec -tive
	2	16	2	0	0		
	(0)	(36)	(30)	(2)	(0)	3.40	Effective
	0	9	10	1	0		

table 4 cont'd.

11. Give pupils time to think, during class interaction.	(5)	(64)	(9)	(0)	(0)	3.90	Very Effec -tive
	1	16	3	0	0		
	(0)	(56)	(18)	(0)	(0)	3.70	Very Effec -tive
	0	14	6	0	0		
Grand Total	(105)	(732)	(48)	(0)	(0)	43.94	
	21	183	16	0	0		
	(5)	(580)	(213)	(6)	(0)	40.20	
	1	145	71	3	0		
Grand Mean -						3.99	VE
						3.65	VE

Legend: Upper Row - MG Teachers' Perceptions
Lower Row - Administrators' Perceptions

<u>**Teachers' Evaluation Strategies.**</u> The indicator showing the teachers concern in the implementation of the planned lesson for the day, such as: "Instruction" has been rated 4.60 by the multigrade teachers which has an interpretation of "Always", which further means that lesson plan is being put to use realistically. The rest of the teachers ratings range from 4.35 to 4.50, interpreted as "Often", which also suggest that they are being used in the classroom, frequently. For the administrators' ratings of 3.80 to 3.95, also implies an "Often" application of the activities suggested for the improvement of teachers evaluation strategies. For specifics, data are reflected on Table 5, below.

Table 5

The Status of Multigrade Instruction in Selected Elementary Schools in the Division of Samar as Perceived by the Multigrade Teachers and Their Administrators as to Teachers' Evaluation Strategies

Indicator/Concern	Respondents' Perceptions 5	4	3	2	1	Weighted Mean	Interpretation
1. Clarifies or defines instructional objectives and share them with students.	(35) 7	(52) 13	(0) 0	(0) 0	(0) 0	4.35	Often
	(20) 4	(44) 11	(15) 5	(0) 0	(0) 0	3.95	Often
2. Preasses the learners variety of ways. needs and/or pupils entry performance.	(40) 8	(48) 12	(0) 0	(0) 0	(0) 0	4.40	Often
	(15) 3	(44) 11	(18) 6	(0) 0	(0) 0	3.85	Often
3. Monitors learning progress through formative evaluation to provide useful clues to better adjust instruction to the needs of the learners.	(45) 9	(44) 11	(0) 0	(0) 0	(0) 0	4.35	Often
	(15) 3	(40) 10	(21) 7	(0) 0	(0) 0	3.80	Often
4. Conduct evaluation of learners achievement at the end of instruction.	(60) 12	(36) 8	(0) 0	(0) 0	(0) 0	4.60	Always
	(20) 4	(44) 11	(15) 5	(0) 0	(0) 0	3.95	Often
5. Provides learners feedback of the results of the test/evaluation.	(50) 10	(40) 10	(0) 0	(0) 0	(0) 0	4.50	Often
	(15) 3	(44) 11	(18) 6	(0) 0	(0) 0	3.85	Often
Grand Total	(230) 46	(220) 55	(0) 0	(0) 0	(0) 0	22.20	
	(85) 17	(216) 54	(87) 29	(0) 0	(0) 0	19.40	
Grand Mean						4.44	Often
						3.88	Often

Legend: Upper Row - MG Teachers' Perceptions
Lower Row - Administrators' Perceptions

Instructional Materials/Facilities. Table 6 presents the perceptions of the two groups of respondents on the adequacy of instructional materials and facilities in the implementation of multigrade instruction in selected elementary schools in the Division of Samar. The rating of 4.25 from the teachers group implies that there is "Very Adequate" chalkboards and bulletin boards for display in their classrooms or schools. An opposite rating of this same respondents is the 3.10 which suggested that there is "Adequate" in the provision of movable types of furniture/equipment; "Adequate" in providing outdoor resources for learning; "Adequate" in terms of lighting and ventilation in the classroom; and "Adequate" in the presence of charts, pictures and graphs in the classroom.

Table 6

The Status of Multigrade Instruction in Selected Elementary Schools in the Division of Samar as Perceived by the Multigrade Teachers and Their Administrators as to Instructional Materials and Facilities

Indicator/Concern	Respondents' Perceptions					Weighted Mean	Interpretation
	5	4	3	2	1		
1. Adequacy of textbooks, references, and other reading materials.	(0)	(40)	(30)	(0)	(0)	3.50	Adequate
	0	10	10	0	0		
	(25)	(56)	(3)	(0)	(0)	4.20	Very Adequate
	5	14	1	0	0		

table 6 cont'd.

2. Presence of charts, pic-	(10)	(56)	(12)	(0)	(0)	3.90	Very
tures, and graphs, when	2	14	4	0	0		Adequate
needed during instruc-	(0)	(16)	(48)	(0)	(0)	3.20	
tion.	0	4	16	0	0		Adequate
3. Enough chalkboards and	(30)	(52)	(3)	(0)	(0)	4.25	Very
bulletin boards for	6	13	1	0	0		Adequate
display.	(0)	(32)	(36)	(0)	(0)	3.40	
	0	8	12	0	0		Adequate
4. Presence of learning	(10)	(56)	(12)	(0)	(0)	3.90	Very
centers/ areas.	2	14	4	0	0		Adequate
reading materials.	(0)	(4)	(57)	(0)	(0)	3.05	
	0	1	19	0	0		Adequate
5. Available classroom	(0)	(40)	(30)	(0)	(0)	3.50	Adequate
furniture and equipment	0	10	10	0	0		
reading materials.	(0)	(0)	(54)	(4)	(0)	3.90	Adequate
	0	0	18	2	0		
6. Adequate lighting and	(0)	(24)	(42)	(0)	(0)	3.30	Adequate
ventilation in any part	0	6	14	0	0		
of the room.	(0)	(0)	(54)	(4)	(0)	2.90	Adequate
	0	0	18	2	0		
7. Provision for movable	(0)	(8)	(54)	(0)	(0)	3.10	Adequate
types of furniture/	0	2	18	0	0		
equipment.	(0)	(0)	(51)	(6)	(0)	2.85	Adequate
	0	0	17	3	0		
8. Provision of an outdoor	(0)	(20)	(45)	(0)	(0)	3.25	Adequate
resources for learning.	0	5	15	0	0		
	(0)	(0)	(54)	(4)	(0)	2.90	Adequate
	0	0	18	2	0		
9. Provision of an outdoor	(0)	(44)	(27)	(0)	(0)	3.55	Very
space.	0	11	9	0	0		Adequate
	(0)	(20)	(45)	(0)	(0)	3.25	Adequate
	0	5	15	0	0		
Grand Total	(50)	(340)	(255)	(0)	(0)	32.25	
	10	85	85	0	0		
	(25)	(128)	(402)	(18)	(0)	29.65	
	5	32	134	9	0		
Grand Mean						3.58	VA
						3.29	A

Legend: Upper Row - MG Teachers' Perceptions
Lower Row - Administrators' Perceptions

Test of Significant Difference Between the Perceptions of the Multigrade Teachers and Their Administrators as Regards Multigrade Instruction in Samar Division

Table 7 shows the test of significant difference between the perceptions of the multigrade teachers and their administrators as regards multigrade instruction in selected elementary schools in the division of Samar.

For teachers competence, the computed t-value of 2.74 is significant as against the tabular t-value of 2.064 at .05 level, with 24 degrees of freedom. Teachers technique when rated by the groups of respondents has arrived at the computed t-value of 3.28 which is significant at the .05 level with df of 20. The computed t-value of 9.82 for evaluation strategies, when compared with the tabular t-value of 2.306 is also significant. While the perceptions of the two groups of respondents on instructional materials and facilities adequacy, the computed t-value of 1.45 is insignificant when compared with the critical t-value of 2.120, with degrees of freedom of 16.

Considering the findings above, the null hypothesis which states that there is no significant difference between the perceptions of the two groups of respondents as regards the status of multigrade instruction in the division of Samar as to: a) teachers' competence; b) teachers' technique; and c) evaluation strategies, is rejected. For the null hypothesis of no significant difference between the

Table 7

Test of Significant Difference Between the Perceptions of the Multigrade Teachers and Their Administrators as Regards Multigrade Instruction in the Division of Samar

Indicator/Concern	Computed t-value	Critical t-value at .05 level	Decision
1. Teachers' Competence	2.74	2.064	Reject Ho
2. Teachers' Techniques	3.28	2.086	Reject Ho
3. Evaluation Strategies	9.82	2.306	Reject Ho
4. Instructional Materials and Facilities	1.45	2.120	Accept Ho

perceptions of the two groups of respondents as regards instructional materials and facilities, is accepted.

The above decisions further mean that the two groups of respondents do not agree when it comes to their assessement of how multigrade teachers are competent in their teaching; their effectiveness in their teaching technique and so with their evaluation strategies. It is only in the adequacy of instructional materials and facilities where the two groups of respondents agree.

The Academic Performance (MPS) of Multigrade Classes in Selected Elementary Schools in the Division of Samar for School Year 1996-1997

Table 8 on the following page, shows the academic

Table 8

The Academic Performance (MPS) of Multigrade Classes in Selected Elementary Schools in the Division of Samar, School Year 1996-1997

Schools	: Mean Performance Score (MPS)
1. Aurora Primary School	42.78
2. Apolonia Primary School	59.92
3. Bagolibas Elementary School	50.82
4. Balugo Primary School	55.75
5. Bayog Elementary School	49.55
6. Bato Elementary School	48.37
7. Binanalan Elementary School	44.73
8. Botoc Elementary School	64.62
9. Bucalan Primary School	48.73
10. Catalina Primary School	61.57
11. Curry Primary School	49.76
12. Iguid Primary School	60.44
13. Lagundi Primary School	48.14
14. Laygayon Primary School	49.69
15. Lupig Primary School	51.56
16. Mogdo Primary School	48.64
17. Oyandic Primary School	46.74
18. Palencia Primary School	38.89
19. San Pascual Elementary School	51.44
20. San Rafael Elementary School	61.03
Average Mean Performance Score (MPS)	51.66

performance of the pupils in the Multigrade Classes in selected elementary schools in the division of Samar. This was the performance of the division in the Regional Elementary Achievement Test, conducted by the Elementary Education Division of the DECS, Eastern Visayas Region, last School Year 1996-1997.

The rejection of the null hypothesis of no significant

relationship between the following: 1) teachers' competence and academic achievement in terms of mean performance score (MPS), 2) teachers' technique and academic achievement; 3) evaluation strategies and academic achievement; and 4) instructional materials and facilities and academic achievement (MPS), imply that the four mentioned variables have an effect on the kind of academic performance there is in the child or among children in the classroom. In other words, they speak or describe the academic achievement of multigrade classes in selected elementary schools in the division of Samar, in the last Regional Elementary Achievement Test (SY 1996-1997). The results of this study can further attest to the fact that whatever inputs considered by the teacher will undoubtedly affect the kind of learning there will be in the pupils. So, teachers have to be particular of the teaching-learning strategies that should be employed during teaching-learning situation, aside from the consideration on the evaluation strategies and the availability of instructional materials and facilities.

Test of Significant Relationship Between the Academic Achievement (MPS) and Multigrade Instruction in Selected Multigrade Classes

Table 9 on the page that follows, portrays the relationship between the academic achievement in terms of Mean Performance Score (MPS) of selected multigrade classes

Table 9

Test of Significant Relationship Between the Academic Achievement (MPS) of Selected Multigrade Classes and Multigrade Instruction in the Division of Samar, SY 1996-1997

Comparison	Computed r-value	Interpretation	Computed Fiscer's t-value	Critical r-value at .05, 18 df	Decision
1. Academic Achievement vs. Teachers Competence	-0.1037	low correlation	-0.4944	.4438	Reject Ho
2. Academic Achievement vs. Teachers Technique	0.1607	low correlation	0.7443	.4438	Reject Ho
3. Academic Achievement vs. Evaluation Strategies	0.1074	low correlation	0.4825	.4438	Reject Ho
4. Academic Achievement vs. Instructional Materials and Facilities	-0.2336	low correlation	-1.8595	.4438	Reject Ho

and multigrade instruction in the same schools in the division of Samar for school year 1996-1997.

As shown on the table, academic achievement and teachers competence has a low correlation of -0.1037 computed r-value, so that when further tested, resulted to -0.4944 Fisher's t. When compared with the critical r-value at .05 whose df is 18, of .4438, the said Fisher's t-value is higher, hence the rejection of the null hypothesis which

states that there is no significant relationsip between the academic achievement of multigrade classes and multigrade instruction in relation to teachers' competence.

The relationship of academic achievement and that of teachers' competence is low with only 0.1607 computed r-value. But when further tested it showed that the computed Fisher's t-value is 0.7443 which is higher than the critical r-value of .4438 at .05 level of significance. With this result, the null hypothesis stating no significant relationship between the said indicators is rejected.

As regards the comparison between academic achievement and evaluation strategies, although there is a low correlation of 0.1074, the computed Fisher's t resulted to 0.4825, higher by 0.0387 than the critical r-value of .4438, thus the hypothesis of no significant relationship between the variables involved is rejected at .05 level of significance.

With respect to the academic achievement and instructional materials and facilities adequacy, the computed r-value of -0.2336 showed a low correlation, but when further tested using the Fisher's t, the result of -1.8595 showed a much higher value than the critical r of .4438 which states that there is no significant relationship between the mentioned variables is rejected.

It can be noted from the four comparisons mentioned

above that this null hypotheses were rejected which further means that teachers' competence, teachers' technique, evaluation strategies of teachers, and instructional materials and facilities had affected the academic achievement of pupils in the selected multigrade classes in the division of Samar last scool year 1996-1997.

The Problems Encountered by the Teachers and Their Administrators in the Implementation of Multigrade Instruction in the Division of Samar as Regards Teachers Competence

Table 10 that follows, presents the problems in the implementation of Multigrade Instruction in selected elementary schools in the division of Samar. As can be seen from the table, both respondents agree to the fact that there are problems which are the hindering factors in the implementation of multigrade instruction. These problems are "Felt" by both teachers and administrators. They are: a) unpreparedness of teachers when reporting to school; b) presence of uncooperative parents; c) teachers reluctant to innovation and change; and d) absence of participative planning in classroom activities.

There are other problems mentioned where the teachers and administrators have agreed in their assessment, these are: a) boring and uninteresting teachers personalities; and b) teachers lack of knowledge on the relevancy of teaching methods and strategies. Their ratings range from

Table 10

The Problems Encountered by the Teachers and Administrators in the Implementation of Multigrade Instruction in the Division of Samar as Regards Teachers' Competence

Problem	Respondents' Perceptions 5	4	3	2	1	Weighted Mean	Interpretation
1. Unprepared of teachers when reporting to class or school.	(0) 0	(28) 7	(33) 11	(4) 2	(0) 0	3.25	Felt
	(0) 0	(0) 0	(48) 16	(8) 4	(0) 0	2.80	Felt
2. Presence of uncooperative or unsupportive parents and community.	(0) 0	(0) 0	(48) 16	(8) 4	(0) 0	2.80	Felt
	(0) 0	(0) 0	(48) 16	(8) 4	(0) 0	2.80	Felt
3. Teacher reluctant to innovation and change.	(0) 0	(0) 0	(45) 15	(10) 5	(0) 0	2.75	Felt
	(0) 0	(0) 0	(36) 14	(12) 6	(0) 0	2.70	Felt
4. Absence of participative planning in classroom activities.	(0) 0	(8) 2	(30) 10	(16) 8	(0) 0	2.70	Felt
	(0) 0	(0) 0	(51) 17	(6) 3	(0) 0	2.85	Felt
5. Teachers display of negative values and practices.	(0) 0	(8) 2	(27) 9	(18) 9	(0) 0	2.65	Felt
	(0) 0	(0) 0	(15) 5	(30) 15	(0) 0	2.25	Not Much Felt
6. Uninteresting and irrelevant teaching aids ands devices.	(0) 0	(8) 2	(24) 8	(20) 10	(0) 0	2.60	Felt
	(0) 0	(0) 0	(6) 2	(36) 18	(0) 0	2.10	Not Much Felt
7. Boring and ineffective teaching strategies.	(0) 0	(8) 2	(24) 8	(20) 10	(0) 0	2.60	Felt
	(0) 0	(0) 0	(0) 0	(20) 10	(0) 0	2.00	Not Much Felt

table 10 cont'd.

8. Boring and ineffective teachers personality.	(0) 0	(0) 0	(15) 5	(30) 15	(0) 0	2.25	Not Much Felt
	(0) 0	(0) 0	(0) 0	(20) 10	(0) 0	2.00	Not Much Felt
9. Teacher's lack of knowledge on the relevancy of teaching methods and strategies.	(0) 0	(0) 0	(0) 0	(32) 16	(4) 4	1.80	Not Much Felt
	(0) 0	(0) 0	(33) 11	(14) 7	(2) 2	2.45	Not Much Felt
Grand Total	(0) 0	(60) 15	(246) 82	(158) 79	(4) 4	23.40	
	(0) 0	(0) 0	(237) 79	(154) 77	(2) 2	21.95	
Grand Mean						2.60	Felt
						2.44	NMF

Legend: Upper Row - MG Teachers' Perceptions
Lower Row - Administrators' Perceptions

1.80 to 2.45, which all, are interpreted as "Not Much Felt", which means that the degree of occurrence of such a problem in the classroom is insignificant.

The Problems Encountered by the Teachers and Administrators in the Implementation of Multigrade Instruction as Regard Teachers' Techniques

The data on Table 11 are the problems encountered by the teachers and administrators in their implementation of multigrade instruction in selected elementary schools in the Division of Samar.

As revealed in this study, the teachers respondents considered themselves disadvantaged when it comes to the

Table 11

The Problems Encountered by the Teachers and Administrators in the Implementation of Multigrade Instruction in the Division of Samar as Regards Teachers' Techniques

Problem	Respondents' Perceptions 5	4	3	2	1	Weighted Mean	Interpretation
1. Teacher unequal distribution of learning tasks among the pupils in the class.	(0) 0	(0) 0	(45) 15	(10) 5	(0) 0	2.75	Felt
	(0) 0	(0) 0	(15) 5	(10) 5	(10) 10	1.75	Not Much Felt
2. Absence of complements and/or encouragement from the teacher when need to do more.	(5) 1	(4) 1	(27) 9	(18) 9	(0) 0	2.70	Felt
	(0) 0	(8) 2	(24) 8	(14) 7	(3) 3	1.75	Not Much Felt
3. Wastage in the use of time resource like devoting several minutes in checking attendance and other activities not included in the lesson lesson proper.	(0) 0	(8) 2	(30) 10	(16) 8	(0) 0	2.70	Felt
	(0) 0	(0) 0	(15) 5	(12) 6	(9) 9	1.80	Not Much Felt
4. Unresourceful teacher in recognizing pupil's needs and utilizing pupils' interest.	(0) 0	(4) 1	(27) 9	(18) 9	(1) 1	2.50	Not Much Felt
	(0) 0	(0) 0	(30) 10	(14) 7	(3) 3	2.35	Not Much Felt
5. Absence of classroom standards and operating procedures (SOPs).	(0) 0	(4) 1	(27) 9	(18) 9	(1) 1	2.50	Not Much Felt
	(0) 0	(4) 1	(27) 9	(20) 10	(0) 0	2.25	Not Much Felt

table 11 cont´d.

6. Teacher´s lack of satisfactory means in motivating learners.	(0)	(0)	(27)	(16)	(3)	2.30	Felt
	0	0	9	8	3		
	(0)	(4)	(27)	(14)	(3)	2.40	Not Much Felt
	0	1	9	7	3		
Grand Total	(5)	(20)	(183)	(96)	(5)	15.45	
	1	5	61	48	5		
	(0)	(16)	(138)	(84)	(28)	12.30	
	0	4	46	42	28		
Grand Mean -						2.58	Felt
						2.05	NMF

Legend: Upper Row - MG Teachers´ Respondents
Lower Row - Administrators´ Perceptions

distribution of learning tasks among pupils in the class. They identified this to be one of their problems which could be attributed to the non-participativeness of the pupils under them, so that those who are participating in classroom activities are the ones given/assigned to the task.

But this is not true to the administrators because this problem has been rated by them 1.75 which is interpreted as "Not Much Felt", including other problems enumerated in this table.

The problems on teachers unresourcefulness; absence of classroom standards; and lack of motivation technique were identified by the teacher-respondents as being "Not Much Felt" which means that these problems have only occured sometimes in their implementation of Multigrade Instruction in their respective schools.

The Problems Encountered by the Teachers and Administrators in the Implementation of Multigrade Instruction as Regard Evaluation Strategies

There are five identified problems affecting evaluation strategies of the multigrade teachers. But of these five, there is only one which was considered by the teacher-respondents as the "Felt" problem, and this is their being not so concerned of the review of assignment given to the pupils. All other problems, though "Not Much Felt", still have been affecting in their overall effectiveness as teachers with the numerical value appearing on the table.

Also, the "Not Much Felt" implies that the problems have occured, only that the degree or frequency of their coming into the surface in the implementation of multigrade instruction in selected elementary schools in the Division of Samar, is not often.

The Problems Encountered by the Teachers and Administrators in the Implementation of Multigrade Instruction as Regard Instructional Materials and Facilities

The teacher-respondents have rated five out of six problems in the implementation of multigrade instruction from 2.35 to 2.85, which have an interpretation of being "Felt" by them. The promised ready-made lesson plan, although a problem to them, still is only rated 2.35 which is interpreted as "Not Much Felt".

Table 12

The Problems Encountered by the Teachers and Administrators in the Division of Samar as Regard Evaluation Strategies

Problem	Respondents' Perceptions 5	4	3	2	1	Weighted Mean	Interpretation
1. The teacher does not regularly review the assignment of the pupils.	(0) 0	(8) 2	(27) 9	(18) 9	(0) 0	2.65	Felt
	(0) 0	(0) 0	(15) 5	(24) 12	(3) 3	2.10	Not Much Felt
2. Incongruent instructional objectives and evaluation items.	(0) 0	(4) 1	(27) 9	(18) 9	(1) 1	2.50	Not Much Felt
	(0) 0	(0) 0	(0) 0	(38) 19	(1) 1	1.95	Not Much Felt
3. Giving of assignment/ homework is not given emphasis by the teacher.	(0) 0	(8) 2	(24) 8	(14) 7	(3) 3	2.45	Not Much Felt
	(0) 0	(8) 2	(24) 8	(16) 8	(2) 2	2.50	Not Much Felt
4. Unclear statements of evaluation directions/ instructions.	(0) 0	(0) 0	(30) 10	(14) 17	(3) 3	2.35	Not Much Felt
	(0) 0	(0) 0	(3) 1	(38) 19	(0) 0	2.05	Not Much Felt
5. Limited test items that do not satisfy the skills required in the lesson.	(0) 0	(0) 0	(30) 10	(14) 7	(3) 3	2.35	Not Much Felt
	(0) 0	(0) 0	(3) 1	(38) 19	(0) 0	2.05	Not Much Felt
Grand Total	(0) 0	(20) 5	(138) 46	(78) 39	(10) 10	12.30	
	(0) 0	(8) 2	(45) 15	(154) 77	(6) 6	10.65	
Grand Mean						2.46	NMF
						2.13	NMF

Legend: Upper Row - MG Teachers' Perceptions
Lower Row - Administrators' Perceptions

Table 13

The Problems Encountered by the Teachers and Administrators in the Implementation of Multigrade Instruction in the Division of Samar as Regard Instructional Materials and Facilities

Problem	Respondents' Perceptions 5	4	3	2	1	Weighted Mean	Interpretation
1. Lack of school facilities like armchairs, teacher's table, and working tables.	(0) 0	(4) 1	(27) 9	(16) 8	(2) 2	2.85	Felt
	(0) 0	(8) 2	(24) 8	(16) 8	(2) 2	2.50	Not Much Felt
2. Lack of textbooks for all the subject areas.	(0) 0	(4) 1	(27) 9	(16) 8	(2) 2	2.85	Felt
	(0) 0	(0) 0	(3) 1	(38) 19	(0) 0	2.05	Not Much Felt
3. Unavailability of instructional materials such as chalkboards, bulletin boards and laboratory equipment.	(0) 0	(8) 2	(30) 10	(16) 8	(0) 0	2.70	Felt
	(0) 0	(0) 0	(0) 0	(38) 19	(1) 1	1.95	Not Much Felt
4. Inadequare floor spaces for pupils grouping activities.	(0) 0	(8) 2	(30) 10	(16) 8	(0) 0	2.70	Felt
	(0) 0	(0) 0	(15) 5	(24) 12	(3) 3	2.10	Not Much Felt
5. Lack of classrooms/school building.	(0) 0	(4) 1	(27) 9	(20) 10	(0) 0	2.55	Felt
	(0) 0	(0) 0	(3) 1	(38) 19	(0) 0	2.05	Not Much Felt

table 13 cont'd.

6. Absence of promised ready made lesson plans for all the subject areas or any of the eight subject areas.	(0) 0 (0) 0	(0) 0 (0) 0	(30) 10 (15) 5	(14) 7 (30) 15	(3) 3 (0) 0	2.35 2.25	Not Much Felt Not Much Felt
Grand Total	(0) 0 (0) 0	(28) 7 (8) 2	(171) 57 (60) 20	(98) 49 (184) 92	(7) 7 (6) 6	16.00 12.90	
Grand Mean -						2.66 2.15	Felt NMF

Legend:
Upper Row - MG Teachers' Perceptions
Lower Row - Administrators' Perceptions

In contrast to the rating of the teacher-respondents, the administrators have a different experience on these problems, because while it is true that these are their problems in the implementation of multigrade instruction, they still consider them as "Not Much Felt".

The elementary schools therefore, having multigrade instructions, are experiencing problems on: 1) lack of facilities like armchairs, teacher's table and chair, and working tables for learners; 2) lack of textbooks for all subject areas; 3) unavailability of instructional materials such as chalkboards, bulletin boards, and laboratory equipment; 4) inadequate floor spaces for pupils' grouping activities; and 5) lack of school buildings or classrooms.

The Suggested Solutions in the Implementation of Multigrade Instruction in Selected Elementary Schools in the Division of Samar

Table 14 presents the suggested solutions that would help improve teacher competence in teaching multigrade instruction. Of the 10 cited solutions, both respondents have agreed that they are all "Very Applicable" up to "Most Applicable" in solving teachers incompetence.

On Table 15, the solutions to the problems on teachers techniques' inefficiency and ineffectiveness are presented. All the seven cited problems have been rated by the teachers and administrators as "Very Applicable" in improving teacher's technique in imparting knowledge, skills, and attitude to the learners.

Table 14

Suggested Solutions Made by the Respondents in the Implementation of Multigrade Instruction as Regard Improving Teachers' Competence

Suggested Solutions	Respondents' Perceptions					Weighted Mean	Interpretation
	5	4	3	2	1		
1. Teachers need to pay attention to good grooming.	(75) 15	(20) 5	(0) 0	(0) 0	(0) 0	4.75	MA
	(0) 0	(64) 16	(12) 3	(0) 0	(0) 0	3.80	VA

table 14 cont'd.

2. Upgrading of teachers effectiveness through in-service trainings.	(70) 14	(24) 6	(0) 0	(0) 0	(0) 0	4.70	MA
	(25) 5	(56) 14	(3) 1	(0) 0	(0) 0	4.20	VA
3. Objective conduct of evaluation of teachers performance.	(45) 9	(44) 11	(0) 0	(0) 0	(0) 0	4.45	VA
	(0) 0	(56) 14	(18) 6	(0) 0	(0) 0	3.70	VA
4. Intensive supervision and monitoring of MG classes.	(35) 7	(52) 13	(0) 0	(0) 0	(0) 0	4.35	VA
	(0) 0	(80) 20	(0) 0	(0) 0	(0) 0	4.00	VA
5. Observance in the proper use of words/utterances.	(35) 7	(52) 13	(0) 0	(0) 0	(0) 0	4.35	VA
	(35) 7	(52) 13	(0) 0	(0) 0	(0) 0	4.35	VA
6. Conduct of regular school in-service program.	(0) 0	(76) 19	(3) 1	(0) 0	(0) 0	3.95	VA
	(0) 0	(0) 0	(15) 5	(60) 15	(0) 0	3.75	VA
7. Frequent school visitation and monitoring.	(0) 0	(60) 15	(15) 5	(0) 0	(0) 0	3.75	VA
	(0) 0	(44) 11	(27) 9	(0) 0	(0) 0	3.55	VA
8. Team supervision between school administrator and Education Supervisor or District Supervisor.	(0) 0	(60) 15	(15) 5	(0) 0	(0) 0	3.75	VA
	(0) 0	(44) 11	(27) 9	(0) 0	(0) 0	3.55	VA
9. Conduct of values re-orientation activities for multigrade teachers.	(0) 0	(56) 14	(18) 6	(0) 0	(0) 0	3.70	VA
	(0) 0	(44) 11	(27) 9	(0) 0	(0) 0	3.55	VA

table 14 cont'd.

10. Scholarships grants to teachers.	(0) 0	(52) 13	(21) 7	(0) 0	(0) 0	3.65	VA
	(0) 0	(36) 9	(33) 11	(0) 0	(0) 0	3.45	VA
Grand Total	(260) 52	(496) 124	(72) 24	(0) 0	(0) 0	41.40	
	(60) 12	(476) 119	(162) 54	(60) 30	(0) 0	37.90	
Grand Mean						4.14	VA
						3.79	VA

Legend:
Upper Row - MG Teachers' Perceptions
Lower Row - Administrators' Perceptions

Table 15

Suggested Solutions Made by the Respondents in the Implementation of Multigrade Instruction as Regard Improving Teachers' Techniques

Suggested Solutions	Respondents' Perceptions 5	4	3	2	1	Weighted Mean	Interpretation
1. Use of complements and/or encouragements from the teacher when pupils perform well or when need to do more.	(50) 10	(40) 10	(0) 0	(0) 0	(0) 0	4.50	VA
	(0) 0	(56) 14	(18) 6	(0) 0	(0) 0	3.70	VA
2. Equal distribution of tasks to pupils must be observed by multigrade teachers.	(50) 10	(40) 10	(0) 0	(0) 0	(0) 0	4.70	MA
	(0) 0	(44) 11	(27) 9	(0) 0	(0) 0	3.55	VA
3. Teachers attendance to training focused to an effective instructions.	(35) 7	(52) 13	(0) 0	(0) 0	(0) 0	4.35	VA
	(0) 0	(52) 13	(21) 7	(0) 0	(0) 0	3.65	VA

table 15 cont'd.

4. Use of appropriate, relevant and insteresting visual aids and devices.	(30) 6	(56) 14	(0) 0	(0) 0	(0) 0	4.30	VA
	(0) 0	(56) 14	(18) 6	(0) 0	(0) 0	3.70	VA
5. Teachers particular use of appropriate vocabulary.	(25) 5	(60) 15	(0) 0	(0) 0	(0) 0	4.25	VA
	(0) 0	(36) 9	(33) 11	(0) 0	(0) 0	3.45	VA
6. Frequent school visitation among school administrators.	(20) 4	(64) 16	(0) 0	(0) 0	(0) 0	4.20	VA
	(0) 0	(52) 13	(21) 7	(0) 0	(0) 0	3.65	VA
7. Regular conduct of observation of MG classes.	(0) 0	(80) 20	(0) 0	(0) 0	(0) 0	4.00	VA
	(0) 0	(32) 8	(36) 12	(0) 0	(0) 0	3.40	A
Grand Total	(210) 42	(392) 98	(0) 0	(0) 0	(0) 0	30.30	
	(0) 0	(328) 82	(153) 51	(0) 0	(0) 0	25.10	
Grand Mean -						4.33	VA
						3.59	VA

Legend: Upper Row - MG Teachers' Perceptions
Lower Row - Administrators' Perceptions

Table 16, on one hand, portrays the solutions to problem on how to improve teachers evaluation strategies. Both respondents rated the four suggested solutions as "Very Applicable".

For Table 17, it contains the concepts on how to improve instructional materials and facilities where both respondents have agreed that they are all "Very Applicable"

Table 16

Suggested Solutions Made by the Respondents in the Implementation of Multigrade Instructions as Regard Improving Teachers' Evaluation Strategies

Suggested Solutions	Respondents' Perceptions 5	4	3	2	1	Weighted Mean	Interpretation
1. Giving of assignments/ homework to pupils should be a must, including their collection and checking.	(50) 10	(40) 10	(0) 0	(0) 0	(0) 0	4.50	VA
	(30) 6	(56) 14	(0) 0	(0) 0	(0) 0	4.30	VA
2. Checking of every summative test prepared by teacher, by the school administrators.	(30) 6	(56) 14	(0) 0	(0) 0	(0) 0	4.30	VA
	(20) 4	(64) 16	(0) 0	(0) 0	(0) 0	4.30	VA
3. Regular checking of teachers' lesson plans and activity notes.	(25) 5	(60) 15	(0) 0	(0) 0	(0) 0	4.25	VA
	(30) 6	(56) 14	(0) 0	(0) 0	(0) 0	4.30	VA
4. Conduct of training for teachers on tests construction.	(0) 0	(76) 19	(3) 1	(0) 0	(0) 0	3.95	VA
	(20) 4	(64) 16	(0) 0	(0) 0	(0) 0	4.15	VA
Grand Total	(105) 21	(232) 58	(0) 0	(0) 0	(0) 0	17.00	
	(100) 20	(240) 60	(0) 0	(0) 0	(0) 0	17.05	
Grand Mean						4.25	VA
						4.26	VA

Legend: Upper Row - MG Teachers' Perceptions
Lower Row - Administrators' Perceptions

in solving problems with respect to the implementation of multigrade instruction in the elementary schools in the division of Samar.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter includes the summary of findings, conclusions and the recommendations of the study. The problems as well as the suggested solutions to these problems are also considered in this section of this research.

Summary of Findings

From the data gathered and their being subjected into statistical measures, the following are the findings of this study, to wit:

1. The highest age bracket of the 20 multigrade teachers is 64 years old and its opposite age is 25 years old. It is only on ages 30, 35, and 37 where there are three to two teachers representing each age bracket, respectively.

2. The highest length of service among the 20 multigrade teachers is that of the 64 years old whose number of years in service is 43 years. So that, in terms of the number of in-service trainings, she is the one who has earned the highest, which is 100 trainings in all.

3. The performance rating of the 20 multigrade teachers is "Very Satisfactory". And that, 19 of them are

holders of Bachelor of Science in Elementary Education and one is a holder of Bachelor of Science in Education.

4. The multigrade teachers were rated by themselves as "Most Competent" in terms of modeling desirable values in school and in community. In other indicators, they rated themselves "Very Competent", under teacher competency, while the administrators, they rated the multigrade teachers 4.40 which is "Very Competent" in their ability to enlist parents and community members involvement in school activities. Other concerns have received a rating lower than the above but have a similar descriptive value, while the rest are rated "Competent".

5. As regards teachers technique, both respondents have rated the multigrade teachers as "Very Effective" with a numerical rating of 3.55 to 4.30.

6. In terms of the teachers evaluation strategies, the multigrade teachers rated themselves 4.60 in the "Conduct of evaluation of learners achievement at the end of instruction", which is interpreted as "Always", which means that lesson plan is being put to use realistically. The rest of the teachers' ratings from 4.35 to 4.50 which is interpreted as "Often", also suggest that they are being used in the classroom, frequently.

7. As regards the perceptions of the two groups of respondents on instructional materials and facilities

adequacy in the multigrade classes, both respondents agreed that in terms of chalkboards, bulletin boards for display, are "Very Adequate". While for furniture/equipment, outdoor resources for learning, lighting and ventilation, and the presence of charts, pictures, and graph they are rated by both respondents as "Adequate".

8. For the test of significant difference, the computed t-value for teachers competence, teacher techniques, and evaluation strategies, of 2.74; 3.28; and 9.82, respectively, are significant at .05 level with their respective degrees of freedom. This leads therefore to the rejection of the null hypothesis of this study. But for instructional materials/facilities, the test of significance of 1.45 is insignificant as against the critical t-value of 2.120 with 16 degrees of freedom.

9. The academic performance of the multigrade classes in selected elementary schools in the division of Samar conducted by the Regional Office last school year 1996-1997, showed an average of 51.66 which is only 1.66 above the 50 percent mastery level for the different grade levels.

10. The comparison between academic achievement and the teacher competence with a computed r-value of 0.1037 shows a very low correlation. This is also true to the comparison between academic achievement and the teachers techniques and academic achievement and evaluation

strategies, where the computed r-value is only 0.1607 and 0.1074, respectively. For academic achievement and instructional materials and facilities, it is also showing a low correlation. But when subjected to further test, teachers' competence, teachers techniques, evaluation strategies, and instructional materials and facilities revealed a significant relationship with academic achievement, which implies that the four variables mentioned above have something to do with the low academic performance of selected multigrade classes in the Division of Samar.

11. The problems affecting teachers competence which are considered by both respondents as the "Felt" problems in the implementation of multigrade instruction are: a) unpreparedness of teachers when reporting to class/school; b) presence of uncooperative/supportive parents and community; c) teacher reluctant to change and innovation; d) absence of participative planning in classroom activities.

12. Problems affecting the effectiveness of teachers technique in instruction, according to the multigrade teachers themselves are: a)unequal distribution of learning tasks in the class by the teacher; absence of complements and/or encouragements from the teacher when pupils perform well or when need to do more; and c) wastage in the use of time resource during classroom instruction.

13. With respect to evaluation strategies, the "Felt" problem by the multigrade teachers is "the teacher does not regularly review the assignment of the pupils", which definitely affects the learning abilities of the pupils.

14. In terms of instructional materials and facilities, the problems identified by the multigrade teachers are the lack of school facilities like armchairs, teachers table and chairs, lack of textbooks for all subject areas, unavailability of instructional materials like chalkboards, bulletin boards, laboratory equipment and even classrooms, which to the administrators are "Not Much Felt" problems. This is so, because the administrators do not have the direct experience of the classroom needs, whereas, the teachers are the ones who have the actual "Feel" of the needs in the classroom.

15. For the solutions of the problems, on teacher competence improvement, the teachers group has rated the following as "Most Applicable", to wit: a) teachers need to pay attention to good grooming; b) upgrading of teachers effectiveness through in-service trainings; and c) objective conduct of evaluation of teachers performance and intensive supervision and monitoring of multigrade classes, are suggested by both respondents.

16. To help improve teachers technique, the topmost

solutions which are suggested by both respondents are: a) use of complements and/or encouragement when pupils perform well or when need to do more; b) equal distribution of tasks to pupils must be observed; and c) teachers attendance to trainings focused on effective instructions.

17. In improving teachers evaluation strategies, both respondents agreed on the following to be the most priority, to wit: a) giving of assignments/homework to pupils; b) checking of every summative tests.

18. In solving problem on inadequacy of instructional materials, both respondents considered the preparation of instructional materials, particularly the low-cost ones to be prepared. In this way, teacher-preparedness is being answered.

Conclusions

From the findings presented, the following are the conclusions of this study.

1. Majority of the teachers handling multigrade classes are on age 30, 35, and 37 because most of these teachers are the ones being assigned by school administrators in handling several grades. Also, in the training conducted, these younger group of teachers are the ones who are expectedly "Able" in rigid activities.

2. The longer a teacher has stayed in the service,

the higher the number of in-service trainings he has attended, which is the very picture of this study in terms of the number of years in the service and the number of trainings attended by the multigrade teachers.

3. Expectedly, these multigrade teachers are to receive a rating of "Very Satisfactory" from their administrators because of the amount of efforts they are utilizing plus the intensive training they have undergone before handling multigrade classes.

4. The multigrade teachers are rated by both respondents as "Most Competent" in terms of modeling desirable values in school and in community including their "Very Competent" ways in their ability to enlist parents and community members involvement in school activities because in their training, such is being emphasized aside from being a criteria in rating them during supervision and monitoring of classes by school administrators.

5. Multigrade teachers are rated "Very Effective" as regards technique in teaching because again of the exposure they have had in their whole summer training plus the different grade levels of experience they have in their training.

6. The evaluation aspect is the one rated as "Always" being done by the multigrade teachers because of

the lesson plan used as tool in classroom instruction.

7. Chalkboards, bulletin boards for display are rated by both respondents as "Very Adequate" because these are the only school facilities which are mostly provided by the national government. While charts, pictures and graphs are rated by them as "Adequate" because their availability in the classroom is dependent on the teachers means.

8. The rejection of the null hypothesis which states that there is no significant difference between the perceptions of the two groups of respondents with respect to: teachers competence; teachers technique; and evaluation strategies, is due to the fact that the computed t-value is very much higher than the tabular t-value at .05 level of significance, with their corresponding df. This means further that the two respondents do differ significantly in their assessment of the components of multigrade instruction in selected elementary schools in the division of Samar. It is on instructional materials/facilities where they agree on their assessment.

9. The 51.66 percent academic performance of the multigrade classes in selected elementary schools in the Regional Elementary Achievement Test (REAT) last School Year 1996-1997 speaks of low performance, considering that the accepted performance level of pupils in examination is said

to be 75 percent.

10. The comparison of academic performance (MPS) to any of the following: teacher competence; teacher technique, evaluation strategies, and instructional materials, shows a low correlation. But when subjected to further test, the low performance of the multigrade classes in the REAT is influenced by teacher-related factors like teachers' competence, techniques, evaluation strategies and the use of instructional materials and facilities. This could be attributed to the fact that the "How" of the teaching job is one of the most important considerations in teaching effectiveness.

11. Unpreparedness of teachers when reporting to class/school, presence of uncooperative/unsupportive parents and community, teacher reluctant to change and innovation; and absence of participative planning in classroom activities are the ones considered as the most "Felt" problems by the respondents because of the fact that they are the very source of the problems. In other words, such problems surfaced because of the teachers themselves. Most of the times the multigrade teachers do not anymore exert efforts in doing these things because of the so many works they have to attend to in the classroom, having two to three grade levels in one session.

12. The problems on the teachers techniques

on effective instructions are some key elements that help boast the morale of children, hence their performing very well in school activity.

17. Through assignment, homework given to the pupils and checking of summative tests religiously will help pupils do more considering that these are the activities where they can apply or put to use the knowledge, skills, and values they have learned.

18. Preparation and/or production of low-cost instructional materials is believed to augment the scarce resource in the classroom, hence very important for a teacher to consider.

Recommendations

Based on the findings and conclusions of this study,

1. Trainings and other in-service education should be among those which should be given priority by classroom teachers. In this way, the teachers will be acquainted with the present thrusts and innovations in education.

2. Multigrade teachers should be given "plus factor" or additional credits in being a teacher of different grade levels during performance evaluation.

3. Multigrade teachers should be encouraged by school administrators to submit themselves for promotion to Master Teacher positions, because of their expertise in handling

several grade levels in one session. Such effort need to be recognized by top management of the district, division, and regional offices.

4. With the scarcity of resources in the school and with the competence of the multigrade teachers in networking activities, solicitation of instructional materials not available in the school should be done.

5. Multigrade teachers as well as the school administrators need to join hands together in realizing the objectives of the school which are all geared towards quality education. This can be done by effectively teaching the pupils the necessary knowledge, skills, and values in education so that in the end, an increased academic performance is attained.

6. Emphasis on academic instruction should be attended to by both the multigrade teachers and the school administrators whereby higher level thinking skills are promoted and developed in the pupils.

7. Teacher preparation should be top priority of classroom teachers in reporting to class/school. There is no substitute to a teacher who has prepared well in delivering the goods to his class.

8. Modern techniques to teaching should be given emphasis by the multigrade teachers if they wanted to effect

a positive change in the pupils. They should keep abreast with the changing times, because in this way, pupils interests are also tapped and developed.

9. The teacher has to get re-acquainted with the knowledge on the foundations of education and apply such to classroom situations in order for him to understand better the children under his charge.

10. The multigrade teachers, considering the many personalities under them, should also pay attention to their "personal grooming" because this is also considered as a factor that affect one's effectiveness in teaching.

11. In rating the performance of the teachers, pupils achievement in national, regional, division, and district, should form part in the rating that they should receive for a particular rating period.

12. Equal distribution of tasks to pupils during classroom activities should be given attention by the teacher. One has to get reminded that exposure to varied situations makes one knowledgeable and learned.

13. A study on the comparative analysis between multigrade classes and single-grade class academic performance should be conducted.

14. A study on the effects of personal variates of multigrade teachers to multigrade classes academic performance should be conducted.

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BIBLIOGRAPHY

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APPENDICES

APPENDIX A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

April 27, 1997

The Dean of Graduae Studies
Samar Sate Polyechnic College
Catbalogan, Samar

Madam:

In my desire to finish my thesis writing, I have the honor to submit for approval one of the following research problems, preferably problem no. 1:

1. MULTIGRADE INSTRUCION AND THE ACADEMIC ACHIEVEMENT OF MULTIGRADE CLASSES

2. THE EFFEC OF MULTIGRADE INSTRUCTION IN THE LOWER GRADE IN STA. MARGARITA DISTRICT, DIVISION OF SAMAR

3. THE EFFECT OF MULTIGRADE INSTRUCTION IN ACADEMIC SUBJECTS FROM GRADE I, II, III IN THE DISTRICT OF STA. MARGARITA

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

Very truly yours,

(SGD.) PASTOR A. ABOGANDA
Researcher

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate Studies

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

APPLICATION FOR ASSIGNMENT OF ADVISER

Name ABOGANDA, Pastor Abaigar
(Family Name) (First Name) (Middle Name)

Candidate for Degree in Master of Arts in Education

Area of Specialization Administration & Supervision

Title of Proposed Title MULTIGRADE INSTRUCTION AND THE ACADEMIC ACHIEVEMENT OF MULTIGRADE CLASSES

(SGD.) PASTOR A. ABOGANDA
Researcher

THELMA C. QUITALIG, Ph.D.
Name of Designated Adviser

SGD. THELMA C. QUITALIG, Ph.D.
Conform

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate Studies

In three copies: 1st copy for the Dean
2nd copy for the Adviser
3rd copy for the Applicant

APPENDIX C

EDUCATIONAL SURVEY QUESTIONNAIRE
(For Multigrade Teacher and School Administrator)

Dear Respondents:

In the advent of change and the multifarious activities of school personnel, many practices of classroom teachers tend to indicated a serious lack of understanding of the goals, principles, and procedures of effective teaching and learning, Due to there discrepancies between what is and what it should be, the researcher is motivated to conduct a study on the Multigrade Instruction in the Primary Grades in the Division of Samar.

To be able to make certain on the effectiveness of instruction in the multigrade classes, your objective assessment or evaluation of the status of its instruction is being considered through the sets of questions that follow. Rest assured that all your responses shall be held confidential.

Thank you very much.

The Researcher

==========

PART I. **PROFILE OF MULTIGRADE TEACHERS**

Directions: Please answer the following questions by providing the needed information on the spaces provided for.

1. Name (Optional)_____ 2. Age ___ 3. Sex___

4. Length of Service (in years) _____

5. Educational Qualifications:

   a) Degree_____

   b) Units earned in graduate course _____

6. Number of Trainings/Seminars attended_____

7. Performance Rating: _____

PART II. **STATUS OF MULTIGRADE INSTRUCTION**

General Directions: Assess the items objectively. Your honest feedback will provide valuable information on how the Multigrade Instruction is implemented in your school, by you (if you are an MG teacher) or by your teacher (if you are an administrator).

A. **Teacher Competence**

Directions: Please check the competency level that befits the implementation of MG instruction in your school, by you, if you are an MG teacher or by your MG teacher, if you are an administrator. Use the following scales in your assessment of the concerns that follow.

5 - Most Competent
4 - Very Competent
3 - Competent
2 - Fairly Competent
1 - Incompetent

Indicator/Concern	5	4	3	2	1
1. Mastery of the subject matter.					
2. Utilize varied teaching techniques/ strategies based on pupil needs, interests, and learning levels.					
3. Adjust his/her communication skills to the level of his/her pupils.					
4. Utilize participative planning and decision-making in classroom instruction.					
5. Is able to construct appropriate instructional materials and are organized in advance to provide interesting					
6. Provides activities/opportunities for application and extension of learning.					

cont'd.

7. Organizes the learning environment so that children can move materials so that children can move about confidently and efficiently as independent learner.					
8. Organizes instructions around well - prepared activities and materials so that both objectives and processes are clear to pupils.					
9. Construct appropriate and congruent evaluated items for mastery.					
10. Observes keenly the pupils behavior and activities.					
11. Is able to enlist parents and community members involvement in school activities.					
12. Assigns children to appropriate working groups.					
13. Models desirable values in school and in community.					

B. **Teacher Technique**

Directions: On a scale of 5 to 1, where 5 - highly effective, 4 - very effective, 3 - effective, 2 - fairly effective, and 1 - ineffective. Check (/) your rating of your effectiveness (if you are an MG teacher) or your MG teacher effectiveness (if you are an administrator) in the use of techniques in classroom instruction in the MG classes.

1. Uses a variety of activities during class period.					
2. Provides drill in a variety of ways.					

cont'd.

3.	Provides learners with numerous opportunities for learning and review.				
4.	Present subject matter in small steps.				
5.	Has interesting supplementary materials of several reading levels readily available in the classroom.				
6.	Uses visual aids, aside from printed materials to provide students with needed information.				
7.	Provides activities which encourage students to work independently.				
8.	Relates the work in class to the prob activities for different groups.				
6.	Provides activities/opportunities for application and extension of learning.				
7.	Organizes the learning environment so that children can move materials so that children can move about confidently and efficiently as independent learner.				
8.	Organizes instructions around well - prepared activities and materials so that both objectives and processes are clear to pupils.				
9.	Construct appropriate and congruent evaluated items for mastery.				
10.	Observes keenly the pupils behavior and activities.				
11.	Is able to enlist parents and community members involvement in school activities.				
12.	Assigns children to appropriate working groups.				

cont'd.

13. Models desirable values in school and in community.					

B. **Teacher Technique**

Directions: On a scale of 5 to 1, where 5 - highly effective, 4 - very effective, 3 - effective, 2 - fairly effective, and 1 - ineffective. Check (/) your rating of your effectiveness (if you are an MG teacher) or your MG teacher effectiveness (if you are an administrator) in the use of techniques in classroom instruction in the MG classes.

Indicator/Concern	5	4	3	2	1
1. Uses a variety of activities during class period.					
2. Provides drill in a variety of ways.					
3. Provides learners with numerous opportunities for learning and review.					
4. Present subject matter in small steps.					
5. Has interesting supplementary materials of several reading levels readily available in the classroom.					
6. Uses visual aids, aside from printed materials to provide students with needed information.					
7. Provides activities which encourage students to work independently.					
8. Relates the work in class to the problems and interests of the students.					
9. Provides an appropriate model for grooming, speech, and behavior.					

cont'd.

10. Appeal to more than one sense at a time.					
11. Give pupils time to think, during class interaction.					

C. **Evaluation Strategies**

Directions: Below is a checklist for an assessment of the extent of your effectiveness (if you arean MG teacher) of your MG teacher effectiveness (if you are an administrator) in the use of evaluation stratgies in MG instruction. Put a check (/) mark on the space provided for the value that best fit your judgment. Use the following scales:

5 - Always
4 - Often
3 - Occasionally
2 - Seldom
1 - Never

Indicator/Concern	5	4	3	2	1
1. Clarifies or define instructional objectives and share them with students.					
2. Preassesses the learners needs and/or pupils entry performance.					
3. Monitors learning progress through formative evaluation to provide useful clues to better adjust insruction to the needs of the learners.					
4. Conduct evaluation of learners achievement at the end of instruction.					

cont'd.

5. Provides learners feedback of the results of the test/evaluation.					

D. **Instructional Materials/Facilities**

Directions: On a scale of 5 to 1, where 5 - Most Adequate ; 4 - Very Adequate; 3 - Adequate; 2 - Fairly Adequate; and 1 - Inadequate, please rate the degree of adequacy of instructional materials/facilities in the implementation of MG instruction in your school. Put a check (/) mark on the column that corresponds to your assessment value.

1. Adequacy of textbooks, references, and other reading materials.					
2. Presence of charts, pictures, and graphs, when needed during instruction.					
3. Enough chalkboards and bulletin boards for display.					
4. Presence of learning centers/areas.					
5. Available classroom furniture and equipment.					
6. Adequate lighting and ventilation in any part of the room.					
7. Provision of movable types of furniture/equipment.					
8. Provision of an outdoor resources for learning.					
9. Provision of an outdoor space.					

cont'd.

E. THE PROBLEMS ENCOUNTERED BY THE MG TEACHERS AND ADMINISTRATORS IN THE IMPLEMENTATION OF MULTIGRADE CLASSES IN THE DIVISION OF SAMAR.

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

4.51 - 5.00 - Highly Felt (HF)
3.51 - 4.50 - Very Much Felt (VMF)
2.51 - 3.50 - Felt (F)
1.51 - 2.50 - Not Much Felt (NMF)
1.00 - 1.50 - Never Felt (NF)

A. **Teacher Competence**

_____ 1. Unpreparednesso of teachers when reporting to class/school.

_____ 2. Teacher's lack of knowledge on the relevancy of teaching methods and strategies.

_____ 3. Teacher reluctant to innovation and change.

_____ 4. Absence of participative planning in classroom activities.

_____ 5. Uninteresting and irrelevant teaching aids and devices.

_____ 6. Presence of uncooperative/unsupportive parents and community.

_____ 7. Teachers display of negative values and practices.

_____ 8. Boring and uninteresting teachers personalities.

_____ 9. Boring and ineffective teaching strategies.

B. **Teacher Technique**

_____ 1. Unresourceful 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 (SOPs).

_____ 4. Wastage in the use of time resource like devoting several minutes in checking of attendance and other activities not included in the lesson proper.

_____ 5. Teacher unequal distribution of learning tasks among the pupils in the class.

_____ 6. Absence of complements and/or encouragements from the teacher when pupils perform well or when need to do more.

C. **Evaluation Strategies**

_____ 1. The teacher does not regulely reviews the assignment of the pupils.

_____ 2. Giving of assignments/homework is not given emphasis by the teacher.

_____ 3. Incongruent instructional objectives and evaluation items.

_____ 4. Unclear statements of evaluation directions/instructions.

_____ 5. Limied tes items that do not satisfy the skills required in the lesson.

D. **Instructional Materials/Facilities**

_____ 1. Absence of the promised ready-made lesson plans for all the subject areas or any of the 8 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 tables.

PART III. **SUGGESTED SOLUTIONS**

Directions: Below are some workable solutions of the problems encountered by the MG teachers and theor administrators in the implementation of MG instructions. Please rate them according to the degree of their applicabiltiy in solving the problems encountered by the teachers and administrators in the implementation of MG instruction. Check (/) only the value that correspond to your judgment, by using the descriptive scales below:

5 - Most Applicable
4 - Very Applicable
3 - Applicable
2 - Fairly Applicable
1 - Not Applicable

Indicator/Concern	5	4	3	2	1
A. **Teacher Competence**					
1. Objective conduct of evaluation of teachers performance.					
2. Intensive supervision and monitoring of MG classes.					
3. Frequent schools visitation, using the visit test approach.					

cont'd.

4. Upgrading of teachers effectiveness through in-service trainings.					
5. Scholarship grants to teachers.					
6. Conduct of regular School In-Service Program by subject area focused on teaching strategies.					
7. Team supervision between school administrator and district/division supervisor.					
8. Conduct of values education re-orien -tation activities for MG teachers.					
9. Teachers need to pay attention to good grooming.					
10. Observance in the proper use of words particularly during class hours.					
B. <u>Teacher Technique</u>					
1. Frequent school visitations among school administrators.					
2. Regular conduct of observation of MG classes.					
3. Teachers attendance to training focused on effective instruction.					
4. Equal distribution of tasks to pupils must be observed by the MG teacher.					
5. Teachers particular use of comple- ments to pupils good performance.					
6. Use of appropriate vocabulary during classroom instruction should be observed by the teacher.					

cont'd.

7. Use of appropriate, relevant and interesting visual aids and devices.					
C. Evaluation Strategies					
1. Regular checking of teachers lesson plans and activity notes.					
2. Giving of assignments/homework to pupils should be a must including their collection and checking.					
3. Conduct of training for teachers tests construction.					
4. Checking of every summative test prepared by MG teacher by their school administrators.					
D. Instructional Materials/Facilities					
1. Making IM a pre-requisite to classroom instruction.					
2. Ready-made lesson plans for MG instruction for all grade levels as a division priority project.					
3. Establish linkage with NGOs and COs in the inplementation of projects and activities for MG classes					
4. Promote the "Adopt-A-Schools" approach in the effective implementation of MG instruction.					

- Thank You Very Much -

APPENDIX D

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

January 16, 1998

The Dean
Graduate School
Samar State Polytechnic College
Catbalogan, Samar

Madam:

I have the honor to apply for Pre-Oral Defense of my Thesis entitled MULTIGRADE INSTRUCTION AND PUPILS ACADEMINC ACHIEVEMENT: AN ASSESSMENT on the date convenient for your Office.

Very truly yours,

(SGD.) PASTOR A. ABUGANDA
Graduate Student

Reommending Approval:

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

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate and Post Graduate Studies

Date: January 21, 1998
Time: 2:00 P.M.

APPENDIX E

Republic of the Philippines
Department of Education, Culture and Sports
Region VIII
DIVISION OF SAMAR
Catbalogan

January 26, 1998

The Schools Division Superintendent
Division of Samar
Catbalogan, Samar

Madam:

I have the honor to request permission to field my questionnaire for the study entitled: Multigrade Instruction and Pupils Academic Achievement: An Assessment, to the multigrade teachers and their administrators of seleced elementary schools in the Division of Samar, form January 26-30, 1998.

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

Very truly yours,

(SGD.) PASTOR A. ABUGANDA
Researcher

Recommending Approval:

(SGD.) THELMA C. QUITALIG, Ph.D.
Thesis Adviser

APPROVED:

(SGD.) JESUSITA L. ARTECHE, Ed.D.
School Division Superintendent

APPENDIX F

Republic of the Philippines
Department of Education, Culure and Sports
Region VIII
DIVISION OF SAMAR
Catbalogan

January 26, 1998

The School Administrator/MG Teacher
In This Division

Dear Sir/Madam:

The bearer, Mr. Pastor A. Abuganda, an Elementary School Head Teacher, from the District of Sta. Margarita. Sta. Margarita, Samar is undertaking a research entitled: MULTIGRADE INSTRUCTION AND PUPILS ACADEMIC ACHIEVEMENT: AN ASSESSMENT, this school year 1997-1998. Please spare few minutes of your time in the accomplishment/filling up of the questionnaire relative to this study.

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

Thank you for your cooperation.

Very truly yours,

(SGD.) JESUSITA L. ARTECHE, Ed.D.
School Division Superintendent

APPENDIX G

Republic of the Philippines
Department of Education, Culture and Sports
Region VIII
DIVISION OF SAMAR
Catbalogan

January 20, 1998

The Dean
Graduate School
Samar State Polytechnic College
Catbalogan, Samar

Madam:

I have the honor to apply for Final Oral Defense of my Thesis entitled: MULTIGRADE INSTRUCTION AND PUPILS ACADEMIC ACHIEVEMENT: AN ASSESSMENT, on the date convenient for your Office.

Very truly yours,

(SGD.) PASTOR A. ABOGANDA
Graduate Student

Recommending Approval:

(SGD.) THELMA C. QUITALIG, Ph.D.
Thesis Adviser

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate and Post Graduate Studies

Date: March 6, 1998
Time: 10:00 A.M.

CURRICULUM VITAE

CURRICULUM VITAE

NAME	:	PASTOR ABAIGAR ABOGANDA, SR.
ADDRESS	:	Cautod Poblacion, Sta. Margarita Samar
DATE OF BIRTH	:	January 6, 1946
PLACE OF BIRTH	:	Hinabangan, Samar
PRESENT PISITON	:	Elem. Grade Head Teacher III
STATION	:	Lambao Elementary School
CIVIL STATUS	:	Married

EDUCATIONAL BACKGROUND

Elementary	:	Bagacay Elementary School Hinabangan, Samar 1956 - 1962
Secondary	:	Samar School of Art and Trades Catbalogan, Samar 1962 - 1966
College	:	Samar College Catbalogan, Samar 1966 - 1970
Graduate Studies	:	Samar State Polytechnic College 1987 to present
Curriculum Pursued	:	MA in Administration & Supervision

POSITION HELD

Elementary Grade Teacher I	-	October 16, 1972
Elementary Grade Teacher III	-	August 7, 1997
Head Teacher III	-	November 11, 1997

SEMINARS/TRAINING ATTENDED

Title	Date
Division Workshop Seminar on Science	July 16-18, 1975
Echo Seminar on Educational Devt. Project Implementing Task Force (EDPITAF)	August 23-25, 1976
Division Seminar for Elementary School Administrators on Program Decentralized Educational Development (PRODED)	June 13-14, 1979
Scouting Developmentals & Program Planning Courses	Oct. 21-24, 1981
Meritorious and Outstanding Performance in the Green Revolution	Sept. 19, 1985
Program of Character Development and Citizenship Training to the Youth	March 1, 1986
First Mini District KAB Olympics	Oct. 14-16, 1986
Value Development and Guidance	Nov. 13-15, 1986
Ist Father & Scout Son Encounter	Nov. 30 to Dec. 4, 1986
District Echo Seminar in Elementary Mathematics	March 7-8. 1986
Institute on Communication Skills Educational Management, Physical Education	April 23 to May 27, 1987
Level III Training for Elementary Grades Teacher as School Health Guardians	Aug. 12-13, 1988
Ist BSP and GSP Municipal Jamboree	Nov. 23-26, 1988

Division Seminar-Workshop on the Preperation, Utilization and Evaluation of the Social Studies Lesson Plans for the Elementary Grades	Aug. 9-12, 1989
Division Workshop in Teaching Geography and Teaching Values Education	Aug. 30 to Sept. 4, 1990
Seminar in Speech Improvement and Personality Development Workshop on Skills Competency Development	February 18, 1993
Bronze Service Award	October 31, 1995
4th BSP-GSP Municipal Camporee	Oct.. 26-27, 1995
Provincial Jamborette at Samar National Agriculture School	March 10-14, 1995
District Training of Teachers and Administrators on Reading Enchancement for Elem. School Focus on Strategies in Teaching Reading	Nov. 23-25, 1995
Meritorious and Outstanding Services rendered to Quezon Memorial and Scout Field Day Celebration	Sept. 13-15, 1996
Outstanding Services and Support to the Course of Boy Scouting Samar Council	February 19, 1996
Meritorious and Outstanding Services to the BSP 4th Provincial Jamborette and GSP Encampment	Oct. 27-31, 1996
Regional Basic Training Course for Commissioners held at Capitol Hills Scout Camp, Cebu City	June 20-22, 1997

Meritorious and Outstanding Service Rendered to the Basic Training course for Unit Leaders	Sept. 12-14, 1997
Silver Service Award Meritorious and Outstanding Services rendered to the Organization	October 31, 1998

LIST OF TABLES

LIST OF FIGURES

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