

**EXPERIENCES OF MULTIGRADE PRIMARY TEACHERS IN
TEACHING READING**

A Thesis

Presented to

The Faculty of the College of Graduate Studies
Samar State University
Catbalogan City, Samar


In Partial Fulfilment
of the Requirements for the Degree
Masters of Arts in Education
Major in Elementary Education

MARIA KIMBERLY C. SOLIVEN

July 2020


APPROVAL SHEET


This thesis entitled "**EXPERIENCES OF MULTIGRADE PRIMARY TEACHERS IN TEACHING READING**", has been prepared and submitted by **MARIA KIMBERLY C. SOLIVEN**, who having passed the comprehensive examination, is hereby recommended for oral examination.



NONA L. LOPEZ, Ph. D.
 Associate Dean, College of Education
 Adviser

Approved by the Committee on Oral Examination on July 1, 2020 with a rating of **PASSED**.


ESTEBAN A. MALINDOG, Jr., Ph. D.
 Dean, Graduate School, SSU
 Chairman


FELISA E. GOMBA, Ph. D.
 Vice-President for Academic Affairs
 Member


RONALD L. ORALE, Ph. D.
 Vice-President for Research & Extension Services
 Member


REDENTOR S. PALENCIA, Ed. D.
 Executive Assistant III/Director, Publication
 Member

Accepted and approved in partial fulfillment of the requirements for the Degree, **Master of Arts in Education** major in **Elementary Education**.

July 1, 2020
 Date of Oral Defense


ESTEBAN A. MALINDOG, Jr., Ph. D.
 Dean, Graduate School, SSU

ACKNOWLEDGEMENT

The researcher would like to extend her utmost sincere and heartfelt gratitude for the assistance, support and love of those portentous people who have helped her in the success of her thesis.

A big thanks to **Dr. Nora L. Lopez**, Assoc. Dean of College of Education, SSU., for her patience, effort in giving advices and encouragement, her expertise in giving suggestions, guidance and at the same time unending support.

To the committee on oral examination chaired by **Dr. Esteban A. Malindog, Jr.**, **Dr. Redentor S. Palencia**, **Dr. Felisa E. Gomba**, and **Dr. Ronald L. Orale**, for the analyses, most challenging constructive criticisms and commendable suggestions for the enhancement and development of this thesis.

True – hearted gratitude and appreciation to **Dr. Abigail M. Cabaguing**, **Dr. Marife M. Lacaba** and **Dr. Alona C. Gabejan**, for sharing their knowledge to the researcher in constructing the study.

The researcher would like also to commend the ever supportive and dynamic OIC-Schools Division Superintendent of Catbalogan City, **Dr. Marilyn B. Siao**, CESO **VI** for the approval given to the researcher to conduct the interview to the teacher respondents.

To the Senior Education Program Specialist of Schools Division/Research Coordinator of Catbalogan City Division, **Dr. Ma. Linda S. Legarse** for her approval in

the conduct of the study to the teacher respondents under Catbalogan City Division and allowing her to access necessary data in the completion of this thesis.

To all CGS staff for attending her needs and requirements for the accomplishment of her pre – oral and final oral defense.

To all multigrade primary teacher respondents in the Schools Division of Catbalogan City, for their cooperation and the time they have devoted in answering my questions during the interview. Without you dear teachers, the researcher will not be able to complete her thesis.

Likewise, love, moral support, and encouragement coming from my family, relatives and friends especially to **Ms. Joana H. Vila** are so much appreciated.

And most of all to the “Almighty Father” who showered her with the courage, strength and determination in achieving her prayer and goal. Without the grace, love and goodness in Him she will not be able to surpass all the challenges encountered as she walked through her journey.

- KIM

DEDICATION

This research is dedicated with deepest love to my parents,

Myrna C. Soliven and Edwin G. Soliven.

my sources of inspiration to strive for and be at my best to transform my dreams into reality;

*To my caring brother, **Kenneth C. Soliven** and*

*my ever supportive sister, **Amelyn C. Soliven-Huang** who always believe in my capabilities;*

To my relatives and friends who cheers me up whenever I am down

and who serve as my moral support who boost my eagerness and resolution to

accomplish this research work.

I offer this humble piece of work. the fruit of my labor,

commitment and determination to all of them.

- KIM

ABSTRACT

This study intended to explore and understand the lived experiences of multigrade primary teachers in teaching reading of Catbalogan City Division. It also intended to find out the challenges faced by the teachers in teaching reading while handling multiple classes. This study employed a qualitative approach to research with survey research design implemented through one-on-one interviews with identified participants. It utilized the Husserlian descriptive phenomenology approach which qualitatively explored the lived experiences of the multigrade primary teachers in teaching reading. The data gathered revealed that, Multigrade primary teachers work hard to make an effective learning environment through proper classroom management. They strictly impose classroom rules and routines in teaching reading and make a suitable classroom set up and reading corners. So, Teachers use different strategies in teaching reading to cater the needs of every pupil to learn how to read. Individualized reading instruction (one-on-one reading session) is said to be an effective strategy specially for non-readers and pupils under frustration level of reading but it takes good classroom management skills and time management in order to manage the other pupils doing another task peacefully while the teacher is on the other task. From the conclusions drawn based on the findings of the study, the researcher generated the following recommendations, Studies focusing on different perspectives such as focusing on the performance of learners in multi-grade classes, how schools with

multi-grade classes are managed, the effect of the COVID-19 global pandemic to the multigrade teachers are highly recommended.

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGEMENT	iii
DEDICATION	v
ABSTRACT	vi
TABLE OF CONTENTS	viii
 CHAPTER I: THE PROBLEM AND ITS SETTING	 1
Introduction	1
Statement of the Problem	3
Theoretical Framework	4
Conceptual Framework	7
Significance of the Study	10
Scope and Delimitation	11
Definition of Terms	11
 CHAPTER II: RELATED LITERATURE AND STUDIES	 15
Related Literature	15
Related Studies	20
 CHAPTER III: METHODOLOGY	 32
Research Design	32

Instrumentation	32
Validation of Instrument	33
Sampling Procedure	33
Data Gathering Procedure.....	34
Data Analysis	35
Ethical Considerations	36
 CHAPTER IV: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	 39
Experiences and Challenges of Multigrade Primary Teachers in Teaching Reading	39
How Multigrade Primary Teachers Deal with the Challenges in Teaching Reading	41
Needs of the Multigrade Primary Teachers in Teaching Reading	41
Exhaustive Discussion	48
 CHAPTER V: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	 57
Summary of Findings	57
Conclusions	60
Recommendations	62
 BIBLIOGRAPHY	 64
 APPENDICES	 72
A. Research Questions and Interview Guide.	73
B. Validation of Research Instrument with Matrix for Validation	74

C. Letter to the Schools Division Superintendent	87
D. Informed Consent Forms.	88
E. Transcript of Interviews	98
F. Certificate of Ethics Approval	126
CURRICULUM VITAE	127
LIST OF TABLES	130
LIST OF FIGURES	132

CHAPTER 1

THE PROBLEM AND ITS SETTING

Introduction

In the foundation phase of education, the skill of reading is regarded as the cornerstone of literacy learning. Most students that begin schooling without having any kind or lack of exposure to reading introduces a number of challenges (Ramrathan & Mzimela, 2016). Teaching reading has been colored with problems that make students boring. The problems include: literacy in general word list vocabulary: difficult vocabulary terms, academic vocabulary, complexity of grammar, inappropriate texts, complexity of academic text, reading habits and culture, lack of schema activation, lack of motivation to read, insufficient preparation in teaching reading (Imroatus, 2018). There are difficulties experienced by teachers in the process of primary reading in a monograde class. The difficulties were described about the process included parental indifference, unreadiness of students, absenteeism of students, lack of student's interest, lack of professional competence and physical inadequacies of the school. If a monograde teacher faces challenges in teaching reading, how much more in a multigrade primary class (Gündoğmuş, 2018).

Philippines and cities around the world also experienced multigrade schooling because of population shifts as urban areas grow and expand. The study revealed that teachers in rural Namibian multigrade schools in Namibia, South Africa faced common challenges. Teachers cannot be supplied for each

grade level in such areas because the number of learners is very low. Some of the challenges were attributed to inadequate infrastructure and resources, lack of classroom management skills and appropriate lesson planning, differentiated teaching, competencies, poor socio-economic background, lack of continuous support both at school level and at the national level, and lack of trainings which makes them difficult to teach reading and other subject areas (Siririka, 2018). Multi-grade teaching also prevails in Pakistan, especially in rural and mountainous areas where due to lack of teachers, infrastructure, and students, one/two or three teachers teach six grades in a multi-grade situation. In the study of Shahzad Khan (2016), the conventional mono-grade curriculum was taught in a multi-grade situation. It was more difficult for a single teacher to teach more than one grade in the allotted time of period that was the reason that course was not completed in the given time of academic year. Teachers in a multi-grade setting were not properly trained for multi-grade classrooms, therefore, they were found frustrated and demotivated towards multi-grade teaching (Khan, 2016).

In the Philippine educational system there are various reason why multigrade classes exist, the Multigrade Program in Philippine Education (MPPE) has significantly contributed to the Department of Education (DepEd) since 1993, which aimed to hold multigrade classes in an effort to ensure that Filipino students around 19% of public elementary schools in isolated, underserved, and sparsely populated communities in the Philippines areas will complete their basic education with quality education (DepEd, UNICEF

& SEAMEO INNOTECH, 2020). A lot of difficulties faced in the multigrade teaching in the remote villages of San Jose District, Tarlac which were mostly on travel, lack of physical facilities and instructional materials, and inadequate training that leads them to encounter difficulties in teaching reading and other areas and leads to frustration readers (Lapuz, 2015). The aforementioned challenges from different places affect the teaching and learning of the skill of reading which is regarded as the cornerstone of literacy learning in the foundation phase. Although it is the most important skill to master, it forms part of literacy teaching. The study shows that most learners begin schooling without having any kind of exposure to reading and the lack of exposure in reading introduces poor comprehension, low grades, low self-esteem, poor academic success which consequently might happen in a multi-grade classes (Spear-Swerling, 2015).

This study shows that the aforementioned challenges faced by multigrade teachers from the other places in the Philippines are also being experienced by the multigrade teachers of Catbalogan City in teaching reading. Hence, the researcher is prompted to identify the lived experiences and challenges of the Multigrade primary teachers in teaching reading.

Statement of the Problem

This study intended to explore and understand the lived experiences of multigrade primary teachers in teaching reading of Catbalogan City Division. It also intended to find out the challenges faced by the teachers in teaching reading while handling multiple classes.

Specifically, this study sought to answer the following questions:

- (1) What are the lived experiences of the multigrade primary teachers in teaching reading?
- (2) What are the challenges of the multigrade primary teachers in teaching reading?
- (3) How do multigrade primary teachers deal with the challenges in teaching reading?
- (4) What are the needs of the multigrade primary teachers in teaching reading?

Theoretical Framework

This study was formed by the following theoretical constructs to understand how multigrade teachers face their challenges through learning experiences and how teachers teach reading in a multi-grade teaching context.

Kolb's Experiential Learning Theory

Kolb (1984 as cited in Cherry, 2019) defines learning as the activity whereby cognition is created through the changes of experience. The combinations of transforming and grasping experiences is where the knowledge created. Siririka (2018) defined it as learning by doing, rather than by listening to other people or reading about it.

Based on the aforementioned theory is associated to the present study on phenomenology which in reality the multigrade teachers of Catbalogan City Division allows to learn from their own teaching experiences and

reflections or learn by doing. It means the creation of knowledge through experience. Multigrade teachers experiencing personal challenges and discussing these concrete experiences empowers the multigrade teachers to create ideas and align their thinking to solve difficulty in their multigrade settings regarding to the challenges in handling multigrade. Multigrade teachers also learn through reflective observation, they describe their experiences, then reflect on them and conclude on them. Reflection provides guidance and helps teachers to look back over challenges or events which happened, review them and change them into learning experiences.

Notion of Teacher Agency and Notion of Pedagogical Content Knowledge

Calvert (2016) notion of teacher agency and Loughran, et al. (2012) notion of pedagogical content knowledge is a critical category for teacher knowledge in teaching reading. Ramrathan & Mzimela (2016:3) states that'... for foundation-phase teachers to teach effectively on reading they also need to possess high standards of knowledge on the methods to be utilized for teaching the content. Therefore, the teacher should not merely teach of decoding signs and symbols into sounds and words but also with the inclusion of teaching strategies on reading.

Loughran, et al. (2012) states that'... Content knowledge is the knowledge that teachers evolve over time, and by experience, about how to teach particular knowledge in particular ways in order to enhance the student understanding. Teachers should demonstrate powerful forms and ways of representing and formulating the subject that will make it comprehensible to

others. Hence, understanding how these multigrade primary teachers obtain these forms of pedagogical content knowledge will light up what agency teachers have and how they use it to make relevant decisions based on their contextual realities. Therefore, the concept of pedagogical content knowledge is an appropriate theoretical lens to illuminate and comprehend how teachers make sense of their teaching situation, draw from their experiences of teaching in such situation and make pedagogical decisions on how to teach the particular content at its best, in this case, teaching reading within a multi-grade classroom with learners who are in kinder, grade one and two simultaneously.

Calvert's (2016) notion of teacher agency is closely linked to Loughran's, et al. (2012) notion of pedagogical content knowledge, focusing on the decision making processes of teachers. capacity of teachers to act purposefully and constructively to direct their professional growth rather than responding passively to learning opportunities, teachers who have agency are aware of their part in their professional growth and make learning choices to achieve their goals. The agency empowers an individual to make free and independent choices that lead to autonomous actions by exercising judgment based on a rationality. Teacher agency shifts this empowerment from any individual to an empowered teacher to make such choices and exercise judgments related to teaching, learning and the learning condition. Teacher agency is, therefore, a useful theoretical idea to explain why these

primary teachers teach the way they do within a multi-grade classroom setting, especially on reading.

The above-mentioned theories are associated to the recent study in a manner that through the lens of teacher agency and pedagogical content knowledge, teacher adaptation can then be more clearly understood that teachers obtain over time as they forge ahead in teaching within a condition that is limited in all respects, among others, limited teacher training, limited ongoing professional development, limited facilities and limited resources in order to provide quality education in a multigrade set-up.

These theories served as the foundation as to the context of the data gathered by the researcher relative to the experiences of the primary teachers in teaching reading in a multigrade classroom setting.

Conceptual Framework

Figure 1 displays the conceptual framework of the study which stands as the backbone of the study. Shown in figure is a complete structure in the conduct of the study, the concept and how it was conducted, and the overall methodology.

The participants of the study are shown in the bottom box of the structure which pertains to multigrade primary teachers who engage in teaching reading activities as well as the research environment. After which, the bottom box is connected to 2nd lift upper box which describes the data gathering through baseline survey. After the data gathering, the researcher

will perform Husserlian Analysis box are figures relating to the analysis to be performed, namely: the decoding of responses of the lived experiences, the formulation of meanings based on the encoded significant responses, and the making of the theme. Meanwhile, after the analysis, conclusion and recommendatory notes are formulated which are visibly seen in the framework, thereby leading hopefully into addressing the concern of the primary multigrade teachers in the upland schools and also in other localities.

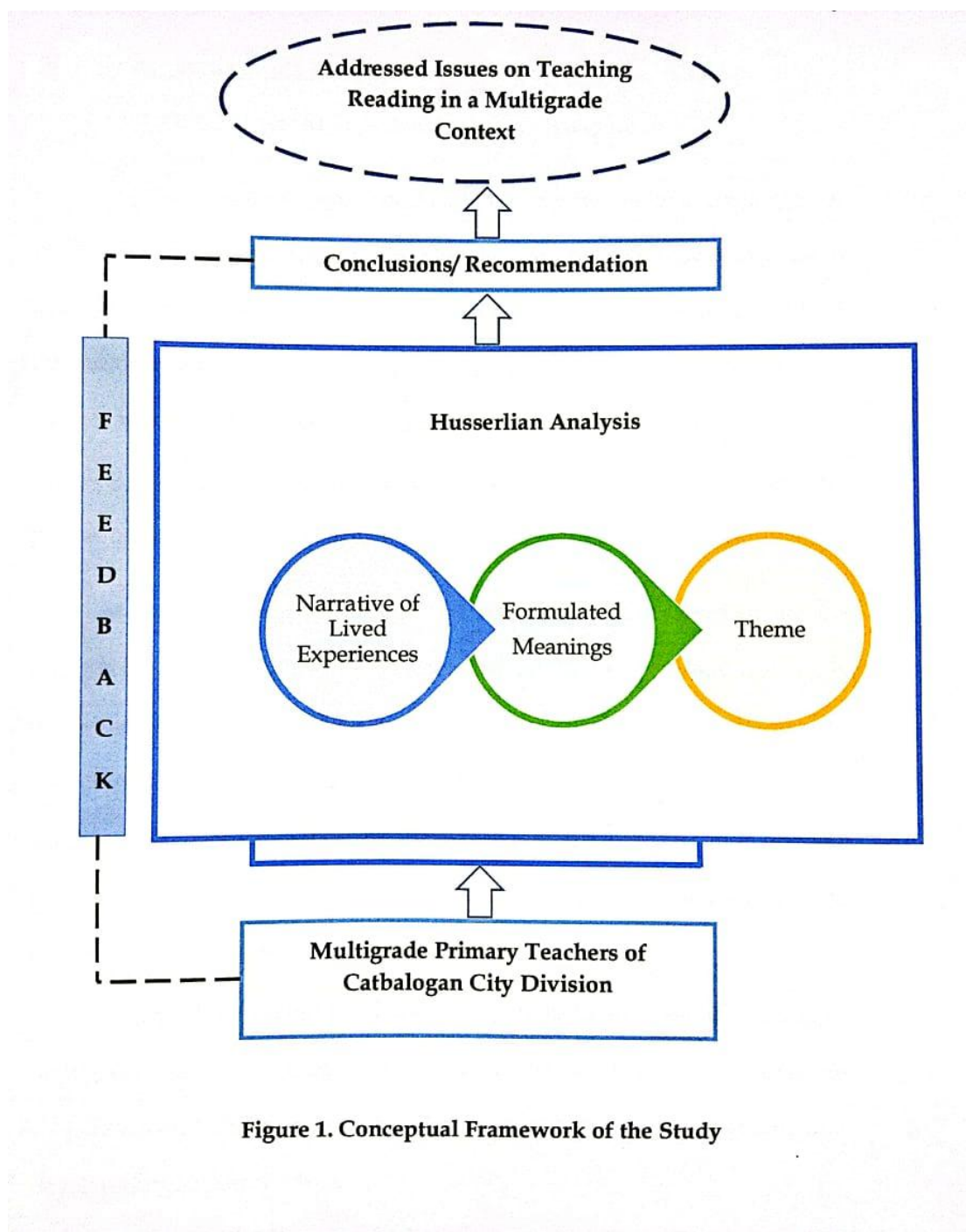


Figure 1. Conceptual Framework of the Study

Significance of the Study

This study is deemed important to the following groups:

School Administrators. The identified experiences and challenges of teachers in teaching reading in a multigrade setup will certainly contribute to the sublime task of providing the best practices that would suit to the needs of the multigrade primary teachers in teaching reading. This would also serve as basis to make proper recommendations to improve their MG primary teachers' teaching reading strategies to the concerned agencies to give those teachers proper trainings and seminars on teaching reading in a multiple class.

Multigrade primary teachers. The multigrade primary teachers are the direct beneficiaries of this study, to locate the root of their problems and needs regarding on teaching reading, to alleviate their difficulties and be able to improve their performance in teaching reading or in giving quality education as a whole. This would give them the ideas as to teaching strategies in reading by learning through experiences of other multigrade primary teachers which might fit to their pupils' needs.

Parents. The findings would help the parents to understand that being a multigrade teacher is not an easy job. Parents would be in better position to cooperate more effectively with the school in facilitating optimum growth and development of their children.

Pupils. The findings would be very beneficial to pupils because they would be provided quality education through dedication of their multigrade

teachers to become equipped with knowledge, skills and passion in teaching that they would appreciate their efforts and sacrifices. The pupils would learn how to read and develop understanding at early age.

Researcher. Since the researcher is also a multigrade primary teacher, the result may help the researcher understand better the importance of her role and learn a lot from the experiences of the other multigrade primary teacher that would serve as the basis in giving proper instruction and guidance to the pupils in teaching reading or in giving quality education as a whole.

Scope and Delimitation

This study essentially documented to the lived experiences of the multigrade primary teachers in teaching reading in Catbalogan City Division. The study was conducted during summer of the year 2020.

Definition of Terms

The following terms are defined operationally and contextually to understand the study.

Experience. The Oxford Advanced Learners Dictionary defines experience as having a particular situation affect you or happens to you. Mulaudzi (2016) defines experience as to the teachers encounter while teaching in multi-grade classes. However, in this study experience refers to the present situation felt by the multigrade primary teacher in teaching reading.

Challenge. The Cambridge English Dictionary defines challenges as something needing great mental or physical effort in order to be done successfully. In the study, challenge refers to the difficulties and problems faced by the multigrade primary teachers in teaching reading.

Multigrade Primary Teacher. Ramrathan & Mzimela (2016) defines Multigrade primary teachers as the foundation-phase teachers who manned grade R and grade one simultaneously while in this study the multigrade primary teachers are defined as the teachers who are handling kindergarten, grade I and II simultaneously.

Multigrade Teaching. Siririka (2018) defines multigrade teaching as the teaching of two grades in one classroom by one teacher at the same time. In the context of this study, multigrade teaching refers to the teaching of children of different grade levels at the same time at the same setting with one teacher responsible for all grades.

Reading. The Englishclub.com defines reading as the process of looking at a series of written symbols and getting meaning from them. Ramrathan & Mzimela (2016) defines reading as efficiency to draw meaning from the printed page and interpret this information appropriately. In this study, reading refers to the reader who can comprehend what he reads.

Readiness of the Teacher. The Oxford Advanced Learners Dictionary defines readiness as the state of being fully prepared for something. In this study it refers to the preparedness of the teachers in teaching reading in a multigrade primary classroom setup.

Individual Differences of Learners. Williamson (2018) defines Individual Differences as the psychological characteristics that distinguish one person from another and thus help to define each person's individuality. In this study, it refers to the learner's personal characteristics including how the child learns in a mixed-age classroom set-up.

Learning Environment. William (2014) defines learning environment as the diverse physical locations, contexts, and cultures in which students learn. However, in this study it is where the pupils learn. They learn in a multigrade classroom set-up which occur in a remote, most sparsely inhabited and least accessible rural areas.

Time Management. Woods (2015) defines time management as the act of planning the amount of time you spend on which activities. In this study, it refers to the process of organizing and planning how to divide your time in teaching reading in the different levels (kindergarten, grade 1 and grade 2).

Teaching Strategies. Lawton (1977, as cited in Sarode, 2018) define teaching strategy as a generalized objective for a lesson(s) that covers the structure desired learner behavior in terms of aims of instructions and an outline of planned strategy necessary to implement the methodologies and techniques. In the study, it refers to the different available learning methods that enable them to develop the right strategy in teaching reading in a multigrade setting.

Teaching Resources. Dictionary.com defines teaching resources as materials used by a teacher to supplement classroom instruction or to stimulate the interest of students. In the study, they are materials being used to cater the needs of the multigrade learners to learn how to read whether it is provided from DepEd or contextualized/indigenous materials coming from the place where the school is located.

Parents Involvement. The term refers to the support of the parents on their child's education. In this study, this refers to the engagement and follow up of the parents to their child's learning after school.

Favorable outlook of Multigrade Primary Teachers. It refers to the optimism of the multigrade primary teachers. In this study, it refers to the statement of the multigrade primary teachers that they aim to provide quality education to their learner's despite of the challenges.

Perceived Needs for Effective Teaching. This term is defined by what teachers think about their needs to provide quality education in the multigrade set-up. In this study, it denotes as the beliefs of the participants that it is their calling and responsibility as a public servant.

CHAPTER 2

RELATED LITERATURE AND STUDIES

This chapter includes a discussion of the ideas taken from books and internet reference-materials which are related to the present study. This also discusses the significant literatures and studies that had been surveyed and reviewed by the researcher to have a better understanding and insights in conducting this study.

Related Literature

Teachers play a vital role in the society. Educators are curriculum developers and implementers, the resource and instructional managers and the facilitators of learning. Multigrade teaching is an enactment in which students from different age, skill and class level pursue their education together in the same class, are handled by one teacher because of several reasons such as limited number of teacher, lack of school or infrastructure, low number of student. When the multigrade class literature is reviewed by Engin (2018), it is seen that the studies mention the advantages and disadvantages. The advantages, there is an expand of cooperation between students and learning from each other, enhancement of self-regulated learning skills, taking responsibilities and sharing good leadership, increase of in-class respect, peer tutoring and latent learning from upper or lower class lecture. As for the disadvantages such as the heavy burden of the teacher, insufficient time, struggling in showing individual attention to the students,

difficulty in planning the teaching, careless parents, language problem, unavailability of ___material, lack of in-service training and consultancy, problems dealing with non-teaching tasks, not being able to adapt with the environmental conditions, not being able to individualize the teaching, and poor competency in teacher training education (Engin, 2018).

With all the changes in standards of teaching in public schools in recent years, it is no wonder teachers feel the struggles when it comes to teaching kids how to read especially in a multigrade setup. Teaching reading is hard, detailed and demanding. There is a broad amount of responsibility related with it that every teacher should be equipped for teaching reading to your primary school kids in a multigrade classroom. Reading is a complex process and as such, it is complex to teach. The effective reading instruction needs comprehensive approach, and research has identified five essential components of reading instruction that are needed to be taught on a consistent basis: phonemic awareness, phonics, vocabulary, fluency, and comprehension (Alex, 2015).

According to Phajane (2014), different methods can be used to achieve effective teaching on reading in a multigrade class; Teacher Masego on her study used the combined approach to present her lesson, which should not only focus on one approach in teaching reading. The teacher used a combination of strategies in order to make easier for the learners to master the reading skills, namely the phonics instruction, phonological awareness, making a word and the alphabetic principle blending in one reading lesson.

There is a significance for greater emphasis on basic skills being taught to learners, especially in the formative years. The curriculum has revolutionized teaching and learning by centering the teacher's focus on the holistic development of the learner. Pupils are expected to be equipped with the average reading, writing and counting skills once learners leave the Foundation Phase. However, since teacher Masego used different teaching methods, the way the teacher arranged her classroom did not mean learners work cooperatively together. For them to be active agents, all learners need to be taught methodologies to help them read with comprehension and help them unlock the code of the read words. Teachers should consider including different approaches when teaching beginning reading to beginners (Phajane, 2014).

In order to be effective multigrade school teachers in reading, teachers must develop teaching and learning strategies specially targeted for their classrooms and utilize very good planning in teaching reading in the primary level. Flexibility and competence in using various teaching methods (grouping, individualized reading instruction, independent study, team-teaching, group project work, peer tutoring, differentiated instruction, systematic individualized observation, note taking) should be applied according to their specific teaching needs at the time and above all, teachers must be dedicated and willing to work hard to overcome the struggles and the peculiarities of multigrade education (Smit et al., 2015).

The teaching methodologies like short stories and remedial classes for students are helpful to enhance their comprehension skills by using the WH-questions. According to Handayani (2013, as cited in Davis et al., 2016), the use of children short stories facilitates to enrich their vocabulary, encourages their critical thinking, increases their motivation and it accommodates their language skill. Students who have comprehension understand to answer the different questions. The Master Teacher, Inc. (2010, as cited in Davis et al., 2016) urges teachers to assess a student's ability to comprehend text that they read silently, orally, or loudly by another person asking the WH-questions (who, what, when, where, why, and how). Individualized instruction in reading and student's constant follow-up are additional useful strategies.

The most dominant scaffold in the teaching of reading is using flash cards and drill cards. According to Komachali (2012, as cited in Davis et al., 2016), using vocabulary flash card facilitates their involvement in the class work by sharing answers, trying to participate, paying attention, giving the examples, encouraging to take part in the lesson, participating as volunteers, interacting with each other in a low-risk, warm-up activity, utilizing the new words in the example, working on the vocabulary and pronunciation. Another scaffolds featured by the teacher informants are the use of CDs for Audio-Visual learning, colorful pictures, big books, diorama, textbooks, and vocabulary dolch words. In using big books, Lynch (1996, as cited in Davis et al., 2016) states

that big books enrich oral language development through a modeled reading, through risk-free participation by the children in subsequent readings and discussions, and through the meaningful teaching of skills within context—all positive and therefore powerful learning experiences. As Rashidi and Kehtarfard (2014, as cited in Davis et al., 2016) in Cunningsworth argue that textbooks are effective resources for self-directed learning and presentation material, sources of ideas and activities, reference sources for students, syllabuses reflect pre-determined learning objectives, and support for less experienced teachers who have yet to gain in confidence. Lee in Farrell, Osegna and Hunter (1996, as cited in Davis et al., 2016) further states that Dolch compiles this graded list to help teachers anticipate which words children most likely encounter when reading books at the indicated grade levels. Dolch strongly advocates that teachers select sight words from books they use in the classroom. According to Lee, Dolch intends the Word List by Grade as a guide to help teachers identify words to teach from books they are using. (Davis et al., 2016)

In the management of multigrade classrooms, to fit particular teaching situations, teachers need to be very flexible in the physical environment and the composition of the class. Different arrangements of furniture and pupils' position are proposed depending upon the undertaken activities. The pupils are given guides standards or classroom routines to follow and in classroom instruction as well in order to impose discipline in the class. In classroom

instruction, pupils are grouped so that a group works with the teacher at one time while the rest of the students will cooperate, collaborate and are involved in self-directed study. The display of student's work on the walls of the classroom is important. Multi-grade classrooms arrangement of classroom furniture and the grouping should depend on the activities to be undertaken. Pupils are grouped by ability across grade levels in skills subjects such as reading, language and mathematics. While the teacher is busy with one grade level, the two other groups have seat-work or self-directed activities in order to managed the whole session. Multigrade teachers are key to planning, designing, and managing a range of both grade-appropriate and mixed activities. In order to keep pupils engaged in learning, the efficiency and effectiveness rest on creating a classroom conducive to learning (Ghori, 2017).

Based on the above-mentioned literatures by different authors, the researcher believed, through actual study in a day to day class situation, the multigrade primary teachers can learn, find ways and adjust in order to make teaching interesting and effective especially in reading. It cannot be denied that it is really a huge sacrifice being a multigrade classroom teacher, that is why, they should be given much attention and support to bring quality education to the young learners.

Related Studies

Ramrathan & Mzimela (2016) study entitled "Teaching reading in a multi-grade class: Teachers' adaptive skills and teacher agency in teaching

across grade R and grade 1". Case study as a methodology was used for this research and it is framed within the interpretive epistemology set in a qualitative research methodology in order to produce empirical data was evidence is produced from two rural schools where multi-grade teaching was undertaken. To generate the data, the two teachers teaching multi-grade classes (including both grade R and grade 1) were noticed during a home language reading period. Subsequently, semi-structured interviews were utilized to obtain more data for the confirmation of findings. The findings show that teacher agency is significant in making adaptive decisions. The basis of these decisions are on the intersection of situational knowledge, formal knowledge and experiential knowledge that the teachers have acquired over time.

Ramrathan & Mzimela's study is similar to the present study since both were concerned with the multigrade primary teachers' experiences in teaching reading using the interview. Both are qualitative research and uses purposive sampling procedure, but they differ on the method used where the present study will employ phenomenology as specific method and individual in-depth interviews to gather data, it is a narrative inquiry based while Ramrathan & Mzimela's study took a multi-case study methodology with the purpose of strengthening the analytical generalizability that can be derived from case study research.

Sampson & Condry (2016) identified the teacher's experiences of teaching reading in an urban multi-grade foundation phase class in South

Africa. In order to explore the complex phenomenon of reading practices in the foundation phase, a qualitative interpretive case study research design was formulated. Interviews and observations, which were video recorded in data collection. In conclusion, this unique study reveals that despite evidence from provincial tests indicating poor reading results in multi-grade teaching of reading, this teacher proved that reading in urban multi-grade classes does work. The respondent showed that multi-grade teaching of reading fosters the emotional, intellectual, social and academic well-being of learners.

Sampson & Condry's study has relevance to the present study because of both aimed to identify teacher's experiences of teaching reading in an urban multi-grade foundation phase and use interviews in data gathering. However, they vary in that the former used qualitative interpretive case study research design while the present study will employ a qualitative phenomenological approach with phenomenology as specific method, a narrative inquiry-based study and will use the audio recorder in the interview.

Siririka's (2018) study about "Perceptions of Teachers, Learners and Parents Regarding Multigrade Teaching: Development of an Intervention Programme for Selected Multigrade Primary Schools in Kunene Region, Namibia." The study revealed that multigrade teachers in Namibian rural multigrade schools, faced usual challenges. Some of the challenges were ascribed to insufficient resources and infrastructure, lack of classroom management skills, appropriate lesson planning and competencies, poor socio-economic background, differentiated teaching, lack of constant support

both at school level and at national level, and insufficient trainings. The findings further showed that teachers, learners and parents are in favour of multigrade teaching if support is provided. This study created an intervention programme for multigrade schools. The important recommendations are that multigrade teachers need trainings and support.

Siririka's study and the present study are both qualitative research and data were collected from a purposively selected sample by using in-depth face-to-face interviews of multigrade teachers. They differ on their goals because the primary goal of the Siririka's study was to investigate the experiences and perceptions of Grades 2 and 3 multigrade teachers, learners and their parents with regards to multigrade teaching while the present study, is to identify the experiences and challenges of kinder, grade one and two multigrade teachers with regards to teaching reading. Secondly, Siririka's study aimed at developing an intervention program for multigrade teachers for effective teaching while the current study aimed to determine the needs of the multigrade primary teachers in order to alleviate their difficulties. Siririka's research was a qualitative study embedded within an interpretive case study. The collected data came from a purposively selected sample through in-depth face-to-face semi-structured interviews, focus group interviews using an audio tape recorder, and analysis of relevant policy documents, the video camera was used to record classroom activities and teachers and learners' interactions. However, the present study is a qualitative research approach with phenomenology as the specific method

where the data will be collected only in individual in-depth interviews using audio recording and guide questions.

Mulaudzi (2016) identified the challenges experienced by teachers of multi-grade classes in primary schools at Nzhelele East Circuit. Study revealed that multigrade teaching has a probability to improve the quality of teaching and it is essential in ensuring basic education for all. However, multi-grade teachers experienced plenty of challenges. Some of the challenges that are recognized through this study are curriculum organization, work overload, classroom management, learner performance and lack of support. These challenges have a negative impact on the implementation of the curriculum. Teachers experienced struggles in lesson planning, teaching strategies, assessment and curriculum management.

The study is relevant to the present study because they are both qualitative research which aims to identify the challenges experienced by the multigrade teachers in primary school. However, they differ on their variable because the present study focuses on experiences teaching reading while Mulaudzi's study focuses on the challenges of multigrade teachers in primary school as a whole. In her study, six schools with multi-grade classes were purposively sampled while the present study chose a school's division with multigrade teachers who are purposely sampled. Data were gathered through individual interviews with five teachers of multi-grade classes and six principals of the sampled schools. Focus group interviews were conducted with three groups constituted of 3 teachers each from the 3 identified schools

and data were also collected through lesson observations while the present study uses individual in-depth interviews with audio recording and guide questions in gathering data.

Beihammer & Hascher's (2015) study about "Multigrade Teaching in Primary Education as a Promising Pedagogy for Teacher Education in Austria and Finland". There is a need for multigrade teacher candidates to become familiar with how to teach in split grade classrooms based on content analysis of teacher interviews conducted in Austrian and Finnish primary schools. Even though multigrade teachers requires special skills to organize instruction in their heterogeneous classrooms, the research on multigrade teaching as well as its development in teacher education studies has been neglected. In successful multigrade teaching practices, the heterogeneity of students should be considered and cultivated.

Beihammer & Hascher 's study has significant similarities with the present study because they are both qualitative research study using interview protocol on the data gathering but they differ in their research variables, the mentioned study focuses on the teaching methodologies used in multigrade classes and the significance of them being integrated in teacher education as promising pedagogies for future use of the teachers in Austria and Finland while the present study focuses on the experiences and challenges of multigrade primary teachers in teaching reading in Catbalogan City, Philippines.

Khazaei's, et al (2016) study identified the "Challenges and Disadvantages of Multigrade Teaching: Qualitative Research" which the findings have shown that the teachers face the following challenges in multi-grade classrooms: insufficient time, lack of students' motivation, academic failure, inadequate proper class management, inappropriate age composition, lack of attention to students' individual needs, insufficient educational facilities, lack of educational justice and inadequate authorities' support.

The study has relevance to the present study because both studies have been accomplished by means of the qualitative research, which is an approach that makes it attainable to use a particular set of methods such as in-depth interviews and content analysis. Both research designs used in the studies are phenomenology which helps to learn the phenomenon through the individuals' perception of it. In other words, the studied phenomenon is investigated based on an interpretive epistemological viewpoint, individuals' mentality and interpretation of that phenomenon that they experience in their lives. However, Khazaei's study aimed to analyze the challenges of multi-grade classrooms from teachers' views in order to improve the educational process which differs from the present study because it aims to identify the experiences and challenges of the multigrade primary teachers in teaching reading. The research population included all teachers of multi-grade classrooms exactly 168 teachers 13 persons were selected by purposive sampling method who live and work in Aleshtar City, Iran while in the present study, the present study chose the school's division of Catbalogan

City with multigrade teachers are purposely sampled. A non-structured interview was utilized as a research tool in the experiment and the data analysis was performed using the content analysis method while individual in-depth interviews using the guide questions as a tool in data gathering.

Mortazavizadeh, et al (2017) study entitled “Teachers’ Lived Experiences about Teaching-Learning Process in Multi-Grade Classes” showed that teachers of multi-grade classes in both provinces had same views on using teaching methods, establishing learning activities and grouping methods. However, they did not have similar views on determining the kind of learning materials and resources. The results show that in multi-grade classes several teaching methods such as peer teaching and integrated teaching, major resources and materials such as the local community, nature, and rejected materials and objects, different grouping methods such as adjacent grouping, row grouping, and sex grouping, and finally several learning activities including self-learning and peer learning are used.

Multi-grade teachers in the two provinces have same viewpoints regarding teaching strategies, learning activities, and grouping methods, but do not have the same viewpoints on types of learning materials and resources.

This study is similar to the present study because the approach of both studies are qualitative under the rubric of phenomenological studies about lived experiences of multigrade teachers but they differ on the respondents and other variables because the aforementioned study focuses on teachers’

lived experiences about teaching-learning process in multi-grade classes while the present study focuses on the experiences of the multigrade primary teachers in teaching reading. In their studies, the statistical population consisted of the teachers of multi-grade classes in a non-prosperous province and a prosperous one in which 14 teachers were selected using the criterion sampling technique for an interview. The interviews were noted and transcribed with the interviewees' permission and analyzed using Creswell data analysis while the present study chose the school's division of Catbalogan City with multigrade teachers are purposely sampled and individual in-depth interview using guide question as a tool in data gathering and the data will be gathered through audio recording and transcribed with the interviewees' permission as well using manual data analysis.

Msimanga (2019) research about "Managing the Use of Resources in Multi-Grade Classrooms" which the reveals that textbooks specifically meant for multi-grade classrooms are still insufficient. The data also points to various other trends. For example, most multi-grade schools in the sample have lack of resources. Where available, the resources are either under-utilized or improperly used. Furthermore, it is usually the case that learners are needed to share resources across various grades. Moreover, teachers often utilize their personal resources to get their work done, and in this regard, smartphones has an important part. Finally, the study also discover that teachers do try to use several types of resources to cater for different learning styles.

Msimanga's study has a significant relevance to the present study in terms of research design and method used in data gathering. Both studies use qualitative research design and use interview protocol in gathering the data. Msimanga's study where interviews are conducted with 9 teachers who worked in multi-grade classrooms while the present study chose the school's division of Catbalogan City with multigrade teachers is purposely sampled. They differ on their variables where Msimanga's study focuses on the management of learning resources in a multigrade classroom while the present study focuses on the experiences of the multigrade teachers in teaching reading.

The study of Lapuz (2015) identified the delights and difficulties of multi-grade teachers in rural schools. Findings showed that the pleasure of the multigrade teachers were seeing their pupils enhance academically, socially and physically. They were also spiritual and regarded their teaching task as a calling. They also took the sense of fulfilment in their humble winnings in some academic and non-academic in the district, provincial and Cluster levels where their dedication are much appreciated. These made the teachers continue to serve in their assigned locations. Multigrade teaching in the far-flung villages in San Jose District entailed a lot of struggles which were mostly on travel, inadequate physical facilities, instructional materials and trainings. Some were also personal such as insufficient time to spend with the family due to so many school works. Others were on financial problems. Some of these may not be pedagogical but needed support for

communications and roads, building wells and latrines or partnership building with parents.

The study has relevance to the present study because they are both qualitative studies using the interview as a method in data gathering. They differ in the research design and variable used in the study. His study expressed the delights and difficulties of the multigrade teachers in rural schools of San Jose District, San Jose, Tarlac by case study design where three (3) teachers from ten multigrade schools were taken as respondents of the study who spent more than five years teaching in the far-flung schools in San Jose, Tarlac, Philippines. While, the present study aims to identify the experiences of the multigrade primary teachers in teaching reading of Catbalogan City, Samar, Philippines. The present study chose the school's division of Catbalogan City with multigrade teachers who are purposely sampled to be selected as participants in the individual in-depth interviews.

Ballesteros & Ocampo (2016) study entitled, "Best Practices of Multigrade Teaching in Luna, Apayao, Philippines". Results revealed that the multigrade teachers of Luna are almost young and they are in their primary years of teaching, nine of the participants are teaching multigrade for less than a year; eight of them are teaching for one – five years; two are teaching for six to ten years; two are teaching for eleven to fifteen years; and three of the respondents are teaching for about sixteen to twenty years. Most are married. Most of the teachers finished a degree of Bachelor of Elementary Education (BEED) and pursued master's degree. All of the participants

handled two grade levels. Most of them reside in a quite distance for five to twenty-five kilometers away from school. There are sixteen practices of the Multigrade Teachers in Luna District applied these are the use of Daily Lesson Log (DLL), "To Do List" , shifting lessons, use of para teacher, collaborative learning and peer tutoring, multiple intelligences class, instructional materials (IM's) resource sharing, organizing instructional materials, indigenizing the curriculum, attending in-service trainings; collaborative effort between parents and teachers in developing and promoting projects, partition of class, using anecdotal record, treatment of the minority (aetas) pupils and maximization of idle time. The four best practices: to do list, maximization of idle time, para teachers or little helpers in the class, and the use of partition boards.

Ballesteros & Ocampo's study is similar to the present study because they are both using qualitative research with phenomenology as a specific method. Both studies are descriptive since the researchers described, documented and analyzed phenomena related to multigrade teaching. Ballesteros & Ocampo used these strategies because of the nature of their study is meant to identify and describe best practices of multigrade teachers which differ from the present study because it aims to identify the experiences of the multigrade primary teachers in teaching reading of Catbalogan City, Samar, Philippines.

CHAPTER 3

METHODOLOGY

This chapter discusses the procedures which were utilized in the conduct of this study, including research design, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and statistical treatment of data.

Research Design

This study employed qualitative approach to research with survey research design implemented through one-on-one interviews with identified participants. It utilized the Husserlian descriptive phenomenology approach which qualitatively explored the lived experiences of the multigrade primary teachers in teaching reading.

Instrumentation

The research instrument used in this study is a semi-structured interview guide made by the researcher.

Interview guide. The researcher utilized an interview guide (see Appendix A) as the research instrument in gathering the data. This was used by the researcher to ask questions, listens and records answers from an individual using the audio recording. The interview guide contained four research questions:

- (1) What are the lived experiences and challenges of the multigrade primary teachers in teaching reading?
- (2) What are the challenges of the multigrade primary teachers in teaching reading?
- (3) How do multigrade primary teachers deal with the challenges in teaching reading?
- (4) What are the needs of the multigrade primary teachers in teaching reading?

Validation of Instrument

A semi-structured interview guide was used as the main instrument, the interview guide questions had undergone expert validation (see Appendix B), and presented as well to the researcher's adviser and panel members to ensure content validity and reliability of the items. In cases where substantial information is overlooked vis-a-vis lived experiences, follow up questions would set up in open-ended form. Before conducting an interview, an informed consent was solicited from the participants; hence, a formal letter was signed prior to interview. This study utilized an individual in-depth interviews in the selected multigrade primary teachers.

Sampling Procedure

The participants of this study were multigrade primary teachers handling kinder, grade 1 and grade 2 in Catbalogan City Division. Only 10 multigrade schools with primary teachers handling kinder, grade 1 and grade 2 were identified, the researcher used total enumeration.

Data Gathering Procedure

In this study, due to COVID-19 global pandemic, the researcher applied three principles in the data gathering, namely: (1) self-determination - each individual will view the Informed Consent via messenger, is freely aloud to decide participation or non-participation from the study; (2) confidentiality of data by allowing each participant to choose the type of interview; by using code names and by keeping the responses in notes and transcriptions and, thereafter, collating the data immediately after finishing an interview, then by keeping the resources in locked cabinet of the researcher who solely conducted the data collection process to ascertain no leakage of information; and (3) veracity of information through verification and validation of responses during the actual conduct of data collection.

The same is sought from each participant as informed consent. Once interview schedules were set, the researcher conducted 15-30 minutes' interview via phone call or video call with identified participants. Due to COVID-19 pandemic and implementation of Enhanced Community Quarantine, face-to-face approach was avoided to mitigate the spread of the COVID-19 virus. Answers to the guide questions were audio recorded. Observations of the expression of feelings and verbal was noted.

Data Analysis

Colaizzi approach was used in the analysis of the gathered narratives. This method outlined by Morrow, et al. (2015) will follow. This consist of: (1) transcription of narratives of each informant every interview; (2) after reviewing the transcripts, significant statements will be noted and extracted and were written on a separate sheet keeping in mind its specific pages and lines; (3) meanings were generated from these extracted statements; (4) the meanings were categorized into clusters and themes; (5) the categorized themes were used to describe the teacher's experiences; (6) findings were polished through which redundant, misused or overestimated descriptions were eradicated from the overall structure; and (7) any outcomes and newly-acquired data were returned to the informants via messenger for validation and were integrated into the final findings. The Colaizzi method of analysis is described in figure 2 (Morrow, et al. 2015).

The participants were informed about the results derived from the study by sending transcripts via on-line messenger application to view and validate some of the responses or information that they provided as truthful description of their lived experiences.

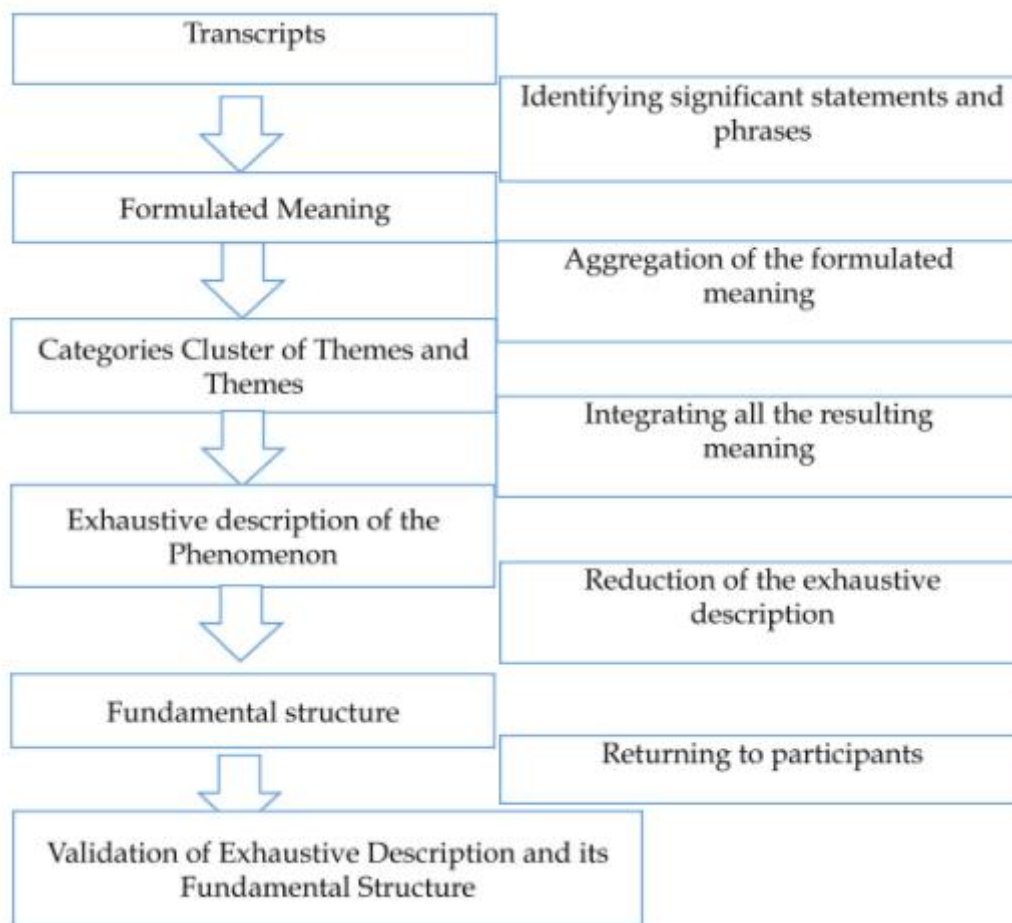


Figure 2. Colaizzi Method of Analysis

Ethical Considerations

Informed consent. The participants in the study were fully informed about the evaluation that would be conducted. The participants are required to become aware of the purpose of the research, its significance, how the findings would be used, if there are any potential adverse impacts of their participation and who would have access to the findings. The participants are able to make an informed decision as to whether they

would engage in the evaluation or not. Additional details should also be given in the event that the participant becomes distressed in any way during their involvement.

Voluntary participation. Participants in this study were free from coercion. Participants were free to cancel their involvement at any time without negatively influence on their involvement in future services or the current program and connections with any of the researchers or research bodies involved. It is the right of participants to withdraw at any time, therefore no pressure would be placed to those who choose not to continue. Explanations are also not required.

Do no harm. Physical and/or psychological and therefore can be in the form of: pressure, pain, unease, diminishing confidence or an intrusion of personal life. It is imperative that the interview process does not in any way harm (unintended or otherwise) participants.

Confidentiality. Any recognizing information is not accessible by anyone but the program coordinator. The researcher ensured that the identifying information would be excluded from any reports or published documents. Given that the participants are in small number; the researcher considered how reports are worded to make sure that there is no chance for people to be recognized even though names are not used.

Anonymity. Anonymity is a stricter form of privacy than confidentiality; the researcher ensured that the identity of the participants would remain unknown to the research team.

Only assess relevant components. The researcher only assessed those components that are of relevance to the study. The researcher kept the interviews as simple as possible and to remain focused on the intention of the gathering data and where it would be used for.

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents an analysis and interpretation of interviews conducted with multigrade primary teachers. The study was undertaken to investigate the lived experiences of multigrade primary teachers in teaching reading.

Experiences of Multigrade Primary Teachers in Teaching Reading

The following data were gathered by the researcher through social media and internet connectivity because of the COVID-19 global pandemic, with a one-on-one interview via phone call, and later on, the transcripts were sent to the respondents via messenger application to view and validate some of the responses. The data are presented here as follows: Lived Experiences and Challenges of the Multigrade Primary Teachers in Teaching Reading; How multigrade primary teachers deal with the challenges in teaching reading; and Needs of the multigrade primary teachers in teaching reading.

Lived Experiences and Challenges of being a Multigrade Primary Teachers in Teaching Reading.

The data reveal that all of the 10 teacher participants are experiencing a lot of challenges in teaching reading in a multigrade set up especially in handling kinder, grade 1 and grade 2 pupils simultaneously.

Since these teachers handled kinder, grade one and grade two levels they are indeed capacitated on how to deal with individual differences of learners in terms of their capacity and interest to learn how to read and improve, they are equipped with skills and knowledge on the different pedagogies on teaching reading in a multigrade set-up. Teachers create an effective classroom learning environment through proper management of classroom set up and pupils. Teaching pupils one-on-one showed to be a very effective strategy in teaching reading. Some useful strategies used by the teachers are presented in Table 1.

Being a multigrade teacher can be classified as a patriotic activity of their selflessness act of kindness to cure ignorance even at the highest pick or farthest barangay in the land. The data showed their sacrifices and even spend their own money to provide suitable teaching aids and most especially help teacher-dependent children with illiterate parents to learn and grow.

This study is different with the other studies because most of the previous studies revealed that lack of time, lack of students' motivation, academic failure, lack of proper class management, inappropriate age composition, lack of attention to students' individual needs, lack of educational facilities, lack of educational justice and inadequate authorities' support are the challenges identified for multigrade teachers (Khazaei et al., 2016)

How Multigrade Primary Teachers Deal with the Challenges in Teaching Reading. The teacher participants, in the course of an interview, have gathered interesting story that would give a glimpse on the micro-level perspective from the participants themselves which revealed that they put their challenges, their difficult situations, their students and the poor people in the community as their motivation to positively work at their bests.

Needs of the Multigrade Primary Teachers in Teaching Reading. The data gathered by the researcher reveal that all multigrade teachers need to improve their personal and professional development through seminars and training especially those struggling new teachers on their prime years in a multigrade setup. A need for a fully furnished multigrade lesson plan in all subjects in grading periods is also mentioned to maximize their time in making instructional materials and reading sessions. Some notable responses are presented in Table 3 which further reveals the needs of the multigrade primary teacher in terms of teaching reading.

Table 1

Significant Responses on Participants Lived Experiences and Challenges of being a Multigrade Primary Teachers in Teaching Reading

Significant Responses	Formulated Meaning	Theme
<p>P.5 <i>"malipong...pag magtinutdo ka, medyo makuri kay different levels, medyo confusing hiya pagtutdo...so, kaylangan anay ig assess an bata kun ano it maupay nga estratehiya para makabasa"</i>(confusing..when you are teaching, it's quite hard because teaching different levels is quite confusing)</p> <p>P.1 <i>"kadadamo hit kakurian nga ak na experience pagpabasa... labi na adton bata nga may learning difficulty or slow learner...(there lots of struggles that I have experienced in teaching reading...especially for pupils with learning difficulty or slow learner)</i></p> <p>P.7 <i>"makuri po kasi iba-iba an imo mga pupils pati an way han era learning, bali iba iba nga klase nga approach akon gamit pagpapabasa.."</i> (it's hard because of pupils differences, that's why I am using variety of approach in teaching reading)</p>	<p>The participants find it hard to teach reading to a multi-age class where pupils need different approaches to learn how to read. Observations and assessing every child is important to know what kind of approach they will use to make the child learn how to read.</p>	Individual Differences of Learners
<p>P.8 <i>"mayda ako mga classroom routines pag time na ha pag pabasa ngan an akon classroom naka proper arrange an seats han akon mga pupils by level, I have reading corners para ha tanan and play areas for kinder"</i> (I have classroom routines in the time that I am teaching reading and my classroom has proper arrangement of the seats by grade level, I have reading corners for all and play areas for my kinder)</p> <p>P.1 <i>"...pag nag papabasa ako tag usa-usa man hira, an iba gin papakita ko laanay mga" kwentong pambata" ngan nursery rhymes ha laptop basi diri masamok.. An mga mag aram na mag</i></p>	<p>Multigrade primary teachers work hard to make an effective learning environment through proper classroom management. They strictly impose classroom rules and routines in teaching reading and make a suitable classroom set up and reading corners.</p>	Learning Environment

<p><i>basa, gn papa answer ko ha era mga workbook, or gin papag uyang ko ha akon reading play shop/ reading nook habang nag papabasa tag usa-usa..."</i> (when I teach reading, I call them one-by-one, others will watch stories for kids and nursery rhymes in my laptop to avoid distractions...those who can read already, they will answer their workbooks, or they will play on my reading play shop/ reading nook while I am teaching their classmate how to read)</p>		
<p>P.7 <i>"manage han time pag pabasa ha era tag usa-usa basi mahibaro, iibahon la an time ha pag discuss ha iba nga subject..mayda man kami budget of work nga ginagamit"</i>(manage the time for teaching reading of my pupils one-by-one to learn and the time for teaching other subjects.. we using budget of work) P.8 <i>"makuri an pagbudget han time pag tutdo pag basa ngan iba nga subjects, tas mahimu pa ak damo nga instructional materials plus mahimo pa lesson plan"</i>(it is hard to budget the time in teaching reading and other subjects while making instructional materials and lesson plan)</p>	<p>It is hard for the multigrade primary teachers to manage their time in teaching reading and teaching the other subjects, and also struggling in making a multigrade lesson plan and instructional materials at the same time.</p>	<p>Time Management</p>
<p>P10 <i>"an akon mga pupils nga nag papaka basa na gihap... an akon gin gagamit nga mga strategies amo an fuller, PVOSBM, marungko, abakada..."</i> (for my pupils who can read.. I am using strategies like fuller, PVOSBM, marungko, Abakada) P.1 <i>"Since teacher dependent an primary (k,g1,g2) mas effective po an one-on-one nga pagpabasa kaysa whole class...an whole class para la ha pagtutdo iba nga subject ngan kun an bata maaram na magbasa.. ngan na home visit gihap ako tas gin papabasa ko ngadto para maipakita ha ka anak nga nakakabasa na era anak"</i> (Since k,g1&g2 are teacher</p>	<p>Multigrade primary teachers believe that the fuller, phono visual sound oral blending meaning (PVOSBM), Marungko, Abakada, Remedial sessions, one-on-one reading, di-star, peer tutoring, and storytelling are approaches that are effective for teaching reading.</p>	<p>Teaching Strategies</p>

<p>dependent, one-on-one teaching in reading is more effective than whole class... whole class approach is only for teaching other subjects and for pupils who can read.. I also visit their homes and ask them to read to show to their parents that their child can read already)</p> <p>P.2 <i>"memorizing words, fuller approach para han grade 1 and 2.."</i> (memorizing words, fuller approach for grade 1 and 2)</p> <p>P.5 <i>"uhm.. peer tutoring, one-on-one, remedial..."</i></p> <p>P.8 <i>"di-star approach, para han pag papantig-pantig...story telling po liwat para ma ingganyo an bata nga magbasa"</i> (di-star approach, for teaching syllables... storytelling to encourage the child to learn how to read)</p>		
<p>P.1 <i>"..an iba ako an nag provide materials...ngan makuri liwat kasi an pag hauling han materials tungod han kahirayo han school, so danay nagamit ak localized materials para ha pagtutdo parehas han gunot han lubi, gin hihimo nga flashcards"</i> (I also provide other materials...and it is hard to transport the materials because of the distance, sometimes I am using localized materials in teaching like coconut bark husk, I make it as flashcards)</p> <p>P.9 <i>"printer, chart, books, big books/ story books, an iba ako an na provide...waray signal ha bukid.so waray internet connection, so I bring the printed materials"</i> (printer, chart, books, big books/ story books, and I also provide other materials for teaching. There's no signal and internet connection in the barangay, I just bring the printed materials)</p> <p>P.5 <i>".. makukurian lwat an bata kun puros la books, nakuha ako printable materials on-line ngan amo ak gin gagamit para gud hira mahibaro"</i></p>	<p>All multigrade primary teachers find it hard to teach without reading materials that is why teachers provide their teaching aids or instructional materials for the sake of their pupils to learn. They also use localized materials in teaching reading.</p>	<p>Teaching Resources</p>

<p>(I find it difficult for my pupil if they will just use books, I get printable materials on-line and I used it to make them learn)</p> <p>P.3 “<i>gin tatahan ko hiya mga barasahon nga madali niya maintindihan para han grade 1 and grade 2...(I give them reading materials that they will easily understand for g1 and g2)</i>”</p>		
<p>P.8 “<i>naluluoy ak ngadto kay kadam an diri nira natututduan an ira mga anak pagabsa ha ira mga balay.. Sali waray follow up an bata han parents kay kadam-an diri man liwat mag aram magbasa an parents.</i>”</p> <p>(I feel pity for my pupils that there parents are incapacitated to teach their child how to read at their house... no follow up from the parents because some of the parents don’t know how to read)</p> <p>P.9 “<i>baga ka hiton mama nira nga nka depende ha imo nga mahibaro hira, kay an iba nga kag-anak ngadto diri mag aram mag basa...</i>”</p> <p>(it’s like being their mother that my pupils are dependent on me to learn, because their parents are illiterate)</p>	<p>Multigrade primary teachers believed that most of their pupils depend on them to learn how to read because of their illiterate parents.</p>	<p>Parents Involvement</p>
<p>P.4 “<i>...very difficult, kay dida han amon undergrad, waray iton subject nga multigrad- sobra two years na ako nga nagtututdo ha multigrade</i>”(very difficult, because we don’t have a multigrade subject during our undergraduate—I am more than two years in teaching multigrade)</p> <p>P.10 “<i>struggle talaga paghandle han multigrade class nga iba iba an mga needs and level labi na kay bag o ako hini nga field nga klase hin pag tutdo – sobra usa pala ako ka tuig ha service</i>”(I’m struggling in handling multigrade class with different needs and level moreover, I’am new in this field of teaching –I am one year in the service)</p>	<p>The participants struggle in teaching reading because it was their first time in the service to handle multigrade classes and it was not being studied during their college how to teach reading in different levels of pupils at the same time.</p>	<p>Readiness of the teachers</p>

Table 2
How Multigrade Primary Teachers Deal with the Challenges in Teaching Reading

Significant Responses	Formulated Meaning	Theme
<p>P.5 “..an ira kahintang... mayda mga kag anak nga mga dri literate ngadto ha upland.. ito nga butang nakakamotivate ha ak nga the more matutduan ko tak mga estudyante..kay guti la nga suporta it era nakukuha ha era kag-anak regarding ha reading”(because of their poor condition... There are illiterate parents in the upland.. in that situation, it motivates me to teach my pupils...because they only get few support from their parents)</p> <p>P.6 “malipayon ako pag an akon mga non-readers nga nagpapakabasa na at the end of school year..” (I’m happy if my non-reader pupils were able to read at the end of the school year)</p> <p>P.8 “an pag sinagka pala pakadto kakuri na pero dri koi ton gin ma mind kay passion ko man an pag tutdo, ngan nakakamotivate ha ak pag nakikkta ko nga may improvents gihap an bata”(travelling to go there is quite hard but I don’t mind it, I get motivated if my pupils are improving)</p>	<p>This affirmation from the multigrade primary teachers that being kind-hearted and passionate about their work makes them positive and never give up.</p>	<p>Favorable Outlook of Multigrade Primary Teachers</p>

Table 3
Needs of the Multigrade Primary Teachers in Teaching Reading

Significant Responses	Formulated Meaning	Theme
<p>P.9 <i>"more seminars para ha ak, kay usa pala ak katuig ha service..ngan para lwat ha mga igkasi ko multigrade teachers para ma enhance pa skills ha pagtutdo nga magin effective teacher.."</i> (more seminars for me, because I am only one year in the service.. and also for all multigrade teachers like me to enhance the skills in teaching and become more effective)</p> <p>P.7 <i>"nakaatender na ak mga inservice division training seminars kanan reading ngan multigrade ngan usa ha regional kanan about reading ngan mother tongue pero need ko pa mga seminars para mas madugngan pa akon skills ha pagtutdo labi na an pag budget han time para ha pag tutdo han iba nga subject ngan pagpabasa..kay makuri pag manage..</i> (I attended in-service division training seminars for teaching reading and multigrade, one regional seminar about reading and mother tongue.. but I still need more seminars to enhance my skills in teaching and in budgeting time in teaching reading and other subjects.. coz it's not easy to manage..)</p> <p>P.1 <i>"instructional materials and ready made lesson plan para han tanan nga subject per quarter or grading period para mas dako akon time pag himu teaching aids ngan pagpabasa kada kulop..."</i> (Instructional materials and ready-made lesson plan for all subjects per quarter or grading period to maximize time for making teaching aids and teaching reading every afternoon)</p> <p>P.5 <i>"for me, seminars..mga</i></p>	<p>Teachers perceived the need for personal and professional development through seminars. They also need ready-made lesson plans and instructional materials. This affirmation from the multigrade primary teachers that being kind-hearted and passionate about their work makes them positive and never give up.</p>	<p>Perceived Needs for Effective Teaching</p>

<i>intervention plan nga dapat buhaton para mag improve pa an teaching...</i> (for me, seminars...intervention plans that are needed to implement in order to improve teaching)		
--	--	--

Exhaustive Discussion

These themes are important and revealing. The themes generated from the data gathered by the researcher have an important revelation relative to the work realities of life experiences by no less than these multigrade primary teachers in teaching reading. The themes can be gleaned in Table 4 and Table 5.

Table 4

Generated Themes as to the Lived Experience of Multigrade Primary Teachers in Teaching Reading

Generated Themes		
Theme 1: Individual Differences of Learners	Theme 2: Learning Environment	Theme 3: Time Management
Theme 4: Teaching Strategies	Theme 5: Teaching Resources	Theme 6: Parents Involvement
	Theme 7: Readiness of the Teachers	

Theme 1: Individual differences of learners

A multigrade classroom in geographically challenged areas wherein learners of various grade levels and ages are combined especially and where enrolment rates are low, is not exactly the ideal nor familiar set-up of learning and teaching among many. Kubat (2018) mentioned that it is important for

teachers to know variables such as physical characteristics, intelligence, perception, gender, ability, learning styles, which are individual differences of the learners. An effective and productive learning-teaching process can be planned by considering these individual differences of the students. Since the learners' learning speeds and interests vary, these characteristics should be taken into consideration by the teacher.

Teacher participants state that in a multigrade class teachers should consider the background of their pupils in all aspects to provide suitable learning experiences to the child. On the other hand, multigrade primary teachers use a variety of ways of teaching reading to make learners learn easily at their own phase.

Theme 2: Learning Environment

An important part of multi-grade classes is that the teacher set up a routine so that the learners feel secure and know what is to be look forward to them. The teacher needs to have a sign or sound which means that the pupils have to stop doing their work and listen at the same time; this is because it could become an unreasonable task to get everybody's attention if there are a plenty of activities going on in the classroom. The teacher needs to be strict so that the pupils know that she means it when she says that they have to work peacefully and not interrupt her if she is busy teaching reading with other student or another group. Otherwise, it will become a struggle for multi-graded classes to work effectively.

A thing that can aid with classroom management is that the pupils be able to reflect on how the reading activity went, in that way the teacher can enhance the management and organization. In some activities, it can be easy to ask a teacher assistant or mother to give a hand and make the most of the activity (Phajane, 2014).

In teaching reading, an effective classroom management is essential. The preparation for an everyday lesson is quite different from a single class, they prepare multigrade lesson plans for three different levels every day in order to manage the class, teach reading effectively and deliver other lessons smoothly. Poor classroom management attributed to the lack of training and resources for multi-grade teaching. Teachers are unable to maintain discipline, especially in the lower grades. When the teacher is getting busy with one group, the other group, regardless of the fact that they are given tasks to complete, will be very noisy, thus interrupting the other lesson by reporting each other to the teacher (Mulaudzi, 2016).

Aside from that children's attitude is hard to deal, teachers impose classroom routines while teaching reading one-by-one, other teacher participants let their pupils play from their reading play shop or reading nook for kinder, read big storybooks and answer their workbooks for grades I and II or watch nursery programs in the laptop to avoid unnecessary distractions to the teacher and pupil reading. Learners' seats are arranged according to their grade levels.

Theme 3: Time Management

Multigrade teaching demands more time with regard to organization and lesson planning. According to Mulryan-Kyne (2005), teachers are worried when they did not have adequate time to spend with each grade level in each subject area. Learners who struggle often receive inadequate attention which results in the inadequate acquisition of skills and knowledge due to limited teaching time (MoE, 2011b).

It is hard for the multigrade primary teachers to manage their time in teaching reading and teaching the other subjects, and also struggling in making multigrade lesson plans and instructional materials at the same time. Teachers make a budget of work in order to maximize their time. As one of the participant said: *“makuri pagbudget han time although mayda man kami budget of work nga ginagamit.. pero kailangan nam ready-made lesson plan para han tan nga quarter or grading period para mas dako akon time pag himu instructional materials ngan pagpabasa kada kulop...”* (it's not easy to manage the time although we are using budget of work (BOW)..but we still need ready-made lesson plan in all quarter or grading period so that we can maximize our time making instructional materials and reading remediation every afternoon).

Theme 4: Teaching Strategies

According to Mulaudzi (2016), there are three strategies that can be used, namely: peer tutoring, cooperative group work, and differentiated whole-class teaching. It was observed in the study that the teacher is the depositor of knowledge, while learners are the recipients. Teachers read from the textbook or workbook and teach. Learners are then given a task from either the textbook or workbook.

Different methods can be used to achieve effective teaching on reading in a multigrade class; the combined approach is used to present lessons, which should not only focus on one approach in teaching reading. Using combination of strategy to easily develop mastery of the reading skill to the learners, namely the phonics instruction, phonological awareness, creating a word, and an alphabetic principle blending in one reading lesson. A greater emphasis on basic skills being taught to learners is needed especially in the formative years. The curriculum has revolutionized teaching and learning by centering the teacher's focus on the holistic development of the learner. Pupils are expected to be equipped with the average reading, writing, and counting skills once learners leave the Foundation Phase. Teachers should consider including different approaches when teaching beginning reading to beginners. (Phajane, 2014)

The participants in this study believed that the fuller, phono visual sound oral blending meaning (PVOSBM), Marungko, Abakada, Remedial

sessions, di-star, peer tutoring, storytelling, and one-on-one. The one-on-one approach in reading is effective for beginning readers than a whole class approach.

According to them, the whole-class approach is effective for teaching other subjects and for pupils who can read but not for emergent readers with a short span of attention.

Theme 5: Teaching Resources

To effectively provide quality teaching and learning process but schools from the remote barangays have lack of physical facilities and inadequate instructional materials (Lapuz, 2015).

According to the participants, there are instructional materials for all the grades in the classroom and teachers use them for the grades that they are prescribed for. Participants also reported that they use the textbook, big books/ storybooks, charts provided by the school/DepEd, and others from the charity program. Most of the teachers make their own ways to provide suitable materials for teaching reading like flashcards, printable worksheets, reading passages written in mother tongue language to effectively help children to learn how to read. Some upland barangays don't have signals and internet connection.

Theme 6: Parents Involvement

Follow up from the parents after school is important for every child's progress. Most of the parents from the upland school are incapacitated to teach their child how to read because of being illiterate according to the participants. That is why teachers are even got more motivated to do their best to bring quality education to their children.

As one of the participants said: *"Damo ngadto ha upland nga mga kag anak nga diri nakakabasa so, naluluoy ak han akon mga studyante.. asya gin hihimo ak best nga mahibaro hira"* (There are lots of parents who cannot read, I feel pity for my pupils...that's why I do my best to help them learn..)

Theme 7: Readiness of the teachers

With all the changes in teaching standards public schools have had in recent years, it is no wonder teachers feel constraint when it comes to teaching children how to read especially in a multigrade setup. Teaching reading is hard, detailed and demanding. There is an huge amount of responsibility associated with it that every teacher should be equipped for teaching reading to your primary school kids in a multigrade classroom. You will know by now that reading is a complex process and as such, complex to teach (Alex, 2015).

Teachers perceive their work as hard and very challenging for handling three levels in a foundation phase multiple classrooms set up. They face struggles especially on their first year in teaching reading and delivering

the lessons on a combined grade level respectively. The participants find it hard on the first year of their service because the setup was new to them and it was not being studied when they are at their college.

Table 5

Generated Themes as to How Multigrade Primary Teachers Deal with the Challenges and their Needs in Teaching Reading

Generated Themes	
How Multigrade Primary Teachers Deal with the Challenges in Teaching Reading	Needs of the Multigrade Primary Teachers in Teaching Reading
Theme 8: Favorable Outlook of Multigrade Primary Teachers	Theme 9: Perceived Needs for Effective Teaching

Theme 8: Favorable Outlook of Multigrade Primary Teachers

The delights of the multigrade teachers are when they perceived that their pupils improve academically, socially and physically. They were also spiritual and regarded their teaching duty as a calling. They also took the sense of fulfillment in their humble winnings in some academic and non-academic in the district, provincial and Cluster levels where their dedication are much appreciated. These made the teachers continue to serve in their assigned locations (Lapuz, 2015).

Participants firmly believed that their struggles being a multigrade teacher in, their pupils and poor people in the upland barangay help them to build a positive outlook in life to help not just by profession but as their personal act of kindness.

Theme 9: Perceived Needs for Effective Teaching

Most researches show some struggles were attributed to unavailability of resources, lack of infrastructure, insufficient appropriate lesson planning and classroom management skills and competencies, poor socio-economic background, differentiated teaching, lack of constant support both at school level and at the national level, and lack of training. Studies developed an intervention program for multigrade schools. Multigrade teachers need of trainings and support are important recommendations to enhance their competence in teaching (Siririka, 2018).

Participants from this study perceived the need for personal and professional development through seminars, more support coming from the government to provide the materials and facilities that will cater to their needs. They also need ready-made lesson plans and instructional materials to maximize their time making teaching aids and reading remediation.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of discussions and analyses made by the researcher on the data gathered from the field. This also comes with the corresponding conclusions based on findings, and the recommendations based on the conclusion drawn.

Summary of Findings

The study primarily collected the information relative to the experiences of the multigrade primary teachers in teaching reading. The data gathered revealed that:

1. The participants believe that traveling back and forth into the upland school and handling kinder, grade I and grade II is difficult and challenging.
2. The participants find it hard to teach reading to a multi-age class where pupils need different approaches to learn how to read. Observations and assessing every child is important to know what kind of approach they will use to make the child learn how to read.
3. Multigrade primary teachers work hard to make an effective learning environment through proper classroom management. They strictly

impose classroom rules and routines in teaching reading and make a suitable classroom set up and reading corners.

4. It is hard for the multigrade primary teachers to manage their time in teaching reading and teaching the other subjects, and also struggling in making multigrade lesson plans and instructional materials at the same time.

5. Multigrade primary teachers believe that the fuller, phono visual sound oral blending meaning (PVOsBM), Marungko, Abakada, Remedial sessions, one-on-one reading, di-star, peer tutoring, and storytelling are approaches that are effective for teaching reading.

6. Aside from school-provided teaching aids, all multigrade primary teachers find it hard to teach without reading materials that is why teachers provide their teaching aids or instructional materials for the sake of their pupils to learn. They also use localized materials in teaching reading. Some upland barangays don't have signals and internet connection.

7. Multigrade primary teachers believed that most of their pupils depend on them to learn how to read because of their illiterate parents.

8. The participants struggle in teaching reading because it was their first time in the service to handle multigrade classes and it was not being studied during their college on how to teach reading in different levels of pupils at the same time.

9. Multigrade primary teachers put their challenges, their difficult situations, their students, and the poor people in the community as their motivation to positively work at their bests.

10. Teachers perceived the need for personal and professional development through seminars. They also need ready-made lesson plans for all quarter and instructional materials.

11. Biographical Information of Participants

Table 6: Age and Sex of the Participants

Age (in years)	Sex	
	male	female
24	2	1
25	1	1
26		1
27		1
35		1
37		1
40	1	
total	4	6

The participants were interviewed individually. Of the 10 teachers interviewed, 4 of them were males and 6 females. This confirms that teaching is a female-dominated profession. Seven of these participants are between 24-27 years old and 3 are between 30-40 years.

Table 7: Length of Service

Years in Service as Multigrade Teacher	Total Number of Teachers
1	3
2	3
3	4

Participants' experiences multi-grade teachers range from 1 year to 3 years. This shows that these participants have been in the teaching profession for a short time and have, therefore, gained a few experiences in the teaching multigrade.

Conclusions

1. Teaching reading in a primary multigrade class is not an easy task. The participant's experiences show how they make sacrifices in order to make the pupils learn how to read.

2. Teachers who struggle from their work means they lack skills and knowledge on how to do their job. Although they are struggling on their first year doing their service, the participants learned how to face their challenges in teaching reading through everyday classroom experiences, attending seminars and trainings.

3. Teachers use different strategies in teaching reading to cater the needs of every pupil to learn how to read. Individualized reading instruction (one-on-one reading session) is said to be effective strategy specially for non-readers and pupils under frustration level of reading but it takes good classroom management skills and time management in order to manage the other pupils doing another task peacefully while the teacher is on the other task.

4. Teachers use indigenous or localized materials found in the community as teaching materials because transporting teaching materials to the other schools from far-flung barangay is difficult.

5. Parent's involvement is significant to the teacher. Parents who follow-up the performance of their pupils help the teacher to teach the pupils easily on how to read.

6. Teaching experiences, seminars and trainings are significant to the life of every teacher. It helps to build their competence and preparedness to teach the pupils in the multigrade setup.

7. Teachers believed that it is a big responsibility as multigrade teachers to provide good quality education in the multigrade school with the same quality provided in a typical classroom. To them, it is a big honor to produce competitive and holistically developed students from the multigrade schools that continuously pursue higher education.

8. Lived experiences of the multigrade primary teachers generated nine themes, namely: individual differences of learners, learning environment, time management, teaching strategies, teaching resources, parents involvement, readiness of teachers, the favorable outlook of multigrade primary teachers, and perceived needs for effective teaching.

Recommendations

From the conclusions drawn based on the findings of the study, the researcher generated the following recommendations:

1. The Curriculum enhancement inclusion of multigrade strategies/course in BSEd or BEEd will help future multigrade teachers to become knowledgeable in handling multigrade classes.
2. Educate parents from the remote schools about multigrade teaching to help teachers even in their simplest ways of disciplining and/or giving follow up on their children after school.
3. Hire Alternative Learning System (ALS) teachers for illiterate and non-numerate parents in the remote schools.
4. DepEd should prioritize the needs of the multigrade teachers in remote areas. They should be given attention in providing good facilities, equipment/teaching aids, and appropriate or adequate training to improve their teaching.
5. Teachers need to be provided with a fully furnished multigrade lesson plan. It will reduce the labor of the teachers and they will find an opportunity for planning and better preparation before going to teach in multi-grade classrooms.

6. Studies focusing on different perspectives such as focusing on the performance of learners in multi-grade classes, how schools with multi-grade classes are managed, the effect of the COVID-19 global pandemic on the multigrade teachers are highly recommended.

REFERENCES

A. BOOKS

- Beihammer, E.K.H., & Hascher, T. (2015), *Multigrade Teaching in Primary Education as a Promising Pedagogy for Teacher Education in Austria and Finland*. International Teacher Education: Promising Pedagogies (Part C) Advances in Research on Teaching, Volume 22C, 89113 Copyright r 2015 by Emerald Group Publishing Limited; ISSN: 1479-3687/doi:10.1108/S1479-368720150000022005
- Khan, S. (2016), *The Impact of Multi-Grade Teaching on Students' Performance at Elementary Level in Khyber Pukhtunkhwa*. A Dissertation in the Faculty of Arts and Social Sciences: Northern University, Nowshera Pakistan 2016; (113-NUN-0523)
- Khazaei,L., Ahmadi,P., far, S. M., Rahmani,F., Bakhshi,H., fat, A. A., Gholipour, J., & Hosseinpour, R. (2016), *Challenges and Disadvantages of Multigrade Teaching: Qualitative Research*. University of Tehran, Iran, DOI: 10.24195/2414-4665-2016-12-24
- Loughran J., Berry A., & Mulhall P. (2012) *Pedagogical Content Knowledge*. in: Loughran J., Berry A., Mulhall P. (Eds) *Understanding and Developing Science Teachers' Pedagogical Content Knowledge*. Professional Learning, vol 12. Sense Publishers, Rotterdam
- Mulaudzi, M. S. (2016), *Challenges Experienced by Teachers of Multi-Grade Classes in Primary Schools at Nzhelele East Circuit*. A Master's Thesis in the University of South Africa, June 2016

Siririka, G. (2018), *Perceptions of Teachers, Learners and Parents Regarding Multigrade Teaching: Development of an Intervention Programme for Selected Multigrade Primary Schools in Kunene Region, Namibia*. A Dissertation in the University of Namibia, April 2018; 8919593

B. JOURNALS

Abalos, Evalyn & Rivera, Reynaldo & Locsin, Rozzano & Schoenhofer, Savina.

(2016). Husserlian Phenomenology and Colaizzi's Method of Data Analysis: Exemplar in Qualitative Nursing Inquiry Using Nursing as Caring Theory. *International Journal of Human Caring*. 20. 19-23.
10.20467/1091-5710.20.1.19.

Ballesteros, M. & Ocampo, R. O. (2016), Best Practices of Multigrade Teaching in Luna, Apayao, Philippines. *International Journal of Novel Research in Education and Learning* Vol.3, Issue 6, pp: (61-73), Month: November – December 2016; ISSN 2394-9686

Davis, Y., Florelie, M., Datulayta, Dacalos, J., Cordova, B., Clerigo, K., Canoy, N., Inocian, R., (2016). Effective Teaching Practices in Handling Non Readers. *Asia Pacific Journal of Multidisciplinary Research*. Vol. 4, No. 3, August 2016; E-ISSN 2350-8442

Engin, G. (2018). The Opinions of the Multigrade Classroom Teachers on Multigrade Class Teaching Practices (Multiple Case Analysis: Netherlands-Turkey Example). *International Journal of Progressive Education*, Volume 14 No. 1., 2018

- Gündoğmuş, H.D., (2018). The Difficulties Experienced by Teachers in the Process of Primary Reading and Writing Instruction and Their Solution Offers for Eliminating These Difficulties. *Universal Journal of Educational Research* 6.2 (2018) 333 - 339. doi: 10.13189/ujer.2018.060216.
- Kubat, U. (2018). Identifying the Individual Differences Among Students During Learning and Teaching Process by Science Teachers. *International Journal of Research in Educational and Science, (IJRES)*, 4(1), 30-38. DOI:10.21890/ijres.369746
- Lapuz, M. C. (2015), Delights and Difficulties Multi-Grade Teachers in Rural Schools. *International Journal of Engineering and Technical Research (IJETR)* ISSN: 2321-0869 (O) 2454-4698 (P), Volume-3, Issue-7, July 2015
- Mortazavizadeh, S.H., Nili, M. R., Isfahani, A. R. N., & Hassani, M. (2017), Teachers' Lived Experiences about Teaching-Learning Process in Multi-Grade Classes. *Journal of Education and Learning; Vol.6, No. 4;* 2017 by Canadian Center of Science and Education; ISSN 1927-5250; E-ISSN 1927-5269
- Msimanga, M. R. (2019), Managing the Use of Resources in Multi-Grade Classrooms. *South African Journal of Education, Volume39, Number 3,* August 2019
- Phajane, M. (2014), Possibilities and Challenges of Teaching Reading in a Multi-Grade Classroom.; *Mediterranean Journal of Social Sciences;* MCSER Publishing, Rome-Italy; Vol 5 No 15 July 2014.

Ramrathan, L. & Mzimela, J. (2016), Teaching reading in a multi-grade class:

Teachers' adaptive skills and teacher agency in teaching across grade R and grade 1, *South African Journal of Childhood Education* 6(2), a448.

[http:// dx.doi.org/10.4102/sajce.v6i2.448](http://dx.doi.org/10.4102/sajce.v6i2.448)

Sarode, R. D. (2018), Teaching strategies, styles and qualities of a teacher: a

review for valuable higher education, *International Journal of Current Engineering and Scientific Research (IJCESR)*, Volume 5, ISSUE-5, 2018;

ISSN: 2393-8374,

Smit, R., Hyry-Belhammer, E. K., & Raggl, A. (2015). Teaching and learning in

small, rural schools in four European countries: Introduction and synthesis of mixed-/ multi-age approaches. *International Journal of*

Educational Research, 74, 97-

103. <https://doi.org/10.1016/j.ijer.2015.04.007>

Solikhah, I. (2018). Insufficient preparation of teaching reading: what should

teacher challenge?. *IJOLTL: Indonesian Journal of Language Teaching and Linguistics*. 3. 71. 10.30957/ijotl-tl.v3i3.499.

C. ONLINE NEWSPAPER

Innis, G. (2015, February 26). Reading is more than just fundamental - it's a

necessity! *MSU Extension*.

https://www.canr.msu.edu/news/reading_is_more_than_just_fundamental_its_a_necessity

D. INTERNET SOURCES:

Alex J. (2015), *5 things every teacher needs to know about teaching reading*.

<https://thekindergartenconnection.com/5-things-every-teacher-needs-know-teaching-reading/>

Calkins, L. (2016), *Advice on creating multiage & multigrade curriculum calendars for reading & writing workshop*;

<http://literacytogether.org/bethmooreblog/2016/7/7/advice-on-creating-multiage-curriculum-calendars>

Calvert, L. (2016). *The power of teacher agency*. Oxford, OH: Learning Forward &

NCTAF. Vol.37no.2. www.learningforward.org/publications/teacher-agency

Cherry, K. (2019). *The experiential learning theory of David Kolb*. Article;

<https://www.verywellmind.com/experiential-learning-2795154>

Department of Education (DepEd), United Nations Children's Fund

(UNICEF), Southeast Asian Ministers of Education Organization

(SEAMEO INNOTECH), 2020, *A review of the current situation and practices of*

multigrade schools in the Philippines; January 2020; ISBN 978-621-421-072-

5; <https://www.seameo-innotech.org/news/review-of-the-multigrade-program-in-the-philippines/>

Experience, https://www.oxfordlearnersdictionaries.com/us/definition/english/experience_1

sh/experience_1

Ghori, M. A. (2017), *Classroom management in multi-grade teaching*.

<https://aminghori.blogspot.com/2016/03/classroom-management-in-multi-grade.html>

Kolb, D., (1984). *Experiential learning as the science of learning and development*.

Englewood Cliffs NPH;

https://link.springer.com/chapter/10.1007/978-94-6209-497-0_37

Ministry of Education. (2011b). *Primary phase (Grades 1-7) multigrade teaching workshop*. Okahandja: NIED.

http://www.nied.edu.na/assets/documents/03Research/03Multigrade/RE-MG_Monitoring-and-Evaluation_2011

Morrow, R., Rodriguez, A. & King, N. (2015). *Colaizzi's Descriptive Phenomenological Method*. *The Psychologist*, 28(8), 643-644.

http://eprints.hud.ac.uk/id/eprint/26984/1/Morrow_et_al.pdf

Mulryan-Kyne, C. (2005). *Teaching and learning in multigrade classrooms: More questions than answers*. *Oideas*, 51, 85, 95.

<https://www.education.ie/en/Publications/Education-Reports/Oideas/Oideas-51.pdf> *Reading*,

<https://www.englishclub.com/reading/what.htm>

Sampson, C. & Condry, J., (2016), *One teacher's experiences of teaching reading in an urban multi-grade foundation phase class*. Cape Peninsula University of Technology; DOI: <http://dx.doi.org/10.18820/2519593X/pie.v34i2.7>

ISSN 0258-2236 e-ISSN 2519-593X Perspectives in Education 2016 34(2):

83-96 © UV/UFS

Spear-Swerling, L. (2015). *Common types of reading problems and how to help children who have them*. The reading teacher, 69(5), 513-522.

doi:10.1002/trtr.1410.

<https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/trtr.1410>

Teaching strategy. <https://www.dictionary.com/browse/teaching-aid>

William, T. (2014). *Learning Environment*.

<https://opentextbc.ca/teachinginadigitalage/chapter/5-2-what-is-a-learning-environment>.

Williamson, J. M. (2018). *Teaching to individual differences in science and engineering librarianship*,

<https://www.sciencedirect.com/topics/social-sciences/individual-differences>

Woods, C. (2015). *What is time management? - definition, examples & studies*.

Study.com, 11 August 2015,

https://www.mindtools.com/pages/article/newHTE_00.htm

APPENDICES

APPENDIX A

RESEARCH QUESTIONS AND INTERVIEW GUIDE

“EXPERIENCES OF MULTIGRADE PRIMARY TEACHERS IN TEACHING READING”

RESEARCH QUESTIONS	INTERVIEW GUIDE
(1) What are the experiences of the multigrade primary teachers in teaching reading?	<p>(a) How many years are you in the service? Follow up: How are you as a multigrade teacher?</p> <p>(b) How does it like to be a Multigrade primary teacher? Follow up: How do you feel about being a multigrade primary teacher?</p> <p>(c) How do you feel when you are teaching reading in a multiple class?</p>
(2)What are the challenges of the multigrade primary teachers in teaching reading?	<p>(a) Are there any difficulties that you have encounter as a Multigrade primary teacher in teaching reading?</p> <p>(b) If there are difficulties, how does it affects your performance in teaching reading?</p>
(3) How the multigrade primary teachers deal with the challenges in teaching reading?	<p>(a) What motivates you to help each of your pupils to learn how to read despite of the condition?</p> <p>(b) What are your accomplishments/best practices in teaching reading?</p>
(4) What are the needs of the Multigrade primary teachers in teaching reading?	<p>(a) What are the activities in the institution (DepEd), schools’ division, district, school and community that you have attended that help you in teaching reading? Follow up: How did it help you?</p> <p>(b) What are the teaching aids for reading that your school have received?</p> <p>(c) Is there other things that you need to help you improve your teaching in reading that could also aide the other teachers with the same condition as you are?</p>

APPENDIX B

VALIDATION OF RESEARCH INSTRUMENT



We Innovate. We Build. We Serve.

Republic of the Philippines
SAMAR STATE UNIVERSITY
Office of the Dean, College of Graduate Studies



Certificate No. AJA18.1089

Validation of the Research Instrument

March 2, 2020

Abigail M. Cabaguing
Research Coordinator
College of Arts and Sciences
Samar State University

Madam:

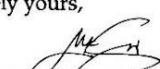
Good Day!

The undersigned researcher is currently conducting a study entitled "EXPERIENCES OF MULTIGRADE PRIMARY TEACHERS IN TEACHING READING", as part of the requirements of the Degree of Masters of Arts in Education Major in ELEMENTARY EDUCATION in Samar State University under the guidance of her adviser, Nora L. Lopez, Associate Dean of the College of Education.


The researcher would like to ask your help as validator of the instrument that will be used in the study. It will also be helpful if you write your comments, suggestions and recommendations that will improve the instrument. The researchers believe that your valuable observation and expertise will be of great help to improve the study.

Thank you very much for your consideration and valuable contribution.

Sincerely yours,


MARIA KIMBERLY C. SOLIVEN
Researcher/Student, M.A.Ed-E.Ed

NOTED:


NORA L. LOPEZ, Ph.D.
Thesis Adviser

MATRIX FOR VALIDATION

		(Please check the appropriate column or fill in the column for modification as seen necessary)		
		Relevant	Irrelevant	Modification/suggestion
RESEARCH QUESTIONS	INTERVIEW GUIDE			
		✓		How many years are you in the service as a Multigrade primary teacher?
				How do you see a Multigrade teacher?
				How is it like to be a multigrade primary teacher?
				How do you feel about being a multigrade teacher?
(B) What are the challenges of the Multigrade primary teachers in teaching reading?	(1) Are there any difficulties that you have encounter as a Multigrade primary teacher in teaching reading?	✓		
	(2) If there are difficulties, how is it affects your performance in teaching reading?	✓		

	<p>(3) How was your IPCRF (Individual Performance Commitment and Review Form) result last year or your mid-year performance this school year?</p>	✓	
<p>3. (Research Objective) What are the needs of the Multigrade primary teachers to provide quality teaching in reading while handling multiple classes in remote areas?</p>	<p>(1) What are the activities in the institution (DepEd), schools' division, district, school and community that you have attended that help you in teaching reading?</p>		How did it help you?
	<p>(2) What are the teaching aids for reading that your school have received?</p>	✓	
<p>(3) Is there other things that you need to help you improve your teaching in reading that could also aide the other teachers with the same condition as you are?</p>		✓	

General Comments/Suggestions:

Signature:

ABIGAIL M. CAGASING



We Innovate. We Build. We Serve.

Republic of the Philippines
SAMAR STATE UNIVERSITY
Office of the Dean, College of Graduate Studies



JAS-ANZ



Certificate No. AJA18.1089

Validation of the Research Instrument

March 2, 2020

MARIFE M. LACABA, Ph.D.
Managing Editor, CPRJ & JAR
Samar State University

Madam:

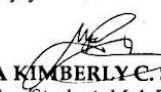
Good Day!

The undersigned researcher is currently conducting a study entitled "**EXPERIENCES OF MULTIGRADE PRIMARY TEACHERS IN TEACHING READING**", as part of the requirements of the Degree of Masters of Arts in Education Major in **ELEMENTARY EDUCATION** in Samar State University under the guidance of her adviser, Nora L. Lopez, Associate Dean of the College of Education.

The researcher would like to ask your help as validator of the instrument that will be used in the study. It will also be helpful if you write your comments, suggestions and recommendations that will improve the instrument. The researchers believe that your valuable observation and expertise will be of great help to improve the study.

Thank you very much for your consideration and valuable contribution.

Sincerely yours,


MARIA KIMBERLY C. SOLIVEN
Researcher/Student, M.A.Ed-E.Ed

NOTED:


NORA L. LOPEZ, Ph.D.
Thesis Adviser

MATRIX FOR VALIDATION

RESEARCH QUESTIONS	INTERVIEW GUIDE	(Please check the appropriate column or fill in the column for modification as seen necessary)		
		Relevant	Irrelevant	Modification/ suggestion
(A) What are the experiences of the Multigrade primary teachers in teaching reading?	(1) How many years are you in the service as a Multigrade primary teacher?	/		Rein the question. Follow up: In your _____ years of service can you say that you are an effective teacher?
	(2) How does it feel as a Multigrade primary teacher?	/		
	(3) How does it feel when you are teaching reading in a multiple class?	/		
	(4) What motivates you to help each of your pupils to learn how to read despite of the condition?	/		
	(5) What are your accomplishments/best practices in teaching reading?	/		
(B) What are the challenges of the Multigrade primary teachers in teaching reading?	(1) Are there any difficulties that you have encounter as a Multigrade primary teacher in teaching reading?			
	(2) If there are difficulties, how ^{does} it affects your performance in teaching reading?	/		

	(3) How was your IPCRF (Individual Performance Commitment and Review Form) result last year or your mid-year performance this school year?			take-off -
3. (Research Objective) What are the needs of the Multigrade primary teachers to provide quality teaching in reading while handling multiple classes in remote areas?	(1) What are the activities in the institution (DepEd), schools' division, district, school and community that you have attended that help you in teaching reading?			return ✓ follow: In what way it helps you?
	(2) What are the teaching aids for reading that your school have received?			
	(3) Is there other things that you need to help you improve your teaching in reading that could also aide the other teachers with the same condition as you are?			

General Comments/Suggestions:

Signature:

 May Jeff. P. Gracia, Ed D

MATRIX FOR VALIDATION

RESEARCH QUESTIONS	INTERVIEW GUIDE	VALIDATION (Please check the appropriate column or fill in the column for modification as seen necessary)		
		Relevant	Irrelevant	Modification/ suggestion
<i>Challenges of the problem</i> (A) What are the experiences and challenges of the Multigrade primary teachers in teaching reading?	Narrative experiences in teaching reading to identify challenges by letting the participants share their stories of being a multigrade teacher. a. How does it feel as a Multigrade primary teacher?	✓		There are for the experiences
	b. How does it feel when you are teaching reading in a multiple class?	✓		
	<i>When you questions for challenges?</i> a.			
	Narrative experiences in dealing with the problems encountered in teaching reading in a multiple class setting. a. How do you deal with the challenges in teaching reading in a multigrade class set up?			
(B) How do multigrade primary teachers deal with the challenges in teaching reading?				

(C) What are the needs of the Multigrade primary teachers in teaching reading?			Are there other things that you need to help you improve your teaching in reading that could also aide the other teachers with the same condition as you are?	

General Comments/Suggestions:

Note: The design is phenomenology, thus each statement of the problems needs follow-up questions that will emerge during interview.

If your design is narrative inquiry — you only have one or a single question and they will tell ~~your~~ participants' stories or leads multigrade.

Signature: _____

Validator _____



We Innovate. We Build. We Serve.

Republic of the Philippines
SAMAR STATE UNIVERSITY
Office of the Dean, College of Graduate Studies



Certificate No. AJA18.1089

Content Validation of the Research Instrument

February 15, 2020

Felisa A. Gomba, Ph.D.
Vice-President of Academic Affairs
Samar State University

Madam:

Good Day!

The undersigned researcher is currently conducting a study entitled "**EXPERIENCES OF MULTIGRADE PRIMARY TEACHERS IN TEACHING READING**", as part of the requirements of the Degree of Masters of Arts in Education Major in **ELEMENTARY EDUCATION** in Samar State University under the guidance of her adviser, Nora L. Lopez, Associate Dean of the College of Education.


The researcher would like to ask your help as a content validator of the instrument that will be used in the study. It will also be helpful if you write your comments, suggestions, and recommendations that will improve the instrument. The researchers believe that your valuable observation and expertise will be of great help to improve the study.

Thank you very much for your consideration and valuable contribution.

Sincerely yours,


MARIA KIMBERLY C. SOLIVEN
Researcher/Student, M.A.Ed-E.Ed

NOTED:


NORA L. LOPEZ, Ph.D.
Thesis Adviser

MATRIX FOR CONTENT VALIDATION

RESEARCH QUESTIONS	INTERVIEW GUIDE	VALIDATION (Please check the appropriate column or fill in the column for modification as seen necessary)		
		Relevant	Irrelevant	Modification/suggestion
(A) What are the experiences of the Multigrade primary teachers in teaching reading?	(1) How many years are you in the service as a Multigrade primary teacher?			A narrative of their experiences must be shared by letting your participant (respondent) tell their stories on their multi grade. Freely!
	(2) How does it feel as a Multigrade primary teacher?			
	(3) How does it feel when you are teaching reading in a multiple class?			
	(4) What motivates you to help each of your pupils to learn how to read despite of the condition?			
	(5) What are your accomplishments/best practices in teaching reading?			
(B) What are the challenges of the Multigrade primary teachers in teaching reading?	(1) Are there any difficulties that you have encounter as a Multigrade primary teacher in teaching reading?			let them tell the story of being a multigrade teacher in reading. then
	(2) If there are difficulties, how is it affects your performance in teaching reading?			! identify the problems/challenges in the stories.

With enclosures



We Innovate. We Build. We Serve.

Republic of the Philippines
SAMAR STATE UNIVERSITY
Office of the Dean, College of Graduate Studies



JAS-ANZ



Certificate No. AJA18.1089

Content Validation of the Research Instrument

February 15, 2020

Nora L. Lopez, Ph.D.

Associate Dean of the College of Education
Samar State University

Madam:


Good Day!

The undersigned researcher is currently conducting a study entitled "**EXPERIENCES OF MULTIGRADE PRIMARY TEACHERS IN TEACHING READING**", as part of the requirements of the Degree of Masters of Arts in Education Major in **ELEMENTARY EDUCATION** in Samar State University.

The researcher would like to ask your help as a content validator of the instrument that will be used in the study. It will also be helpful if you write your comments, suggestions and recommendations that will improve the instrument. The researchers believe that your valuable observation and expertise will be of great help to improve the study.

Thank you very much for your consideration and valuable contribution.

Sincerely yours,


MARIA KIMBERLY C. SOLIVEN
Researcher/Student, M.A.Ed-E.Ed

MATRIX FOR CONTENT VALIDATION

VALIDATION (Please check the appropriate column or fill in the column for modification as seen necessary)		Modification/ suggestion	
Relevant	Irrelevant		
<p>RESEARCH QUESTIONS</p> <p>(A) What are the experiences of the Multigrade primary teachers in teaching reading?</p>	INTERVIEW GUIDE		
	(1) How many years are you in the service as a Multigrade primary teacher?	/	
	(2) How does it feel as a Multigrade primary teacher?	/	
	(3) How does it feel when you are teaching reading in a multiple class?	/	
	(4) What motivates you to help each of your pupils to learn how to read despite of the condition?	/	
<p>(B) What are the challenges of the Multigrade primary teachers in teaching reading?</p>	(5) What are your accomplishments/best practices in teaching reading?	/	
	(1) Are there any difficulties that you have encountered as a Multigrade primary teacher in teaching reading?	/	
	(2) If there are difficulties, how do they affect your performance in teaching reading?	/	

	(3) How was your IPCRF (Individual Performance Commitment and Review Form) result last year or your mid-year performance this school year?	/		
3. (Research Objective) What are the needs of the Multigrade primary teachers to provide quality teaching in reading while handling multiple classes in remote areas?	(1) What are the activities in the institution (DepEd), schools' division, district, school and community that you have attended that help you in teaching reading?	/		
	(2) What are the teaching aids for reading that your school has received?	/		
	(3) Are there other things that you need to help you improve your teaching in reading that could also aid the other teachers with the same condition as you are?	/		

General Comments/Suggestions:

Signature: _____

Shirley Lopez
 1509210922

APPENDIX C



We Innovate. We Build. We Serve.

Republic of the Philippines
SAMAR STATE UNIVERSITY
Graduate School



March 6, 2020

MARILYN B. SIAO, Ph.D., CESO VI
OIC-Schools Division Superintendent
Office of Schools Division of Catbalogan City
Catbalogan City, Samar

Attn: **MA. LINDA S. LEGARSE, Ph.D.**
Senior Educ. Program Specialist

Madam:

Greetings!

The undersigned researcher is currently conducting a study entitled "EXPERIENCES OF MULTIGRADE PRIMARY TEACHERS IN TEACHING READING", as part of the requirements of the Degree of Masters of Arts in Education Major in ELEMENTARY EDUCATION. This is a research feat purposively to find out the experiences and challenges of Multigrade Primary Teachers in teaching reading.

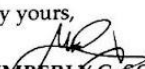
In connection with this, the researcher would like to seek permission from your good office to conduct the said study in the Schools Division of Catbalogan City. Furthermore, the researcher would also like to ask permission to approach at least 10 multigrade primary teachers (handling kinder, grade one and two) for the said study. Rest assured that the data gathered will be treated with utmost confidentiality.

Moreover, the researcher would like to request for the list of multigrade primary teachers to the division multigrade coordinator. The researcher will make sure that the interested teachers, who volunteer to participate, will be given a consent form.

If approval is granted, teacher-participants will complete the interview in their chosen time and venue. The results will be pooled for the thesis project and individual results of this study will remain absolutely confidential and anonymous. If this study will be published, only pooled results will be documented.

Your approval will be of great help for the study. Thank you very much!

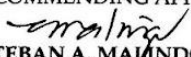
Respectfully yours,


MARIA KIMBERIA C. SOLIVEN
Researcher/Student, M.A.Ed-E.Ed


NOTED:


NORA L. LOPEZ, Ph.D.
Thesis Adviser

RECOMMENDING APPROVAL:


ESTEBAN A. MAMINOG JR., Ph.D.
Dean, Graduate School

APPROVED:


MARILYN B. SIAO, Ph.D., CESO VI
OIC-Schools Division Superintendent

APPENDIX D



SAMAR STATE UNIVERSITY
Arteche Blvd., Catbalogan City, Philippines 6700
Office of the Vice President | Research & Extension Services



JAS-ANZ



Certificate No. AJA1R.1089

SSU OVPRE-FR-024
04-FEB-2019 REV 1

We Innovate We Build We Serve.

*please don't change font-style and size.

INFORMED CONSENT FORM TO PARTICIPATE IN THE STUDY

Part I. Information Sheet

I MARIA KIMBERLY C. SOLIVEN a MAEd- Elementary Education
name program abbreviation only
☐ student ☐ personnel of Samar State University, Catbalogan City doing a research study
 entitled: "Experiences of the Multigrade Primary Teachers in Teaching Reading"
write title

with the purpose of *(present the main objective of the study):*

The main purpose of the study is to explore and understand the lived experiences and challenges of the multigrade primary teachers in teaching reading in Schools Division of Catbalogan City. It also intends to find out the needs of the multigrade primary teachers in teaching reading while handling kindergarten, grade one and grade two at the same time.

This survey is completely anonymous and confidential. You are NOT required to provide any personal identifying information and all information collected will be kept confidential. The responses are critical part of my research and will be helpful if it will be recorded during the session. Review of the audio recorded interviews will furnish more ideas that might be helpful in any circumstances. All audio recorded interviews will be deleted after the work is completed.

Potential Risks:

The risks possible in this study could be sensitive questions will be asked to the participants which could affect them based on their states. Furthermore, the researcher could not guarantee that the respondents will respond positively or other way around. However, I will assure to keep the data gathered private and always consider the needs or requests of the respondents.

Potential Benefits:

The researcher will make sure that the responses of the respondents about their experiences in teaching reading in a primary multigrade classroom set up will supply a universal data based on the current state. Furthermore, this study can contribute a good understanding on issue on how to understand the current situation of the multigrade teachers.

Should there be queries on some words or terms along the contents hereof, please feel free to ask the undersigned researcher for clarifications.

Signature

Name of Researcher

MARIA KIMBERLY C. SOLIVEN

Date

Part II. Certificate of Consent

I have read the foregoing information, or it has been read to me and had the opportunity to ask questions about it and the same had been answered to my satisfaction. I voluntarily give my consent to participate in this foregoing research study.

Signature

Name of Participant

Sheryl P. Garcia

Date



SAMAR STATE UNIVERSITY
 Arteche Blvd., Catbalogan City, Philippines 6700
Office of the Vice President | Research & Extension Services



JAS-ANZ



Certificate No. AJA181009

We Innovate We Build We Serve

*please don't change font-style and size.

SSU OVPRE-FR-024
04-FEB-2019 REV 1

INFORMED CONSENT FORM TO PARTICIPATE IN THE STUDY

Part I. Information Sheet

I MARIA KIMBERLY C. SOLIVEN a MAEd- Elementary Education
name *program abbreviation only*
☐ student ☐ personnel of Samar State University, Catbalogan City doing a research study
 entitled: "Experiences of the Multigrade Primary Teachers in Teaching Reading"
write title

with the purpose of *(present the main objective of the study):*

The main purpose of the study is to explore and understand the lived experiences and challenges of the multigrade primary teachers in teaching reading in Schools Division of Catbalogan City. It also intends to find out the needs of the multigrade primary teachers in teaching reading while handling kindergarten, grade one and grade two at the same time.

This survey is completely anonymous and confidential. You are NOT required to provide any personal identifying information and all information collected will be kept confidential. The responses are critical part of my research and will be helpful if it will be recorded during the session. Review of the audio recorded interviews will furnish more ideas that might be helpful in any circumstances. All audio recorded interviews will be deleted after the work is completed.

Potential Risks:

The risks possible in this study could be sensitive questions will be asked to the participants which could affect them based on their states. Furthermore, the researcher could not guarantee that the respondents will respond positively or other way around. However, I will assure to keep the data gathered private and always consider the needs or requests of the respondents.

Potential Benefits:

The researcher will make sure that the responses of the respondents about their experiences in teaching reading in a primary multigrade classroom set up will supply a universal data based on the current state. Furthermore, this study can contribute a good understanding on issue on how to understand the current situation of the multigrade teachers.

Should there be queries on some words or terms along the contents hereof, please feel free to ask the undersigned researcher for clarifications.

Signature			
Name of Researcher	MARIA KIMBERLY C. SOLIVEN	Date	

Part II. Certificate of Consent

I have read the foregoing information, or it has been read to me and had the opportunity to ask questions about it and the same had been answered to my satisfaction. I voluntarily give my consent to participate in this foregoing research study.

Signature			
Name of Participant	APRIL GIN T. ARAGON	Date	



SAMAR STATE UNIVERSITY
Arteche Blvd., Catbalogan City, Philippines 6700
Office of the Vice President | Research & Extension Services



IAS-ANZ



Certificate No. AJA18.1089

We Innovate We Build We Serve

*please don't change font-style and size.

SSU OVPRE FR 024
04-FEB-2019 REV 1

INFORMED CONSENT FORM TO PARTICIPATE IN THE STUDY

Part I. Information Sheet

I MARIA KIMBERLY C. SOLIVEN a MAEd- Elementary Education
name *program abbreviation only*

☐ student ☐ personnel of Samar State University, Catbalogan City doing a research study
entitled: "Experiences of the Multigrade Primary Teachers in Teaching Reading"
write title

with the purpose of *(present the main objective of the study):*

The main purpose of the study is to explore and understand the lived experiences and challenges of the multigrade primary teachers in teaching reading in Schools Division of Catbalogan City. It also intends to find out the needs of the multigrade primary teachers in teaching reading while handling kindergarten, grade one and grade two at the same time.

This survey is completely anonymous and confidential. You are NOT required to provide any personal identifying information and all information collected will be kept confidential. The responses are critical part of my research and will be helpful if it will be recorded during the session. Review of the audio recorded interviews will furnish more ideas that might be helpful in any circumstances. All audio recorded interviews will be deleted after the work is completed.

Potential Risks: The risks possible in this study could be sensitive questions will be asked to the participants which could affect them based on their states. Furthermore, the researcher could not guarantee that the respondents will respond positively or other way around. However, I will assure to keep the data gathered private and always consider the needs or requests of the respondents.

Potential Benefits: The researcher will make sure that the responses of the respondents about their experiences in teaching reading in a primary multigrade classroom set up will supply a universal data based on the current state. Furthermore, this study can contribute a good understanding on issue on how to understand the current situation of the multigrade teachers.

Should there be queries on some words or terms along the contents hereof, please feel free to ask the undersigned researcher for clarifications.

Signature		Date	
Name of Researcher	MARIA KIMBERLY C. SOLIVEN		

Part II. Certificate of Consent

I have read the foregoing information, or it has been read to me and had the opportunity to ask questions about it and the same had been answered to my satisfaction. I voluntarily give my consent to participate in this foregoing research study.

Signature		Date	
Name of Participant	GENICA S. MARLO		



SAMAR STATE UNIVERSITY
Arteche Blvd., Catbalogan City, Philippines 6700
Office of the Vice President | Research & Extension Services



JAS-ANZ



Certificate No. AJA18.1089

We Innovate. We Build. We Serve

*please don't change font-style and size.

SSU-OVPRE-FR-024
04-FEB-2019 REV. 1

INFORMED CONSENT FORM TO PARTICIPATE IN THE STUDY

Part I. Information Sheet

I MARIA KIMBERLY C. SOLIVEN a MAEd- Elementary Education
name *program abbreviation only*
☐ student ☐ personnel of Samar State University, Catbalogan City doing a research study
entitled: "Experiences of the Multigrade Primary Teachers in Teaching Reading"

write title
with the purpose of *(present the main objective of the study):*

The main purpose of the study is to explore and understand the lived experiences and challenges of the multigrade primary teachers in teaching reading in Schools Division of Catbalogan City. It also intends to find out the needs of the multigrade primary teachers in teaching reading while handling kindergarten, grade one and grade two at the same time.

This survey is completely anonymous and confidential. You are NOT required to provide any personal identifying information and all information collected will be kept confidential. The responses are critical part of my research and will be helpful if it will be recorded during the session. Review of the audio recorded interviews will furnish more ideas that might be helpful in any circumstances. All audio recorded interviews will be deleted after the work is completed.

Potential Risks: The risks possible in this study could be sensitive questions will be asked to the participants which could affect them based on their states. Furthermore, the researcher could not guarantee that the respondents will respond positively or other way around. However, I will assure to keep the data gathered private and always consider the needs or requests of the respondents.

Potential Benefits: The researcher will make sure that the responses of the respondents about their experiences in teaching reading in a primary multigrade classroom set up will supply a universal data based on the current state. Furthermore, this study can contribute a good understanding on issue on how to understand the current situation of the multigrade teachers.

Should there be queries on some words or terms along the contents hereof, please feel free to ask the undersigned researcher for clarifications.

Signature		Date	
Name of Researcher	MARIA KIMBERLY C. SOLIVEN	Date	

Part II. Certificate of Consent

I have read the foregoing information, or it has been read to me and had the opportunity to ask questions about it and the same had been answered to my satisfaction. I voluntarily give my consent to participate in this foregoing research study.

Signature		Date	
Name of Participant	JOESIE BOGUILA	Date	



SAMAR STATE UNIVERSITY
 Arteche Blvd., Catbalogan City, Philippines 6700
Office of the Vice President | Research & Extension Services



JAS-ANZ



Certificate No. AJA18.1049

We Innovate We Build We Serve

*please don't change font-style and size.

SSU-OVPRE-FR-024
 04-FEB-2019 REV 1

INFORMED CONSENT FORM TO PARTICIPATE IN THE STUDY

Part I. Information Sheet

I MARIA KIMBERLY C. SOLIVEN a MAEd- Elementary Education
name program abbreviation only
☐ student ☐ personnel of Samar State University, Catbalogan City doing a research study
 entitled: "Experiences of the Multigrade Primary Teachers in Teaching Reading"

write title
 with the purpose of (present the main objective of the study):

The main purpose of the study is to explore and understand the lived experiences and challenges of the multigrade primary teachers in teaching reading in Schools Division of Catbalogan City. It also intends to find out the needs of the multigrade primary teachers in teaching reading while handling kindergarten, grade one and grade two at the same time.

This survey is completely anonymous and confidential. You are NOT required to provide any personal identifying information and all information collected will be kept confidential. The responses are critical part of my research and will be helpful if it will be recorded during the session. Review of the audio recorded interviews will furnish more ideas that might be helpful in any circumstances. All audio recorded interviews will be deleted after the work is completed.

Potential Risks:

The risks possible in this study could be sensitive questions will be asked to the participants which could affect them based on their states. Furthermore, the researcher could not guarantee that the respondents will respond positively or other way around. However, I will assure to keep the data gathered private and always consider the needs or requests of the respondents.

Potential Benefits:

The researcher will make sure that the responses of the respondents about their experiences in teaching reading in a primary multigrade classroom set up will supply a universal data based on the current state. Furthermore, this study can contribute a good understanding on issue on how to understand the current situation of the multigrade teachers.

Should there be queries on some words or terms along the contents hereof, please feel free to ask the undersigned researcher for clarifications.

Signature

Name of Researcher

MARIA KIMBERLY C. SOLIVEN

Date

Part II. Certificate of Consent

I have read the foregoing information, or it has been read to me and had the opportunity to ask questions about it and the same had been answered to my satisfaction. I voluntarily give my consent to participate in this foregoing research study.

Signature

Name of Participant

RAYMOND T. HOMERES

Date



SAMAR STATE UNIVERSITY
 Arteche Blvd., Catbalogan City, Philippines 6700
 Office of the Vice President | Research & Extension Services



JAS-ANZ



Certificate No. AJA18.1089

We Innovate We Build We Serve

*please don't change font-style and size.

SSU-OVPRE-FR-024
04-FEB-2019 REV 1

INFORMED CONSENT FORM TO PARTICIPATE IN THE STUDY

Part I. Information Sheet

I MARIA KIMBERLY C. SOLIVEN a MAEd- Elementary Education
name *program abbreviation only*
☒ student ☐ personnel of Samar State University, Catbalogan City doing a research study
 entitled: "Experiences of the Multigrade Primary Teachers in Teaching Reading"

write title
 with the purpose of *(present the main objective of the study):*

The main purpose of the study is to explore and understand the lived experiences and challenges of the multigrade primary teachers in teaching reading in Schools Division of Catbalogan City. It also intends to find out the needs of the multigrade primary teachers in teaching reading while handling kindergarten, grade one and grade two at the same time.

This survey is completely anonymous and confidential. You are NOT required to provide any personal identifying information and all information collected will be kept confidential. The responses are critical part of my research and will be helpful if it will be recorded during the session. Review of the audio recorded interviews will furnish more ideas that might be helpful in any circumstances. All audio recorded interviews will be deleted after the work is completed.

Potential Risks:	The risks possible in this study could be sensitive questions will be asked to the participants which could affect them based on their states. Furthermore, the researcher could not guarantee that the respondents will respond positively or other way around. However, I will assure to keep the data gathered private and always consider the needs or requests of the respondents.
Potential Benefits:	The researcher will make sure that the responses of the respondents about their experiences in teaching reading in a primary multigrade classroom set up will supply a universal data based on the current state. Furthermore, this study can contribute a good understanding on issue on how to understand the current situation of the multigrade teachers.

Should there be queries on some words or terms along the contents hereof, please feel free to ask the undersigned researcher for clarifications.

Signature			
Name of Researcher	MARIA KIMBERLY C. SOLIVEN	Date	

Part II. Certificate of Consent

I have read the foregoing information, or it has been read to me and had the opportunity to ask questions about it and the same had been answered to my satisfaction. I voluntarily give my consent to participate in this foregoing research study.

Signature			
Name of Participant	SOLIVEN V TIZON	Date	



We Innovate We Build We Serve

SAMAR STATE UNIVERSITY
Arteche Blvd., Catbalogan City, Philippines 6700
Office of the Vice President | Research & Extension Services



JAS-ANZ



Certificate No. AJA18.1089

*please don't change font-style and size.

SSU-OVPRE-FR-024
04-FEB-2019 REV 1

INFORMED CONSENT FORM TO PARTICIPATE IN THE STUDY

Part I. Information Sheet

I MARIA KIMBERLY C. SOLIVEN a MAEd- Elementary Education
name *program abbreviation only*
☐ student ☐ personnel of Samar State University, Catbalogan City doing a research study
entitled: "Experiences of the Multigrade Primary Teachers in Teaching Reading"

write title
with the purpose of (present the main objective of the study):

The main purpose of the study is to explore and understand the lived experiences and challenges of the multigrade primary teachers in teaching reading in Schools Division of Catbalogan City. It also intends to find out the needs of the multigrade primary teachers in teaching reading while handling kindergarten, grade one and grade two at the same time.

This survey is completely anonymous and confidential. You are NOT required to provide any personal identifying information and all information collected will be kept confidential. The responses are critical part of my research and will be helpful if it will be recorded during the session. Review of the audio recorded interviews will furnish more ideas that might be helpful in any circumstances. All audio recorded interviews will be deleted after the work is completed.

Potential Risks: The risks possible in this study could be sensitive questions will be asked to the participants which could affect them based on their states. Furthermore, the researcher could not guarantee that the respondents will respond positively or other way around. However, I will assure to keep the data gathered private and always consider the needs or requests of the respondents.

Potential Benefits: The researcher will make sure that the responses of the respondents about their experiences in teaching reading in a primary multigrade classroom set up will supply a universal data based on the current state. Furthermore, this study can contribute a good understanding on issue on how to understand the current situation of the multigrade teachers.

Should there be queries on some words or terms along the contents hereof, please feel free to ask the undersigned researcher for clarifications.

Signature		Date	
Name of Researcher	MARIA KIMBERLY C. SOLIVEN	Date	

Part II. Certificate of Consent

I have read the foregoing information, or it has been read to me and had the opportunity to ask questions about it and the same had been answered to my satisfaction. I voluntarily give my consent to participate in this foregoing research study.

Signature		Date	
Name of Participant	JOSEPH C. FABILIAN	Date	



SAMAR STATE UNIVERSITY
 Arteche Blvd., Catbalogan City, Philippines 6700
Office of the Vice President | Research & Extension Services

We Innovate We Build We Serve



JAS-ANZ



Certificate No. AJA18.1089

SSU-OVPRE-FR-024
04-FEB-2019 REV 1

*please don't change font-style and size.

INFORMED CONSENT FORM TO PARTICIPATE IN THE STUDY

Part I. Information Sheet

I MARIA KIMBERLY C. SOLIVEN a MAEd- Elementary Education
name program abbreviation only
☐ student ☐ personnel of Samar State University, Catbalogan City doing a research study
 entitled: "Experiences of the Multigrade Primary Teachers in Teaching Reading"

write title
 with the purpose of (present the main objective of the study):

The main purpose of the study is to explore and understand the lived experiences and challenges of the multigrade primary teachers in teaching reading in Schools Division of Catbalogan City. It also intends to find out the needs of the multigrade primary teachers in teaching reading while handling kindergarten, grade one and grade two at the same time.

This survey is completely anonymous and confidential. You are NOT required to provide any personal identifying information and all information collected will be kept confidential. The responses are critical part of my research and will be helpful if it will be recorded during the session. Review of the audio recorded interviews will furnish more ideas that might be helpful in any circumstances. All audio recorded interviews will be deleted after the work is completed.

Potential Risks: The risks possible in this study could be sensitive questions will be asked to the participants which could affect them based on their states. Furthermore, the researcher could not guarantee that the respondents will respond positively or other way around. However, I will assure to keep the data gathered private and always consider the needs or requests of the respondents.

Potential Benefits: The researcher will make sure that the responses of the respondents about their experiences in teaching reading in a primary multigrade classroom set up will supply a universal data based on the current state. Furthermore, this study can contribute a good understanding on issue on how to understand the current situation of the multigrade teachers.

Should there be queries on some words or terms along the contents hereof, please feel free to ask the undersigned researcher for clarifications.

Signature		Date	
Name of Researcher	MARIA KIMBERLY C. SOLIVEN		

Part II. Certificate of Consent

I have read the foregoing information, or it has been read to me and had the opportunity to ask questions about it and the same had been answered to my satisfaction. I voluntarily give my consent to participate in this foregoing research study.

Signature		Date	
Name of Participant	WILFRED G. ADONUEVO		



SAMAR STATE UNIVERSITY
 Arteche Blvd., Catbalogan City, Philippines 6700
 Office of the Vice President | Research & Extension Services

We Innovate We Build We Serve

*please don't change font-style and size.



JAS-ANZ



Certificate No. AJA1R 1000

SSU OVPRE FR 024
04-FEB-2019 REV 1

INFORMED CONSENT FORM TO PARTICIPATE IN THE STUDY

Part I. Information Sheet

I MARIA KIMBERLY C. SOLIVEN a MAEd- Elementary Education
name program abbreviation only
☐ student ☐ personnel of Samar State University, Catbalogan City doing a research study
 entitled: "Experiences of the Multigrade Primary Teachers in Teaching Reading"

write title
 with the purpose of *(present the main objective of the study):*

The main purpose of the study is to explore and understand the lived experiences and challenges of the multigrade primary teachers in teaching reading in Schools Division of Catbalogan City. It also intends to find out the needs of the multigrade primary teachers in teaching reading while handling kindergarten, grade one and grade two at the same time.

This survey is completely anonymous and confidential. You are NOT required to provide any personal identifying information and all information collected will be kept confidential. The responses are critical part of my research and will be helpful if it will be recorded during the session. Review of the audio recorded interviews will furnish more ideas that might be helpful in any circumstances. All audio recorded interviews will be deleted after the work is completed.

Potential Risks:

The risks possible in this study could be sensitive questions will be asked to the participants which could affect them based on their states. Furthermore, the researcher could not guarantee that the respondents will respond positively or other way around. However, I will assure to keep the data gathered private and always consider the needs or requests of the respondents.

Potential Benefits:

The researcher will make sure that the responses of the respondents about their experiences in teaching reading in a primary multigrade classroom set up will supply a universal data based on the current state. Furthermore, this study can contribute a good understanding on issue on how to understand the current situation of the multigrade teachers.

Should there be queries on some words or terms along the contents hereof, please feel free to ask the undersigned researcher for clarifications.

Signature

Name of Researcher

MARIA KIMBERLY C. SOLIVEN

Date

Part II. Certificate of Consent

I have read the foregoing information, or it has been read to me and had the opportunity to ask questions about it and the same had been answered to my satisfaction. I voluntarily give my consent to participate in this foregoing research study.

Signature

Name of Participant

CATHERINE M. MARLO

Date



SAMAR STATE UNIVERSITY
 Arteche Blvd., Catbalogan City, Philippines 6700
Office of the Vice President | Research & Extension Services



JAS-ANZ



Certificate No. AJA18.1089

We Inspire We Build We Serve

*please don't change font-style and size.

SSU-OVPRE-FR-024
04-FEB-2019 REV. 1

INFORMED CONSENT FORM TO PARTICIPATE IN THE STUDY

Part I. Information Sheet			
I <u>MARIA KIMBERLY C. SOLIVEN</u> a <u>MAEd- Elementary Education</u>			
<small>name</small>		<small>program abbreviation only</small>	
<input type="checkbox"/> student	<input type="checkbox"/> personnel of Samar State University, Catbalogan City doing a research study		
entitled: <u>"Experiences of the Multigrade Primary Teachers in Teaching Reading"</u>			
<small>write title</small>			
with the purpose of <i>(present the main objective of the study):</i> The main purpose of the study is to explore and understand the lived experiences and challenges of the multigrade primary teachers in teaching reading in Schools Division of Catbalogan City. It also intends to find out the needs of the multigrade primary teachers in teaching reading while handling kindergarten, grade one and grade two at the same time.			
This survey is completely anonymous and confidential. You are NOT required to provide any personal identifying information and all information collected will be kept confidential. The responses are critical part of my research and will be helpful if it will be recorded during the session. Review of the audio recorded interviews will furnish more ideas that might be helpful in any circumstances. All audio recorded interviews will be deleted after the work is completed.			
Potential Risks:	The risks possible in this study could be sensitive questions will be asked to the participants which could affect them based on their states. Furthermore, the researcher could not guarantee that the respondents will respond positively or other way around. However, I will assure to keep the data gathered private and always consider the needs or requests of the respondents.		
Potential Benefits:	The researcher will make sure that the responses of the respondents about their experiences in teaching reading in a primary multigrade classroom set up will supply a universal data based on the current state. Furthermore, this study can contribute a good understanding on issue on how to understand the current situation of the multigrade teachers.		
Should there be queries on some words or terms along the contents hereof, please feel free to ask the undersigned researcher for clarifications.			
Signature			
Name of Researcher	MARIA KIMBERLY C. SOLIVEN		Date

Part II. Certificate of Consent			
I have read the foregoing information, or it has been read to me and had the opportunity to ask questions about it and the same had been answered to my satisfaction. I voluntarily give my consent to participate in this foregoing research study.			
Signature			
Name of Participant	Eduardo C. Montijo		Date

APPENDIX E

TRANSCRIPT OF INTERVIEW

Transcript #1

Researcher: "*Pira ka na katuig nga multigrade teacher?*" (How many years are you in the service as a multigrade primary teacher?)

Participant: "*kuan----subra tulo na katuig since 2016*"

Researcher: "*Pira na an imo edad ma'am?*" (How old are you?)

Participant: "*27 po*"

Researcher: "*kamusta ka ha pagigin multigrade teacher?*" (How are you as a multigrade teacher?)

Participant: "*okay man la. Nakakaya man gihap bisan makuri pagtutdo basta gin eenjoy la*"

Researcher: "*Paano it pagigin multigrade primary teacher?*" (How does it like to be a multigrade primary teacher?)

Participant: "*makuri nga ma enjoy danay... Labi na kay na kapot ka iba-iba nga level han pupils at the same class*"

Researcher: "*Ano an imo naaabat pag nagtututdo ka pagpabasa ha multigrade nga klase?*" (How do you feel when you are teaching reading in a multiple class)

Participant: "*makuri gihap baadaw... labi na kay aadi ka ha pinaka bata nga tututduan kinahanglan mabuligan hira mka build hin strong foundation ha pagbasa. Makuri tutduan adton kabataan nga slow learners...*"

Researcher: "*Mayda ba mga kakurian nga imo na eksperyensyahan dida han pagtutdo mo pagpabasa?*" (Are there any difficulties that you have encounter as a multigrade teacher in teaching reading?)

Participant: "*kadadamo hit kakurian nga ak na experience pagpabasa... labi na adton bata nga may learning difficulty or slow learner...ngan pag nag papabasa ako tag usa-usa man hira, an iba gin papakita ko laanay mga kwentong pambata ngan nursery rhymes ha laptop basi diri masamok.. baman an kabataan ngadto ha upland interesado mag kita hin mga nursery tv programs kay tungod an iba waray tv. An mga mag aram*"

na mag basa, gn papa answer ko ha era mga workbook, or gn papag uyag ko ha akon reading play shop..."

Researcher: "Kun mayda mga kakurian, paano ito nakaka apekto ha imo performance ha pag tutdo?" (If there are difficulties, how does it affects your performance in teaching?)

Participant: "nakakaapekto hiya....uhm..ha akon teaching performance adton mga slow learner pero kay gin hihimuan man iton paraan basi hira gud mahibaro pagbasa.."

Researcher: "Ano an nakakahatag hin kusog ha imo nga buligan an imo kada estudyante nga mahibaro pagbasaha luyo han kakurian?" (What motivates you to help each of your pupils to learn how to read despite of the condition?)

Participant: "syempre an kahimtang han kabataan ngadto nga tungod han kakablas, may mga kag-anak nga non-literates nga na depende ha teacher nga makabasa an era mga anak ngan sakripisyado pag sagka ngadto hit upland school.. "

Researcher: "Ano an mga accomplishment o mga best practices ha imo pagtutdo pagpabasa?" (What are your accomplishments/ best practices in teaching reading?)

Participant: "syempre an akon mga students nga nakakabasa at the end of the school year.... Maupay iton feeling nga nakakabasa na hira ngan dako an improvements.. nagamit ako hin mga approaches ha reading like: marungko, abakada, di-star, phono visual sound oral blending meaning (PVOSBM), ngan mga gamit like pictures, alphabet, charts, books, workbooks, one-on-one nga pagtutdo pagbasa, remedial, home visitation... Since teacher dependent an primary (k,g1,g2) an whole class para la ha pagtutdo iba nga subject ngan diri ko hiya masisiring nga effective para mahibaro pagbasa an bata..para na ito han mga mag-aram na magbasa---kay magpabasa ka ngani sabay-sabay, an iba nga slow learner, mag sisinubad la or dri mamati ngan mag pipinasaway la lugod... an whole class pra la ha pagtutdo han iba nga subjects... okay gihap an peer tutoring para han grade 2.. pero mas maupay ko an one-on-one gud nga pagpabasa...madali hira mahibaro basta sugad hit adlaw-adlawon pagbasa tag usa-usa nga imo estudyante... ngan na home visit gihap ako tas gin papabasa ko ngadto para maipakita ha ka anak nga nakakabasa na era anak"

Researcher: "Ano an naatendiran mo na nga mga buruhaton ha DepEd, division, district, skwelahan o komunidad nga nakabulig ha imo patutdo pagpabasa?" (What

are the activities in the institution (DepEd), schools' division, district, school and community that you have attended that help you in teaching reading?)

Participant: *"uhm... puros la division based ngan usa nga regional seminar-workshop para han strategies han reading"*

Researcher: *"Paano ito nakabulig ha imo?"* (How did it help you?)

Participant: *"kadadako han bulig, labi na kay waray ko admi iton multigrade classes han na eskwela pa a khan college, bag o hiya ha ak... ngan nakabulig para mas maintndihan ko ngan makpurot hin mga strategies and techniques paano an maupay ngan epektibo nga pag tutdo ha multigrade nga klase ngan ha pagpabasa..."*

Researcher: *"Ano an mga materyales pag tudto pagpabasa nga nakarawat ha iyo eskwelahan?"* (What are the teaching aids for reading that your school have received?)

Participant: *"damo,-- mga books tikang ha DepEd, mayda liwat mga daan nga charts tikang han mayor ngan mga donated nga mga storybooks ha eskwelahan tikang ha roanal mcdonald... ngan an iba ako an nag provide like charts, mga activity notebooks, flashcards, alphabets..."*

Researcher: *"Ano an mga butang nga imo kinahanglan para madugngan an imo kapasidad pagpabasa nga makakabulig liwat ha ig-kasi multigrade primary teachers?"*
(Is there other things that you need to help you improve your teaching in reading that could also aide the other teachers with the same condition as you are?)

Participant: *"..kinahanglan ko mga materyals pa ha pagtutdo, mga workbooks, ngan mga seminars liwat para mas mahibaro pa a khan iba nga technique nga mapapadali an pagtutdo ha papabasa ha multigrade..."*

TRANSCRIPT OF INTERVIEW

Transcript #2

Researcher: "*Pira ka na katuig nga multigrade teacher?*" (How many years are you in the service as a multigrade primary teacher?)

Participant: "*...uhm.. nag duha na ako ka tuig ha serbisyo.. duh aka tuig ngan upat ka bulan..*" (two years and four months)

Researcher: "*Pira na an imo edad ma'am?*" (How old are you?)

Participant: "*I'm 35 years old po ma'am*"

Researcher: "*kamusta ka ha pagigin multigrade teacher?*" (How are you as a multigrade teacher?)

Participant: "*marisyo man.. pero maguol..pero gin kakaya man gihapon – бага naiilob pa..*"

Researcher: "*Paano it pagigin multigrade primary teacher?*" (How does it like to be a multigrade primary teacher?)

Participant: "*multi..ngan primary teacher, бага бага kasi ikaw hiton inay nga may ada damo-damo nga anak nga nag dududrungan hin pan ngaro hin magkaiba-iba nga potahi hin pagkaon.. iton nga aaruan ka hin butang ngan ihahatag mo ha iba-iba nga pamaagi.. bagn malipong, malipong nga maenjoy nga challenging*"

Researcher: "*Ano an imo naaabat pag nagtututdo ka pagpabasa ha multigrade nga klase?*" (How do you feel when you are teaching reading in a multiple class)

Participant: "*umabat ako hin kasubo,labi na kay dri hiya masayon.. ikaw it mag titikang ha era hit pagbasa, ikaw gud ag tututdo ha era pagbasa.. makuri gud..*"

Researcher: "*Mayda ba mga kakurian nga imo na eksperyensyahan dida han pagtutdo mo pagpabasa?*" (Are there any difficulties that you have encounter as a multigrade teacher in teaching reading?)

Participant: "*memorizing words, fuller approach para han grade 1 and 2..an iba nga nahigaraan in ngaran ngan letra para han kinder, ngan pag abot naman didi han grade 1 ngan grade 2, nagamit ako hin pinulongan nga winaray, kay diri an iba nakaka intindi.. makuri pag pa sampot kay an iba na coconfuse man han iba nga mga pulong.*"

Researcher: "Kun mayda mga kakurian, paano ito nakaka apekto ha imo performance ha pag tutdo?" (If there are difficulties, how does it affects your performance in teaching?)

Participant: "nakaka affect hiya pero kay gin hihimu ko man tanan para la mahibaro akon mga estudyante pagbasa"

Researcher: "Ano an nakakahatag hin kusog ha imo nga buligan an imo kada estudyante nga mahibaro pagbasaha luyo han kakurian?" (What motivates you to help each of your pupils to learn how to read despite of the condition?)

Participant: "gin hihimu ko akon best para mabulig ha era, para ba makabulig hira gihapon ha era kag-anak, labi na iton kag anak nga diri nag papakabasa ha upland...so bisan makuri, tutduan gihapon pagbasa, iton nga sinsiridad gihapon nga pagtutdo nga mahibaro pagbasa kay бага nag aambisyon gihap kita nga makagawas hira hiton nga baryo.."

Researcher: "Ano an mga accomplishment o mga best practices ha imo pagtutdo pagpabasa?" (What are your accomplishments/ best practices in teaching reading?)

Participant: "an akon pinaka ma rerecommendar amo an multi sensorial approach ha reading, ngan gin papadisan ko gihapon hiya han marungko ngan fullers approach"

Researcher: "Ano an naatendiran mo na nga mga buruhaton ha DepEd, division, district, skwelahan o komunidad nga nakabulig ha imo patutdo pagpabasa?" (What are the activities in the institution (DepEd), schools' division, district, school and community that you have attended that help you in teaching reading?)

Participant: "Damo na akon na attenderan ha region ngan division, labi na an mga pedagogical ngan mother tongue"

Researcher: "Paano ito nakabulig ha imo?" (How did it help you?)

Participant: "nakakabulig kun paano an pagtutdo ha MG class, kaupod an mga stratehiya kun aanhon ko hira nga mas pa mahibaro.."

Researcher: "Ano an mga materyales pag tudto pagpabasa nga nakarawat ha iyo eskwelahan?" (What are the teaching aids for reading that your school have received?)

Participant: *"word strips, big books, workbooks, flashcards, ngatanan nga makakabulig like charts gihapon.."*

Researcher: *"Ano an mga butang nga imo kinahanglan para madugngan an imo kapasidad pagpabasa nga makakabulig liwat ha ig-kasi multigrade primary teachers?"*
 (Is there other things that you need to help you improve your teaching in reading that could also aide the other teachers with the same condition as you are?)

Participant: *"an akon baga masisiring nga kinahanglanon gud iton.... Maupay nga pagkasubay nga lesson plan, na gin himu para hiton multigrade para diri kita nag bibinana-bana.. iton akon gin hihingyap iton nga lesson plan nga ready made from first to fourth quarter para mamaximize an tiem paghimu instructional materilas ngan pag pabasa."*

TRANSCRIPT OF INTERVIEW

Transcript #3

Researcher: *"Pira ka na katuig nga multigrade teacher?"* (How many years are you in the service as a multigrade primary teacher?)

Participant: *"One year and four months.."*

Researcher: *"Pira na an imo edad sir?"* (How old are you?)

Participant: *"24 po"*

Researcher: *"kamusta ka ha pagigin multigrade teacher?"* (How are you as a multigrade teacher?)

Participant: *"stressing... at the same time challenging since it was my first.."*

Researcher: *"Paano it pagigin multigrade primary teacher?"* (How does it like to be a multigrade primary teacher?)

Participant: *"uhm... a.. it's quite hard because it is new for me, and since we are in k to 12... uhm.. it's very hard... especially an mga resources in multigrade.."*

Researcher: *"Ano an imo naaabat pag nagtututdo ka pagpabasa ha multigrade nga klase?"* (How do you feel when you are teaching reading in a multiple class)

Participant: *"makuri...para han student nga.. which is not good at reading.."*

Researcher: *"Mayda ba mga kakurian nga imo na eksperyensyahan dida han pagtutdo mo pagpabasa?"* (Are there any difficulties that you have encounter as a multigrade teacher in teaching reading?)

Participant: *"actually marami.. like when you are handling kinder to grade 2, it is so hard for me to budget the time.. and them pag manage han mga students...labi na kun an student is not good at reading..so gin one-on-one ngan gin tatagan ko hiya mga barasahon nga madali niya maintindihan.. pero gin hihimu man tanan para mabuligan makabasa bisan guti la..as long as hinay-hinay la hiya kay diba step-by-step process man hiya.."*

Researcher: *"Kun mayda mga kakurian, paano ito nakaka apekto ha imo performance ha pag tutdo?"* (If there are difficulties, how does it affects your performance in teaching?)

Participant: *"yes, it affects my performance most specially pag one of my student can't read because it tells how good or effective teacher are you.."*

Researcher: "Ano an nakakahatag hin kusog ha imo nga buligan an imo kada estudyante nga mahibaro pagbasaha luyo han kakurian?" (What motivates you to help each of your pupils to learn how to read despite of the condition?)

Participant: "just take the challenge para mahibaro an kabataan pagbasa.."

Researcher: "Ano an mga accomplishment o mga best practices ha imo pagtutdo pagpabasa?" (What are your accomplishments/ best practices in teaching reading?)

Participant: "uhm.. peer tutoring, one-on-one, remedial..."

Researcher: "Ano an naatendiran mo na nga mga buruhaton ha DepEd, division, district, skwelahan o komunidad nga nakabulig ha imo patutdo pagpabasa?" (What are the activities in the institution (DepEd), schools' division, district, school and community that you have attended that help you in teaching reading?)

Participant: "teaching multigrade nga mga seminar... mostly ha division ngan usa ha regional.."

Researcher: "Paano ito nakabulig ha imo?" (How did it help you?)

Participant: "nakabulig para mahibaro paano an maupay ngan effective nga pagtutdo han pag pabasa ha multigrade class..."

Researcher: "Ano an mga materyales pag tudto pagpabasa nga nakarawat ha iyo eskwelahan?" (What are the teaching aids for reading that your school have received?)

Participant: "mga big books, charts, damo la..mga big books tikang Ronald mcdonald"

Researcher: "Ano an mga butang nga imo kinahanglan para madugngan an imo kapasidad pagpabasa nga makakabulig liwat ha ig-kasi multigrade primary teachers?" (Is there other things that you need to help you improve your teaching in reading that could also aide the other teachers with the same condition as you are?)

Participant: "mga interactive learning...mas maupay iton hiya para madali mka cope an bata... more seminars labi na kay bag-o pala ako ha service... it is my first year..."

TRANSCRIPT OF INTERVIEW

Transcript #4

Researcher: "*Pira ka na katuig nga multigrade teacher?*" (How many years are you in the service as a multigrade primary teacher?)

Participant: "*as of now... I am in two years handling multigrade class...*"

Researcher: "*Pira na an imo edad sir?*" (How old are you?)

Participant: "*24 pala po*"

Researcher: "*kamusta ka ha pagigin multigrade teacher?*" (How are you as a multigrade teacher?)

Participant: "*...very difficult, kay dida han amon undergrad, waray iton subject nga multigrade...*"

Researcher: "*Paano it pagigin multigrade primary teacher?*" (How does it like to be a multigrade primary teacher?)

Participant: "*maguol.. labi na an pagtatratel pakadto-paubos.. ngan bag o para ha akon an pag handle multi-grade class..*"

Researcher: "*Ano an imo naaabat pag nagtututdo ka pagpabasa ha multigrade nga klase?*" (How do you feel when you are teaching reading in a multiple class)

Participant: "*Very enjoyable naman...ngan interactive..*"

Researcher: "*Mayda ba mga kakurian nga imo na eksperyensyahan dida han pagtutdo mo pagpabasa?*" (Are there any difficulties that you have encounter as a multigrade teacher in teaching reading?)

Participant: "*opo, an pagka slow learner han bata..although dri nagatan.. ha us aka klase mayda usa.. ngan makuri an comprehension..*"

Researcher: "*Kun mayda mga kakurian, paano ito nakaka apekto ha imo performance ha pag tutdo?*" (If there are difficulties, how does it affects your performance in teaching?)

Participant: "*makuri pag may difficulty ha imo studyante... an imo nala hito as a teacher, an imo hihimuon.. pagkahuman han klase mag coconduct ka hin reading o mga pabasa kay para an bata diri la mahibaro ha regular time.. may continuity ha pagpabasa basi magkamyda improvements..*"

Researcher: "Ano an nakakahatag hin kusog ha imo nga buligan an imo kada estudyante nga mahibaro pagbasaha luyo han kakurian?" (What motivates you to help each of your pupils to learn how to read despite of the condition?)

Participant: "siyempre kay tungod nga makuri pag kinuro-kadto upland school, nag sasakripisyo gihapon para la matutduan hira..kaylangan la magin dedicated la kita.."

Researcher: "Ano an mga accomplishment o mga best practices ha imo pagtutdo pagpabasa?" (What are your accomplishments/ best practices in teaching reading?)

Participant: "kuan...hin... an mga old practices, like abakada... ha akon pag ka obserbar mas madali hira mahibaro...ha era mas effective ko an abakada..pati liwat visual aids, pictures ngan charts.."

Researcher: "Ano an naatendiran mo na nga mga buruhaton ha DepEd, division, district, skwelahan o komunidad nga nakabulig ha imo patutdo pagpabasa?" (What are the activities in the institution (DepEd), schools' division, district, school and community that you have attended that help you in teaching reading?)

Participant: "nakaattend ako mga seminars ha division...kanan multigrade.."

Researcher: "Paano ito nakabulig ha imo?" (How did it help you?)

Participant: "nakabulig para mas ma ipmprove pa an teaching.."

Researcher: "Ano an mga materyales pag tudto pagpabasa nga nakarawat ha iyo eskwelahan?" (What are the teaching aids for reading that your school have received?)

Participant: "mga learning materials, provided po materials pagpabasa like mga charts ngan donated nga mga big books ha ronald mcdonald..mayda laptop and printer pra han pag print mga teaching aids "

Researcher: "Ano an mga butang nga imo kinahanglan para madugngan an imo kapasidad pagpabasa nga makakabulig liwat ha ig-kasi multigrade primary teachers?" (Is there other things that you need to help you improve your teaching in reading that could also aide the other teachers with the same condition as you are?)

Participant: "seminars, trainings nga related ha reading.. para gihap for professional development.. especially mga strategies pagpabasa.."

TRANSCRIPT OF INTERVIEW

Transcript #5

Researcher: *"Pira ka na katuig nga multigrade teacher?"* (How many years are you in the service as a multigrade primary teacher?)

Participant: *"more than a year pala ma'am..mag to-two years.."*

Researcher: *"Pira na an imo edad sir?"* (How old are you?)

Participant: *"25 po"*

Researcher: *"kamusta ka ha pagigin multigrade teacher?"* (How are you as a multigrade teacher?)

Participant: *"okay man gihapon..okay la..medyo strikto guti ha pagtutdo.."*

Researcher: *"Paano it pagigin multigrade primary teacher?"* (How does it like to be a multigrade primary teacher?)

Participant: *"malipong...pag magtinutdo ka, medyo makuri kay differen levels, medyo confusing hiya pagtutdo..."*

Researcher: *"Ano an imo naaabat pag nagtututdo ka pagpabasa ha multigrade nga klase?"* (How do you feel when you are teaching reading in a multiple class)

Participant: *"at first, medyo frustrated anay, kay nag ka mayda ko confusion kay different grade level.. pero as time goes by, na come up ko man gihapon, basta na hibabaro tak estudyante, kayang-kaya..."*

Researcher: *"Mayda ba mga kakurian nga imo na eksperyensyahan dida han pagtutdo mo pagpabasa?"* (Are there any difficulties that you have encounter as a multigrade teacher in teaching reading?)

Participant: *"ofcourse, damo nga difficulty akon na eencounter, especially kay iba-iba gud talaga an needs han kada bata, iba-iba an era learning ability.. may mga bata nga madali mahibaro ngan mga bata nga late.. so nahatag ako hin intances/time nga mahibaro la hira pagbasa"*

"para han mga slow learners, gin aaram ko anay ira background kay ano dri nababaro kun an pamilya ba may problema or kun dri lwat nakakabasa an kag anak... kun baga diagnostic anay.. gin kikita kun ano an gin papakita han bata.. halimbawa kun introvert hiya, dri hiya nakikig mingle ha iba nga bata, pag na develop na iton hiya dida na ak mag titikang.. "

Researcher: "Kun mayda mga kakurian, paano ito nakaka apekto ha imo performance ha pag tutdo?" (If there are difficulties, how does it affects your performance in teaching?)

Participant: "gin hihimu ko nala nga motivation iton nga mga difficulties, pag an bata dri nahibabaro, natittrigger an akon patience..tapos nagamit reading techniques para han mga frustrated learners para na rerecover ko gihap ngan nababalance k oak performance.. dri po lower.. balance la hiya.."

Researcher: "Ano an nakakahatag hin kusog ha imo nga buligan an imo kada estudyante nga mahibaro pagbasaha luyo han kakurian?" (What motivates you to help each of your pupils to learn how to read despite of the condition?)

Participant: "...an ira kahimtang... mayda mga kag anak nga mga dri literate ngadto ha upland.. ito nga butang nakakamotivate ha ak nga the more matutduan ko tak mga estudyante..kay guti la nga suporta it era nakukuha ha era kag-anak regarding ha reading..."

Researcher: "Ano an mga accomplishment o mga best practices ha imo pagtutdo pagpabasa?" (What are your accomplishments/ best practices in teaching reading?)

Participant: "accomplishment kop ag napapabasa ko an akon mga estudyante, waray ako nabibilin nga non-reader..although myda mga mahinay.. pero nakakabasa talaga.."

Researcher: "Ano an naatendiran mo na nga mga buruhaton ha DepEd, division, district, skwelahan o komunidad nga nakabulig ha imo patutdo pagpabasa?" (What are the activities in the institution (DepEd), schools' division, district, school and community that you have attended that help you in teaching reading?)

Participant: "puros la mga division based nga seminars, waray pa po ha region.."

Researcher: "Paano ito nakabulig ha imo?" (How did it help you?)

Participant: "dako po nga bulig labi na an mother tongue nga seminar, labi an pag tutdo han marungko..asya man gud liwat ak gamit nga approach..na eeencourage ako nga tutduan an mga bata.. dri la tungod han trabah, kundi gugma ha pagtutdo..."

Researcher: "Ano an mga materyales pag tudto pagpabasa nga nakarawat ha iyo eskwelahan?" (What are the teaching aids for reading that your school have received?)

Participant: "nag pprint ako hin mga reading materials..may mga books gihap, charts mayda pero kulang.. makukrian lwat an bata kun puros la books, nakuha ako printable materials on-line ngan am oak gin gagamit para gud hira mahibaro han basic.."

Researcher: "Ano an mga butang nga imo kinahanglan para madugngan an imo kapasidad pagpabasa nga makakabulig liwat ha ig-kasi multigrade primary teachers?" (Is there other things that you need to help you improve your teaching in reading that could also aide the other teachers with the same condition as you are?)

Participant: "Yes. for me, seminars..mga intervention plan nga dapat buhaton para mag improve pa an teaching...we just need also to be committed to our teaching and to our learners..."

TRANSCRIPT OF INTERVIEW

Transcript #6

Researcher: "Pira ka na katuig nga multigrade teacher?" (How many years are you in the service as a multigrade primary teacher?)

Participant: "...uhm..kuan.. 3 na ka tuig sobra, ma upat na yana nga july "

Researcher: "Pira na an imo edad sir?" (How old are you?)

Participant: "40 na po ma'am"

Researcher: "kamusta ka ha pagigin multigrade teacher?" (How are you as a multigrade teacher?)

Participant: "makuri kay pagsuro sagka pala hin bukid ngan pag kapot hin tulo nga grade level hin studyante, diri harumamay"

Researcher: "Paano it pagigin multigrade primary teacher?" (How does it like to be a multigrade primary teacher?)

Participant: "baga ka hiton kag-anak ngadto ha classroom. Kadamo nga anak nga kinahanglan atamanon kada usa"

Researcher: "Ano an imo naaabat pag nagtututdo ka pagpabasa ha multigrade nga klase?" (How do you feel when you are teaching reading in a multiple class)

Participant: "makuri. Sobra. Labi na hadton bata nga slow learner, ngan makuri pagmanage hin kabataan pag pagpabasa, kay makuri an gin titirigda hira o whole class.. gin tatag usa-usa ko man hira pag pabasa...maupay gihap an akon grade 2 kay nakakabasa basa na gihap"

Researcher: "Mayda ba mga kakurian nga imo na eksperyensyahan dida han pagtutdo mo pagpabasa?" (Are there any difficulties that you have encounter as a multigrade teacher in teaching reading?)

Participant: "meada labi nan pag manage han klase ngan uras han pag tutdo han pagbasa ngan pagtutdo han iba nga subject.. "

Researcher: "Kun mayda mga kakurian, paano ito nakaka apekto ha imo performance ha pag tutdo?" (If there are difficulties, how does it affects your performance in teaching?)

Participant: *"nakaka apekto kay danay diri ko natatapos hira pag pabasa tag usa-usa kay nauubos ak uras pag tutdo han iba nga subject.. an mga slow learner gin reremedial ko pa ngan an dri pa gud nakakabasa gin uusa-usa ko gud"*

Researcher: *"Ano an nakakahatag hin kusog ha imo nga buligan an imo kada estudyante nga mahibaro pagbasaha luyo han kakurian?"* (What motivates you to help each of your pupils to learn how to read despite of the condition?)

Participant: *"an akon mga estudyante ngadto labi na adton may mga kag anak nga diri nakakabasa.. iton bag aka hin naluluoy han ira sitwasyon nga makuri an ira pangabuhi ngan diri nira na fa-follow up an ira mga anak..."*

Researcher: *"Ano an mga accomplishment o mga best practices ha imo pagtutdo pagpabasa?"* (What are your accomplishments/ best practices in teaching reading?)

Participant: *"malipayon ako pag an akon mga non-readers nga nagpapakabasa na at the end of school year..."*

Researcher: *"Ano an naatendiran mo na nga mga buruhaton ha DepEd, division, district, skwelahan o komunidad nga nakabulig ha imo patutdo pagpabasa?"* (What are the activities in the institution (DepEd), schools' division, district, school and community that you have attended that help you in teaching reading?)

Participant: *"damo ha division based nga seminar kanan kindergarten, multigrade ngan reading. Ika duha ha regional kan DAP, ngan reading "*

Researcher: *"Paano ito nakabulig ha imo?"* (How did it help you?)

Participant: *"para mas madugngan akon skills pagtutdo"*

Researcher: *"Ano an mga materyales pag tudto pagpabasa nga nakarawat ha iyo eskwelahan?"* (What are the teaching aids for reading that your school have received?)

Participant: *"textbooks, story books likang ronald mcdonald, charts, workbook ngan an iba ako na print"*

Researcher: *"Ano an mga butang nga imo kinahanglan para madugngan an imo kapasidad pagpabasa nga makakabulig liwat ha ig-kasi multigrade primary teachers?"* (Is there other things that you need to help you improve your teaching in

reading that could also aide the other teachers with the same condition as you are?)

Participant: "kuan...hin seminars para na uupdate or na rerefresh kami han mga ideas patutdo, teaching materials, kay danay an MOOE nahihingadto han pag register hit seminar, lesson plan para dam oak uras pag himo teaching aids ngan pag pabasa. Maupay it tatamdan nala an lesson plan, dri an mag sinurat surat labi na kay tulo nga grade ngan tag pito it subject nga hihimuan kada adlaw..medyo burden iton ha am"

TRANSCRIPT OF INTERVIEW

Transcript #7

Researcher: "*Pira ka na katuig nga multigrade teacher?*" (How many years are you in the service as a multigrade primary teacher?)

Participant: "*3 years sobra na po..*"

Researcher: "*Pira na an imo edad ma'am?*" (How old are you?)

Participant: "*25 po*"

Researcher: "*kamusta ka ha pagigin multigrade teacher?*" (How are you as a multigrade teacher?)

Participant: "*okay naman po ma'am..maguol pero gin kakaya pa*"

Researcher: "*Paano it pagigin multigrade primary teacher?*" (How does it like to be a multigrade primary teacher?)

Participant: "*challenging ngan maguol pagsinurusagka ha bukid pero ma enjoy man gihap.. kaylangan la po magin dedicated ha trabaho...*"

Researcher: "*Ano an imo naaabat pag nagtututdo ka pagpabasa ha multigrade nga klase?*" (How do you feel when you are teaching reading in a multiple class)

Participant: "*makuri po kasi iba-iba an imo mga pupils pati an way han era learning, bali iba iba nga klase akon gamit pagpapabasa..*"

Researcher: "*Mayda ba mga kakurian nga imo na eksperyensyahan dida han pagtutdo mo pagpabasa?*" (Are there any difficulties that you have encounter as a multigrade teacher in teaching reading?)

Participant: "*damo po ma'am, kinahanglan equipped ka hin damo nga strategies paano pagpabasa, dako imo pasensiya pagpabasa ha mga slow learners , maaram ka mag manage han time pag pabasa ha era tag usa-usa basi mahibaro, iibahon an time ha pag discuss ha iba nga subject..*"

Researcher: "*Kun mayda mga kakurian, paano ito nakaka apekto ha imo performance ha pag tutdo?*" (If there are difficulties, how does it affects your performance in teaching?)

Participant: "*nakakaapekto inin mga frustrated readers ha ak pero kay step by step man iton an pagtutdo.. pa unti-unti nahibabaro namanla iton bata basta gin aadlaw-adlaw pag pabasa..*"

Researcher: "*Ano an nakakahatag hin kusog ha imo nga buligan an imo kada estudyante nga mahibaro pagbasaha luyo han kakurian?*" (What motivates you to help each of your pupils to learn how to read despite of the condition?)

Participant: "*an ira mga kag anak ngadto kay diri liwat nakakabasa, naluluoy a khan era kahimtang ha bukid...at least pag mahibaro an era mga anak pag basa waray ha era may ma uwat ngan magin maupay era panginabuhi pag mag pursigido la "*

Researcher: "*Ano an mga accomplishment o mga best practices ha imo pagtutdo pagpabasa?*" (What are your accomplishments/ best practices in teaching reading?)

Participant: "*malipayon ako pag an akon mga non-readers nga nagpapakabasa na at the end of school year, ngan nagamit ako iba-iba nga strategy like marungko, fuller, PVOSBM, mga charts, books, one-on-one nga pagpabasa kada kulop.. bagan remedial, nga na home visit gihap ako tas gin papabasa ko ngadto para maipakita ha ka anak nga nakakabasa na era anak"*

Researcher: "*Ano an naatendiran mo na nga mga buruhaton ha DepEd, division, district, skwelahan o komunidad nga nakabulig ha imo patutdo pagpabasa?*" (What are the activities in the institution (DepEd), schools' division, district, school and community that you have attended that help you in teaching reading?)

Participant: "*mga division training seminars kanan reading ngan multigrade ngan usa ha regional kanan about reading ngan mother tongue"*

Researcher: "*Paano ito nakabulig ha imo?*" (How did it help you?)

Participant: "*dako an bulig para mas maupay ngan effective an akon panutduan...*"

Researcher: "*Ano an mga materyales pag tudto pagpabasa nga nakarawat ha iyo eskwelahan?*" (What are the teaching aids for reading that your school have received?)

Participant: "*mga charts, books, big books, laptop, printer, flashcards, workbooks...*"

Researcher: "*Ano an mga butang nga imo kinahanglan para madugngan an imo kapasidad pagpabasa nga makakabulig liwat ha ig-kasi multigrade primary teachers?*"

(Is there other things that you need to help you improve your teaching in reading that could also aide the other teachers with the same condition as you are?)

Participant: *"more seminars para akon mas madugngan pa akon skills ha pagtutdo labi na an pag budget han time para ha pag tutdo han iba nga subject ngan pagpabasa..kay makuri pag manage ngan pagbudget han time although mayda man kami budget of work nga ginagamit.. pero kailangan nam ready-made lesson plan para han tan nga quarter or grading period para mas dako akon time pag himu instructional materials ngan pagpabasa kada kulop..."*

TRANSCRIPT OF INTERVIEW

Transcript #8

Researcher: "*Pira ka na katuig nga multigrade teacher?*" (How many years are you in the service as a multigrade primary teacher?)

Participant: "*Tulo n aka tuig ha serbisyo*"

Researcher: "*Pira na an imo edad ma'am?*" (How old are you?)

Participant: "*26 po*"

Researcher: "*kamusta ka ha pagigin multigrade teacher?*" (How are you as a multigrade teacher?)

Participant: "*makuri kay upland teacher man ak, multigrade pa... nakapot kinder, grade 1 and 2.. so, dako nga challenge... pero kay nakakaya man gihap*"

Researcher: "*Paano it pagigin multigrade primary teacher?*" (How does it like to be a multigrade primary teacher?)

Participant: "*bag aka hiton nanay nga damo it anak nga iba-iba an mga needs, sanglit kinahanglan dati ka mag manage han time like iba an pag tutdo ha pagpabasa para han mga non-readers.. ngan iba an time para han pagtutdo han iba nga subject ngan iba an klase han pagtutdo kada bata*"

Researcher: "*Ano an imo naaabat pag nagtututdo ka pagpabasa ha multigrade nga klase?*" (How do you feel when you are teaching reading in a multiple class)

Participant: "*makuri, frustrating danay... pero kay nakakaya man basta sige-sige it pabasa kada adlaw... na improve mn gihap an bata ha pagbasa...*"

Researcher: "*Mayda ba mga kakurian nga imo na eksperyensyahan dida han pagtutdo mo pagpabasa?*" (Are there any difficulties that you have encounter as a multigrade teacher in teaching reading?)

Participant: "*Oo, labi na an budget han time pag tutdo pag basa, pagmanage kay kadamo nira nga turutduan nga crusial stage han bata an ak gin hahundle-lan nga klase kay foundation man gud... tas mahimu pa ak damo nga instructional materials plus mahimo pa lesson plan.. бага burden pero kay nakakaya man kay didto kme mismo na ukoy ha community... madali la pag home visit ngan okay la mag overtime kay harani la an eskwelahan*"

Researcher: "Kun mayda mga kakurian, paano ito nakaka apekto ha imo performance ha pag tutdo?" (If there are difficulties, how does it affects your performance in teaching?)

Participant: "frustrating pag an bata dri pa nakakabasa pero kay basta may patience la ngan step-by-step man iton pagtutdo, nahihibaro gihap at the end of the school year..."

Researcher: "Ano an nakakahatag hin kusog ha imo nga buligan an imo kada estudyante nga mahibaro pagbasaha luyo han kakurian?" (What motivates you to help each of your pupils to learn how to read despite of the condition?)

Participant: "an pag sinagka pala pakadto kakuri na pero dri koi ton gin ma mind kay passion ko man an pag tutdo, ngan nakakamotivate ha ak pag nakikkta ko nga may improvents gihap an bata, ngan naluluoy ak kay kadam an dri hira natututduan ha era mga balay.. Sali waray hira follow up han parents kay diri man liwat mag aram magbasa...so hiton nga pamaagi makbulig ako ha era..."

Researcher: "Ano an mga accomplishment o mga best practices ha imo pagtutdo pagpabasa?" (What are your accomplishments/ best practices in teaching reading?)

Participant: "akon mga non-readers han una nga mga reader na, ngan nakikita ko nga effective an akon pag papabasa.. like using marungko, abakada, PVOSBM, di star approach, nagamit mga materials ha pagtutdo nga dako an bulig nga mahibaro an bata pag basa... mayda ako mga classroom routines pag time na ha pag pabasa ngan an akon classroom naka proper arrange an seats han akon mga pupils by level, I have reading corners para ha tanan and play areas for kinder...nag story telling po liwat ngean para ma ingganyo an bata nga magbasa..

Researcher: "Ano an naatendiran mo na nga mga buruhaton ha DepEd, division, district, skwelahan o komunidad nga nakabulig ha imo patutdo pagpabasa?" (What are the activities in the institution (DepEd), schools' division, district, school and community that you have attended that help you in teaching reading?)

Participant: "division based nga trainings ngan seminar nagn usa nga regional training"

Researcher: "Paano ito nakabulig ha imo?" (How did it help you?)

Participant: *"nakabulig para mas magin effective ako nga multigrade teacher"*

Researcher: *"Ano an mga materyales pag tudto pagpabasa nga nakarawat ha iyo eskwelahan?"* (What are the teaching aids for reading that your school have received?)

Participant: *"mga charts, books, big books, workbooks...pero ako danay an na provide para han iba nga teaching aids.."*

Researcher: *"Ano an mga butang nga imo kinahanglan para madugngan an imo kapasidad pagpabasa nga makakabulig liwat ha ig-kasi multigrade primary teachers?"* (Is there other things that you need to help you improve your teaching in reading that could also aide the other teachers with the same condition as you are?)

Participant: *"kuan...hin...seminars para mas damo pa akon mahibaruhan nga mga techinique ha pagpahandle multigrade class ngan unta magka kuryente na amon eskwelahan para magamit nam an gin hatag nga projector.. kakarag kasi"*

TRANSCRIPT OF INTERVIEW

Transcript #9

Researcher: "*Pira ka na katuig nga multigrade teacher?*" (How many years are you in the service as a multigrade primary teacher?)

Participant: "*..kuan usa pala ka tuig sobra ma'am...*"

Researcher: "*Pira na an imo edad ma'am?*" (How old are you?)

Participant: "*24 pala ma'am*"

Researcher: "*kamusta ka ha pagigin multigrade teacher?*" (How are you as a multigrade teacher?)

Participant: "*makuri. Ka challenging pag saka pala ha bukid assay pa kay nakapot ak kinder, grade 1 and 2.. kadako nga challenge para ha ak pag manage ngan pagtutdo ha era*"

Researcher: "*Paano it pagigin multigrade primary teacher?*" (How does it like to be a multigrade primary teacher?)

Participant: "*baga ka hiton mama nira nga nka depende ha imo nga mahibaro hira, kay an iba nga kag-anak ngadto diri mag aram mag basa... ngan bag aka iton kadamo hit anak nga may iba-iba nga panginahanglanon para mahibaro..malipong danay pero kay ginkakaya man gihap...*"

Researcher: "*Ano an imo naaabat pag nagtututdo ka pagpabasa ha multigrade nga klase?*" (How do you feel when you are teaching reading in a multiple class)

Participant: "*makuri ma'am kay iba-iba man hira nga mga bata, kinahanglan iba-iba nga approach an imo gamiton, pero an akon la iton mas ma rerecommend in one-on-one nga pag pabasa ngan an iba nga estudyante gin papahimu iba nga activity para dri masamok..*"

Researcher: "*Mayda ba mga kakurian nga imo na eksperyensyahan dida han pagtutdo mo pagpabasa?*" (Are there any difficulties that you have encounter as a multigrade teacher in teaching reading?)

Participant: "*oo, labi na adton pagpabasa han mga grade 1 kay baman ak grade 2 nkakabasa naman gihap an kinder mga sound-symbols pa manla han alphabet, an grade 1 kay kinahanglan gud makatikang na gud pagbasa...*"

Researcher: *"Kun mayda mga kakurian, paano ito nakaka apekto ha imo performance ha pag tutdo?"* (If there are difficulties, how does it affects your performance in teaching?)

Participant: *"nakaka apekto pag mayda pa usa or duha nga slow reader, pero kay nakakaya man gihap na mahibaro... mahinay la pero at least may improvement, makuri kasi hira danay makaintindi han ira gn babasa labi na an grade 1"*

Researcher: *"Ano an nakakahatag hin kusog ha imo nga buligan an imo kada estudyante nga mahibaro pagbasaha luyo han kakurian?"* (What motivates you to help each of your pupils to learn how to read despite of the condition?)

Participant: *"an kamutangan nira ngadto nga makuri kay mga kabras man gud... ngan kadam an ngadto it mga tawo dri nag papaka basa.. so, naniniguro ak nga mahibaro an ira mga anak"*

Researcher: *"Ano an mga accomplishment o mga best practices ha imo pagtutdo pagpabasa?"* (What are your accomplishments/ best practices in teaching reading?)

Participant:

"an akon mga students nga nag papakabasa na.. ngan mga strategies ko nga effective nga nakakabulig mahibaro ak pupils pagbasa..."

Researcher: *"Ano an naatendiran mo na nga mga buruhaton ha DepEd, division, district, skwelahan o komunidad nga nakabulig ha imo patutdo pagpabasa?"* (What are the activities in the institution (DepEd), schools' division, district, school and community that you have attended that help you in teaching reading?)

Participant: *"...uhm.. division based nga seminars about reading nga multigrade ngan usa nga regional seminar about reading strategy"*

Researcher: *"Paano ito nakabulig ha imo?"* (How did it help you?)

Participant: *"since first time ko maka handle han multigrade, kinder, grade 1 and 2, dam oak nahibaruan nga mga strategies pag tutdo hn pagbasa ha multigrade nga set up."*

Researcher: *"Ano an mga materyales pag tudto pagpabasa nga nakarawat ha iyo eskwelahan?"* (What are the teaching aids for reading that your school have received?)

Participant: *"printer, chart, books, big books/ story books, an iba ako an na provide... waray signal ha bukid.so waray internet connection, gindadara ko an mga materials tikang balay pakadto"*

Researcher: *"Ano an mga butang nga imo kinahanglan para madugngan an imo kapasidad pagpabasa nga makakabulig liwat ha ig-kasi multigrade primary teachers?"*
(Is there other things that you need to help you improve your teaching in reading that could also aide the other teachers with the same condition as you are?)

Participant: *"more seminars para ha ak, kay usa pala ak katuig ha service..ngan para liwat ha mga igkasi ko multigrade teachers para ma enhance pa skills ha pagtutdo nga magin effective teacher.."*

TRANSCRIPT OF INTERVIEW

Transcript #10

Researcher: "Pira ka na katuig nga multigrade teacher?" (How many years are you in the service as a multigrade primary teacher?)

Participant: "Sobra pala po one year in service ha upland school..."

Researcher: "Pira na an imo edad ma'am?" (How old are you?)

Participant: "37na p ma'am"

Researcher: "kamusta ka ha pagigin multigrade teacher?" (How are you as a multigrade teacher?)

Participant: "maguol.. diri masayon kay pag travel pala back and forth ngan struggle talaga paghandle han multigrade class nga iba iba an mga needs and level labi na kay bag o ako hini nga field nga klase hin pag tutdo.."

Researcher: "Paano it pagigin multigrade primary teacher?" (How does it like to be a multigrade primary teacher?)

Participant: "baga ka hiton ira kag-anak nga na depende ha imo para hira mahibaro..."

Researcher: "Ano an imo naaabat pag nagtututdo ka pagpabasa ha multigrade nga klase?" (How do you feel when you are teaching reading in a multiple class)

Participant: "makuri kay kinahanglan maaram ka paano maghandle hin multigrade nga klase... paano mo imamanage an time ha pagbasa ngan iba pa nga skills nga kinahanglan nira mahibaruhan... dapat maaram ka han iba-iba nga approach ha pagpabasa."

Researcher: "Mayda ba mga kakurian nga imo na eksperyensyahan dida han pagtutdo mo pagpabasa?" (Are there any difficulties that you have encounter as a multigrade teacher in teaching reading?)

Participant: "damo nga mga kakurian an ak na experience ha pag papabasa kay tungod ha mayda man gud kita danay slow learner nga kinahanglan focus-san..."

Researcher: "Kun mayda mga kakurian, paano ito nakaka apekto ha imo performance ha pag tutdo?" (If there are difficulties, how does it affects your performance in teaching?)

Participant: *"nakakaapekto ha ak performance an mga non-reader pero kay tungod nga gin hahatag ko man akon best para mahibaro bsan la mahinay at least makabasa man gihapon at the end of the school year..."*

Researcher: *"Ano an nakakahatag hin kusog ha imo nga buligan an imo kada estudyante nga mahibaro pagbasaha luyo han kakurian?"* (What motivates you to help each of your pupils to learn how to read despite of the condition?)

Participant: *"an era panginabuhi ngadto kay damo ngadto ha upland nga mga kag anak nga diri nakakabasa so, naluluoy a khan akon mga studyante.. asya gin hihimo ak best nga mahibaro hira"*

Researcher: *"Ano an mga accomplishment o mga best practices ha imo pagtutdo pagpabasa?"* (What are your accomplishments/ best practices in teaching reading?)

Participant: *"an akon mga pupils nga nag papaka basa na gihap... an akon gin gagamit nga mga strategies amo an fuller, PVOB, marungko, abakada tas mga instructional materials kinahanglanon para makabulig mahibaro pagbasa..."*

Researcher: *"Ano an naatendiran mo na nga mga buruhaton ha DepEd, division, district, eskwelahan o komunidad nga nakabulig ha imo patutdo pagpabasa?"* (What are the activities in the institution (DepEd), schools' division, district, school and community that you have attended that help you in teaching reading?)

Participant: *"division based la nga seminars"*

Researcher: *"Paano ito nakabulig ha imo?"* (How did it help you?)

Participant: *"nakakabulig para ma enhance pa akon skills ha pag tutdo"*

Researcher: *"Ano an mga materyales pag tudto pagpabasa nga nakarawat ha iyo eskwelahan?"* (What are the teaching aids for reading that your school have received?)

Participant: *"mga books, big books, charts ngan kadam an ako an nag pprint mga materials ha pagtutdo"*

Researcher: *"Ano an mga butang nga imo kinahanglan para madugngan an imo kapasidad pagpabasa nga makakabulig liwat ha ig-kasi multigrade primary teachers?"* (Is there other things that you need to help you improve your teaching in


reading that could also aide the other teachers with the same condition as you are?)

Participant: *"since bag-o pala ak ha service, kinahanglan ko mga seminars para maenhance pa ngan magin effective pa akon panutduan"*

APPENDIX E



SAMAR STATE UNIVERSITY
Arteche Blvd., Catbalogan City, Philippines 6700
Office of the University President



Certificate No. AJA/IR-1089
SSU-OPRES-EA-007
01-OCT-2019 REV. 000

CERTIFICATE OF ETHICS APPROVAL

This is to certify that the Samar State University Institutional Research Ethics Review Committee (IRERC) has reviewed and approved a study entitled:

Title : Experiences of Multigrade Primary Teachers in Teaching Reading
Name of Researcher/s: Maria Kimberly C. Soliven
Reference No : IRERC EA-0025
Date of Application : March 6, 2020

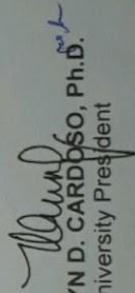
It is hereby mandated that in the implementation of the aforementioned study, the subject researcher shall adhere to International ethical guidelines, national guidelines and all other pertinent requirements prescribed by the SSU-IRERC.

The Researcher can now commence to the data gathering process and the study shall be valid for two (2) years from the date of issuance hereof.

DATE OF ISSUANCE: May 21, 2020

RHEAJANE A. ROSALES, D.M.
Director/IRERC

VALID UNTIL: May 21, 2022


MARILYN D. CARDOSO, Ph.D.
University President

Telephone No. (055) 251 – 2139 | Fax: (055) 543 - 8394 | Website: www.ssu.edu.ph

CURRICULUM VITAE

CURRICULUM VITAE

Name : **MARIA KIMBERLY C. SOLIVEN**
 Date of Birth : January 4, 1993
 Address : Purok 1, Brgy. Socorro, Catbalogan City, Samar
 Civil Status : Single
 Father : Edwin G. Soliven
 Mother : Myrna C. Soliven

EDUCATIONAL BACKGROUND

Elementary : Catbalogan I Central Elementary School
 Curry Avenue, Catbalogan City, Samar
 1999-2005
 Secondary : Samar National School
 San Roque Street, Catbalogan City, Samar
 2005-2009
 College : Samar State University
 Arteche Blvd., Brgy Guindapunan, Catbalogan City, Samar
 2011-2015
 Graduate : Samar State University
 Arteche Blvd., Brgy Guindapunan, Catbalogan City, Samar
 Master of Arts in Education
 Major in Elementary Education

ELIGIBILITY

Licensure Examination for Teachers (2015)

PROFESSIONAL EXPERIENCE

Teacher I
 Caramayon Elementary School
 Catbalogan III District
 Brgy. Libas, Sitio Caramayon, Catbalogan City, Samar



We Innovate. We Build. We Serve.

Republic of the Philippines
SAMAR STATE UNIVERSITY
Graduate School



Certificate No. AJA18.1089

CERTIFICATION

This is to certify that the thesis of MARIA KIMBERLY C. SOLIVEN
entitled "EXPERIENCES OF MULTIGRADE PRIMARY
TEACHERS IN TEACHING READING"

has been checked and has followed the suggestions and recommendations of the panel members.

NORA C. LOPEZ, Ph.D.
Signature over Printed Name of the Adviser

Date: October 31, 2020

LIST OF TABLES

Table	Page
1 Significant Responses on Participants Lived Experiences and Challenges of being a Multigrade Primary Teachers in Teaching Reading	40
2 How Multigrade Primary Teachers Deal with the Challenges in Teaching Reading	44
3 Needs of the Multigrade Primary Teachers in Teaching Reading	45
4 Generated Themes as to the Lived Experience of Multigrade Primary Teachers in Teaching Reading	46
5 Generated Themes as to How Multigrade Primary Teachers Deal with the Challenges and their Needs in Teaching Reading	53
6 Age and Sex of the Participants	57
7 Length of Service	57

LIST OF FIGURES

Figure		Page
1	Conceptual Framework of the Study	8
2	Colaizzi Method of Analysis	34