FACTORS AFFECTING THE PERFORMANCE OF MULTI-GRADE TEACHERS IN WRIGHT II DISTRICT

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WENIFREDA A. PABUNAN
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APPROVAL SHEET

In partial fulfilment of the requirements for the degree, **MASTER OF ARTS IN EDUCATION**, this thesis entitled **"FACTORS AFFECTING THE PERFORMANCE OF MULTI-GRADE TEACHERS IN WRIGHT II DISTRICT"**, has been prepared and submitted by **WENIFREDA A. PABUNAN**, who having passed the comprehensive examination and pre-oral defense is hereby recommended for final oral examination.

March 9, 2014
Date

ANTONIO F. CAVEIRO, M.A.
Principal, Calbiga National High School
Adviser

Approved by the Committee on Oral Examination on March 9, 2014 with a rating of **PASSED**.

MARILYN D. CARDOSO, Ph.D.
Vice President for Academic Affairs, SSU
Chairperson

EUSEBIO T. PACOLOR, Ph.D.
University President, SSU
Member

GAIL B. VELARDE, Ph.D.
Graduate School Faculty, SSU-CGS
Member

LETECIA R. GUERRA, Ph.D.
Education Supervisor I, SPED, PSA, Samar Division
Member

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

July 29, 2019
Date

ESTEBAN A. MALINDOG, JR., Ph.D.
Dean, College of Graduate Studies, SSU

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Above all, to God Almighty, for giving me all the courage, patience, determination and wisdom to finish this study.

The Researcher

DEDICATION

To my Parents,
Brothers,
and sisters,
My friends,
and mentors
That serve as my inspiration,

To the Almighty God,
that gives me knowledge,
and enlightenment,
good health and inspiration

I humbly dedicate my work.

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ABSTRACT

This study determined the different factors that affect the success of multi-grade teachers of Wright II District, Paranas, Samar during the school year 2012-2013. The study employed descriptive-correlational since the study aimed to determine the profile of teacher-respondents, pupil-respondents and school respondents. Data were gathered using two sets of questionnaires. One for teacher-respondents and another one for pupil-respondents. Majority of the respondents' fathers and mothers obtained only the elementary level of education at 248 or 66.10 percent and 233 or 62.10 percent, respectively. This followed by 96 or 25.60 percent of the fathers and 105 or 28.00 percent of the mothers obtained elementary diplomas, respectively. Only three or 0.80 percent of the fathers and four or 1.10 percent of the mothers obtained a college degree. In terms of equipment, three were identified as inadequate' and these were chairs or desks, learning centers and cabinets. Only about 19 chairs were available per classroom. Performance rating of teacher-respondents was not significantly related with pupil-respondents' mothers' occupation; fathers' education; mothers' education; and perception on parental involvement. Performance rating of teacher-respondents was significantly related with school-respondents' location; adequacy of school facilities; equipment; instructional materials; and number of teachers. Since most parents have not graduated even from high school, it is suggested that seminars be conducted towards improving favourable attitudes towards the value of education and their role in the education of their children.

TABLE OF CONTENTS

Chapter | Page

Page

Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The school is an important institution. It plays a vital role in promoting and equipping every pupil, the knowledge and skills necessary to live productively, comfortably and harmoniously in a society that is becoming scientifically and technologically driven. But the school cannot do it alone, parents must play an active role in the education of their children.

According to Stake and Mares (2001:1065), the task of the school is to design curricula that will help students become scientifically and technologically literate. But the problem is that not all school-age children can go to school especially those that are living in remote and scattered small barangays. However, this problem was solved by the Philippine government by adopting the so called "multi-grade" classrooms in pursuant to the provision in the Constitution that the State shall protect and promote the right of all citizens to quality education at all levels and make elementary education accessible to all (DECS Order No. 38, s. 1993).

Multi-grade class structure is known by various names as "composite," "combination classes," "double classes," "split classes," "mixed- age classes," and "vertically grouped classes" (Veenman, 1996:323). It is defined as a class in which pupils of two or more adjacent grade levels are taught in the one

classroom by one teacher for most if not all of the day. Usually a multi-grade split-grade or combination of grades includes children from more than one grade level.

For children to learn effectively in multi-grade environments teachers need to be well organized, well-resourced and well trained, as well as holding positive beliefs and attitudes towards multi-grade teaching (Hoffman, 2003:7). Even if the teacher lacks the skill needed for effective multi-grade teaching, he or she will succeed if the teacher possesses a positive belief of the effectiveness of multi-grade education.

According to Veenman (1997:263), the standardization of the single-grade format has created a biased belief and attitude that single-grade classrooms are better than any other alternative. When a school switches from a single-grade organization to a multi-grade organization out of necessity, both teachers and parents are usually not pleased.

Multi-grade classes usually occur in a small community and parents also have skills and knowledge that they can share with learners (The Commonwealth of Learning and the SADC Ministries of Education, 2000:27). Parents are more committed when they participate in their children's learning, and the learners do better and enjoy their class work more. Inviting parents to participate in classroom activities (especially in kinder to grade I classes) can be a positive way of addressing such issues as discipline and the general well-being of learners.

Some parents and educational personnel have a negative attitude towards multi-grade teaching (Pardni, 2005:22). They view multi-grade teaching as a 'waste of time'. They believe that the teachers must be in front of the class pouring knowledge into the heads of their learners. They believe that for their children to gain knowledge, skills and attitudes, they should be attending in a single-grade school and be lectured to (which is more idealistic, but not suited to the budget planning of the national educational program). Thus, if parents have negative attitude towards multi-grade education, then they will be less involved in the schooling of their children and in this respect the teacher failed. It is along this line that the researcher was challenged to conduct this present study to look into the attitude of teachers and parents regarding their attitude towards multi-grade classes and parent involvement.

Thus, multi-grade (MG) performance based on the National Achievement Test (NAT) results in the district of Wright II-San Jose de Buan for multi-grade classes shows that it declines from total average of 84.41 MPS in S.Y. 2010-2011 to 80.49 MPS, S.Y. 2011-2012 a gap of 3.49 MPS for Grade III same is true with the Grade VI classes. This indicates that multi-grade classes were suffering from different factors from instructional management and administrative management of the schools and as a result that this study comes to be conceptualized. Wherein, a teacher factor is one of the determinant and other factors that contribute to the success and failure of performance of the pupils in the academic achievements.

Statement of the Problem

This study determined the different factors that affect success of multi-grade teachers of Wright II District, Paranas, Samar during school year 2012-2013.

Specifically, the study sought answers to the following questions:

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

   1.1 age;

   1.2 sex;

   1.3 civil status;

   1.4 highest educational attainment;

   1.5 grade level handled;

   1.6 years teaching multi-grade classes, and

   1.7 relevant trainings attended?

2. What is the profile of the pupil-respondents in terms of the following:

   2.1 age;

   2.2 sex

   2.3 average monthly family income;

   2.4 parents' occupation;

   2.5 parents' educational qualification, and

   2.6 parents' involvement in school-related activities?

3. What is the profile of the respondent-schools in term of:

3.1 school site;

3.2 enrolment;

3.3 adequacy of facilities and equipment; and

3.4 number of teachers?

4. What is the level of performance of the teacher-respondents in terms of:

4.1 performance rating and

4.2 NAT MPS?

5. Is there a significant relationship between teacher-respondents' performance ratings and the following factors:

5.1 teacher-related;

5.2 pupil-related, and

5.3 school-related?

6. What implications can be derived from the findings of the study?

Hypothesis

Based on the specific questions posted in this study, the following hypothesis was tested.

1. There is no significant relationship between teacher-respondents' performance and the following factors:

1.1 teacher-related;

1.2 pupil-related, and

1.3 school-related.

Theoretical Framework

This study is supported by the Functional-Structural Theory by Solomon (cited in Nolan, 2004). The theory stresses the role of education which is to equip the individual with the necessary skills and knowledge that will make him or her functioning member of the society. In addition, the theory emphasizes that it is the society's structure that makes it possible for the members to interact with one another and eventually gather as much knowledge and skills as possible.

Based on the above premise, the performance of a person in a particular field is what he or she does in it. It is one of the criteria that determine him or her as a person in relation to the society as a whole. There are various factors that contribute to a person's performance in any field. Generally, motivation, learning and socio-economic background are some of the factors that influence a person's performance.

The question then becomes that the performance of a person in a particular field may be influenced by problems that he or she encounters in the field. Multi-grade teachers are not exempted from this situation. UNESCO recognized the multi-grade classes as educational conditions in need of constant support and attention. They are educational institutions barely addressed in

national policies of education, almost non-existent in the content of teacher education courses and mostly ignored by national curriculum developers. Essentially, they are inspired by the problems faced by parents in rural areas unsupported and unrecognized by the mainstream and centralized educational systems.

One approach to multi-grade teaching is to link it with the idea of multi-ability and multi-level teaching. The general idea is that, even with a grade in the dominant mono-grade structures, there are wide differences in competency in the basic skill areas of the learners. Thus, there are inherent difficulties that multi-grade teaching experience. It is in this respect that the study was

Cognitive Development Theory (Vincent, 2009) held that the children of primary school age need opportunity to interact with peers, and their environment to enhance learning. Moreover, the cognitive development of young children results from a continual effort to adapt to the environment. The theory stressed the significance of observing and modeling behaviors, attitudes, emotional reactions of others.

However, teaching and learning in the multi-grade classes is seem to be more challenging than single-grade classes and the teachers prefer to teach in the single-grade classes because they need in-depth knowledge of child development and learning and a larger repertoire of instructional strategies than most single-grade teachers possess. They must be able to design open- ended, divergent learning experiences accessible to students functioning at different levels, they

must know when and how to use homogeneous and heterogeneous grouping and how to design cooperative group tasks. They must be proficient in assessing, evaluating and recording student progress using qualitative methods such as portfolios, and anecdotal report positive group interaction and to teach social skills and independent learning skills to individual students.

Conceptual Framework

Figure 1 shows the conceptual framework of the study illustrating, among other things, the research environment, the respondents of the study and the major variables involved in the study.

The box at the base of the paradigm reflects the research environments which are the teachers and pupils from the different multi-grade elementary schools of Wright II District for the school year 2012-2013. This box is connected to bigger frame representing the major variables considered in the study.

The box at the left portion shows the profile of the teacher-respondents such as age, sex, civil status, highest educational attainment, grade level handled, years teaching multi-grade classes, and relevant trainings attended. The box at the upper right represents the profile of the school-respondents in terms of school site, enrolment, adequacy of facilities and equipment and number of teachers. The next lower box represents the teacher-respondents' performance in terms of their performance rating and pupils' NAT MPS. The lowest box represents pupil-respondents' profile such as age, sex, average monthly family

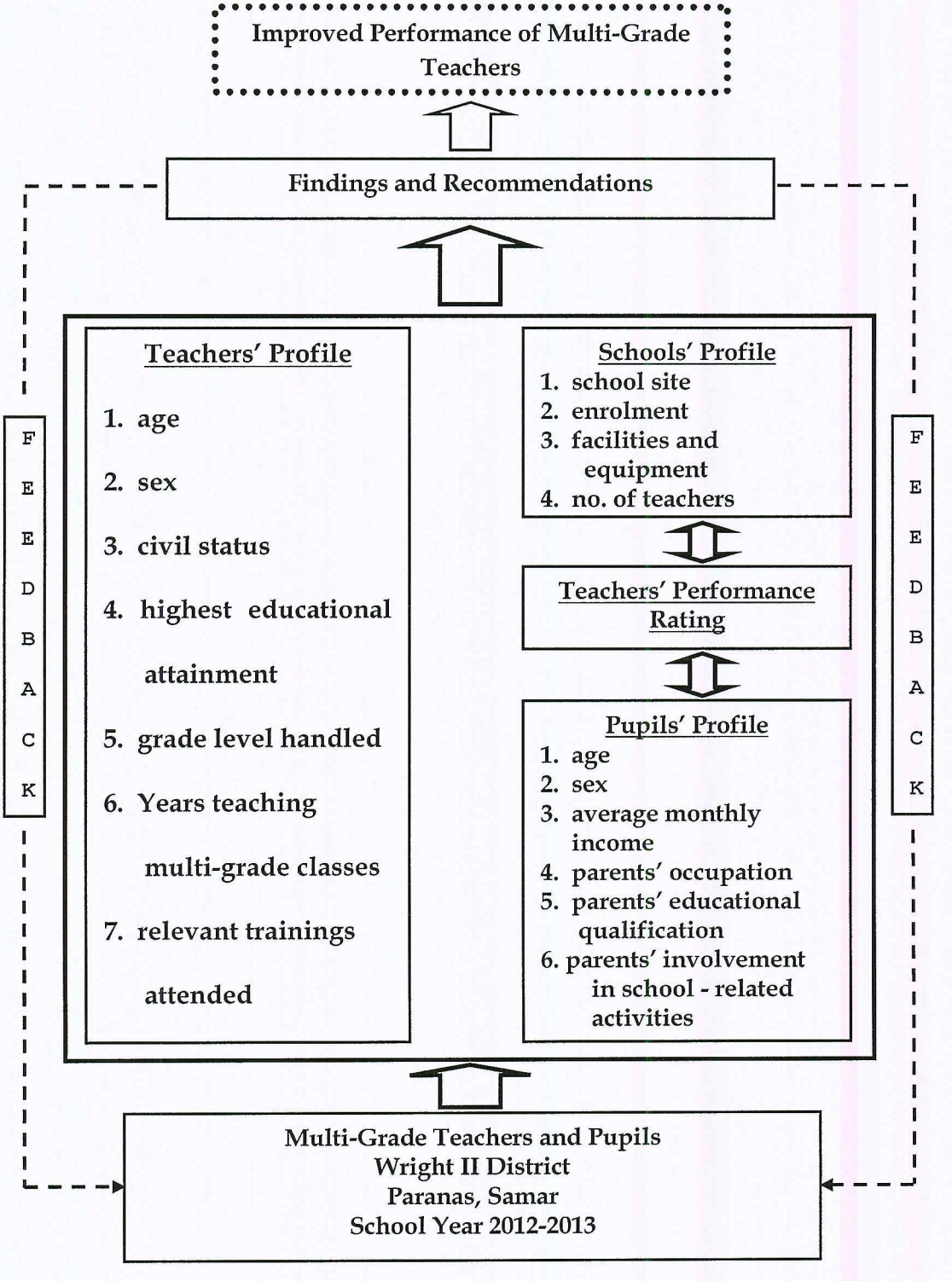

Figure 1. Conceptual Framework of the Study

income, parents' occupation, parents' educational qualification, and parents' involvement in school-related activities. The box containing teacher-respondents' performance rating is connected to the other three boxes by two-way arrows indicating correlational analysis was performed. This big frame enclosing the variables is connected to an upper box representing the results and findings of the study. This same box is connected by a broken arrow to the base of the schema indicating the feedback mechanism. It is again connected to an upper frame representing the ultimate goal of the study which is improved performance of multi-grade teachers.

Scope and Delimitation

The study determined the factors that affect the performance of the multi-grade teacher-respondents in relation to teacher-respondents' profile, school-respondents' profile and pupil-respondents' profile of multi-grade teachers and pupils factor which categorized into pupil-related include age, sex, average family income per month, parents' educational qualification, parents' occupation, family/home support, parents educational attainments, and parents in involvement in school-related activities of Wright II - San Jose de Buan District.

The researcher employed Grade III to Grade VI with multi-grade classes as pupil-respondents whose result in the NAT could suggest to the making

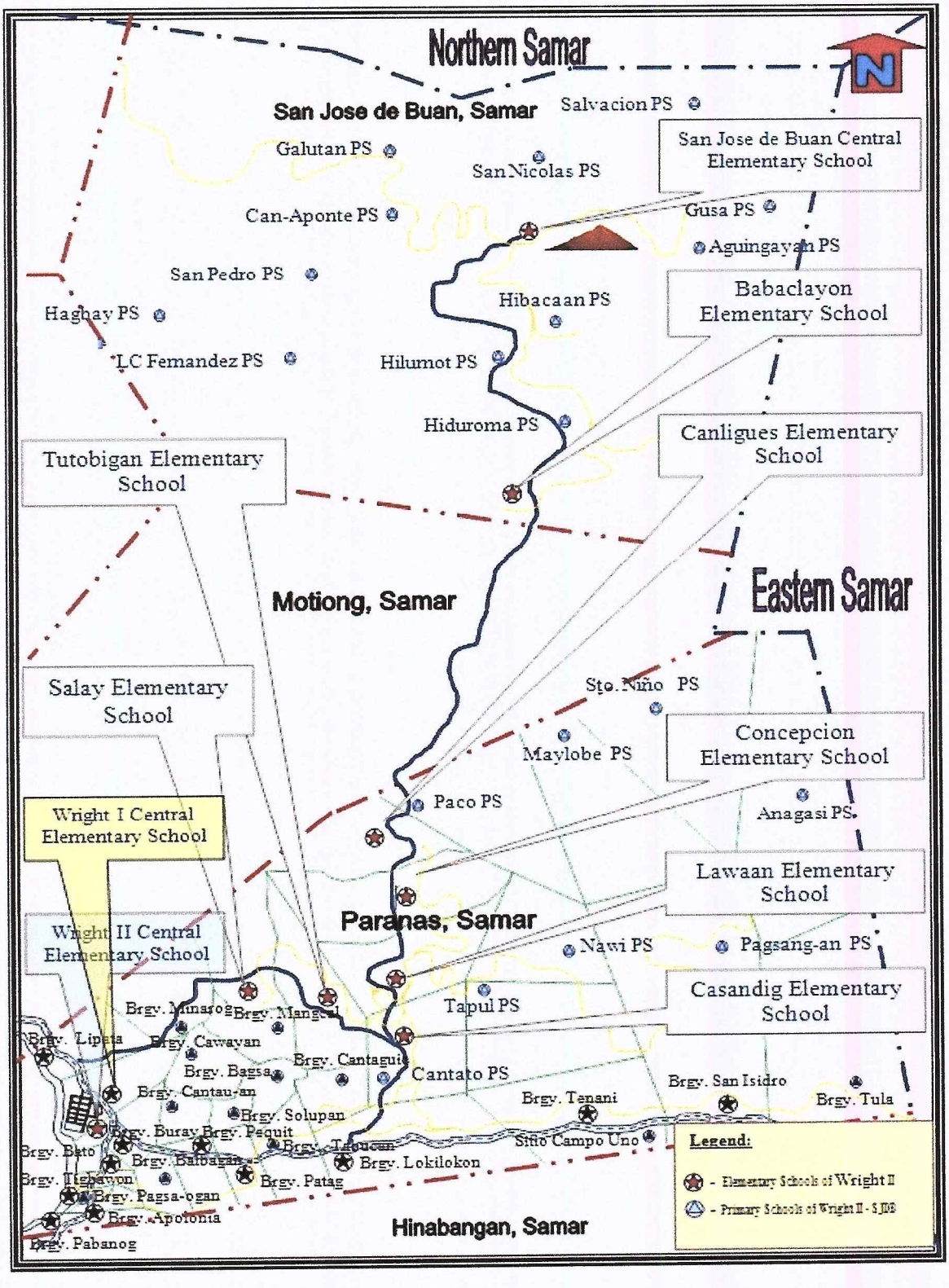

Figure 2. Map of the District of Wright II – San Jose de Buan

of intervention plan, and in as much that children are still with the school for three more years so intervention plan can still be imposed on them to monitor the possible progress or efforts made and can hopefully raise their performance rating in the NAT III and NAT VI.

Questionnaire intended for the pupils and teachers was supplemented by documentary analysis (results of the NAT Grade-III and NAT) which were used to gather the needed data among Grade III and Grade VI pupils of the 20 multi-grade schools in the district of Wright II – San Jose de Buan, Paranas, Samar. (See Figure 2, map of the District of Wright II –San Jose de Buan)

It is delimited to the factors affecting NAT performance focused on multi-grade classes and teacher-pupils related factors. It also dealt on the academic performance of the learning areas for multi-grade classes and instruction.

The study was conducted during the school year 2012-2013.

Significance of the Study

The researcher believes that the result of this study would be beneficial to the pupils, teachers, school administrators and future researchers.

Pupils. The findings of this study would bring out more available elementary grade programs, materials and support from local and outside citizens, who shall be convinced of the importance and the necessities of multi-grade schools.

Teachers. The result of this study would help the multi-grade teachers especially to be aware of the significant role they play in educating children from remote areas.

Parents. From this study, parents may come to know about their children's ability or inability to learn. They would somehow give or pay attention to their children's education and activities at home. And thus, gather from them the strongest support, morally, socially and financially.

School administrators. The findings that will be generated in this study would be helpful to the administrators as it serves as the basis for them to have close monitoring if the teachers can attain the learning needed by the pupils and enhance the implementation of multi-grade instruction.

Future researchers. The findings of this study would give information to the future researchers who are interested in investigating deeply into multi-grade teaching. It would also serve as a guide to the content validity, reliability of the ideas presented on the study which will be conducted.

Definition of Terms

The following terms are defined conceptually and/or operationally for easy reference and understanding of the study.

Academic performance. This refers to a set of standard measurement of the achievement level for particular academic subject areas being evaluated. In this study it refers to the NAT results of the Grade III and VI multi-grade classes.

Facilities and equipment. Facilities refers to the buildings established within the school plant. Equipment refers to the tools used in the school especially for learning purposes such as computers, garden tools, and science apparatuses. These are things or materials used to support the teacher-respondents in day to day school activities as enumerated in the questionnaire.

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

Multi-grade teachers. This refer to the teachers who handles two or multiple classes with different levels of learners in a classroom especially suited for small group of learners. In this study the term refers to elementary teachers handling multi-grade classes of Wright II - San Jose de Buan District, Paranas, Samar.

Multi-grade parents. This refers to the mothers of elementary grade whose pupils are under the multi-grade classes.

Parent involvement. These are activities occurring between a parent and child, between a parent and teacher, and between a pupil and a teacher that may contribute to the child's educational development (Lee and Croninger, 2004). In the present investigation, the same definition is used as determined by the research instrument.

Performance. This term refers to the accomplishment of a given task measured against preset known standards of accuracy, completeness and

effectiveness (Pardini, 2005). As used in this study, it refers to the performance rating done by teacher-respondents' supervisors.

Pupil-related. This term refers to pupil-respondents' profile variates considered such as age, sex, average monthly family income, parents' occupation, parents' educational qualification and parents' involvement in school-related activities considered as factors that could influence teacher-respondents' teaching performance.

School-related. This term refers to the school site, enrolment, adequacy of facilities and equipment and number of teachers considered as factors that could affect the performance of teacher-respondents.

School site. This refers to the barangay and the topography of the barangay where a particular school is located. This means also as school plant.

Teacher-related. This term refers to teacher-respondents' age, sex, civil status, highest educational attainment, grade level handled, years teaching multi-grade classes and relevant trainings attended considered as factors that could affect their teaching performance.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter deals with the review of conceptual and research literature from books, periodicals, research, journal and master's theses which helped the researchers in conceptualizing the present study.

Related Literature

The term 'multi-grade teaching' generally refers to a teaching situation where a single teacher has to take responsibility for teaching pupils across more than one curriculum grade within a timetabled period (Pratt, 2006:112). Schools with multi-grade classes are referred to as multi-grade schools.

Multi-grade teaching is referred to variously in the literature as 'multilevel,' 'multiple class,' 'composite class,' 'vertical group,' 'family classes,' and, in the case of one-teacher schools, 'unitary schools' (Little, 2006: 213). It is to be distinguished from mono-grade teaching in which students within the same grade are assumed to be more similar in terms of age and ability.

However, substantial variation in ability within a grade often leads to "mixed-ability" teaching. There can also be wide variations in age within the same grade, especially in developing countries, where the age of entry to school varies and where grade repetition is common. This condition of "multi-age within-grade" teaching appears not to have generated such universal recognition,

perhaps because it occurs more often in developing than in developed countries. When references to multi-age teaching occur in the literature they usually describe educational settings in North America, where, because age and grade are congruent, the term is used synonymously with multi-grade teaching.

In most of the world's education systems, formal education is expected to be imparted in a mono-grade teaching environment, where one teacher is responsible for a single curriculum grade within a timetabled period. Although this is the general norm, in many countries in the world there are schools in which all classes function as multi-grade classes. These schools are called "fully multi-grade schools". In some other schools only some of the classes function as multi-grade classes while others function as mono-grade classes. These are called as "partially multi-grade schools".

Multi-grade classes exist in many countries and the incidence of multi-grade teaching in primary schools is unknown, but it may be larger than many think. In a UNESCO (UNESCO, 1989) conference on multi-grade classrooms collected information from its participants on several Asian countries revealed that large sized countries like the Republic of China and India have reported as many as 420,000 and 327,000 schools practicing multi-grade teaching, respectively. Forty percent of the schools in the Northern territory of Australia, 8% in the Philippines, about 20,000 schools in Indonesia and 1540 schools in Malaysia have multi-grade classrooms.

According to Berry (2006), there are three important reasons why multi-grade teaching may occur in both developed and developing countries. First, multi-grading is often associated with 'small' schools in remote and sparsely populated areas like the Philippines. In such schools, there may be only one, two or three teachers, yet they offer a complete cycle of primary education. If that cycle consists of eight grade levels, then each of these teachers must deal with multi-grade classes. These 'small' schools are also sometimes referred to as 'multi-grade' schools. Multi-grade schools have attracted attention in the developing country context because of their potential to increase primary school participation rates. By bringing the school closer to the community, they encourage more children, especially girls, into school.

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

Third, multi-grade teaching may be a deliberate response to educational problems. In developed countries, this is linked to the multi-age perspective.

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

On the other hand, Little (2004) said that multi-grade teaching arises in one or more of the following schools: (i) of low population density; (ii) with clustered classrooms spread across in different locations; iii) student and teacher numbers are declining; (iv) in areas of population growth and school expansion; (v) in areas where parents send their children to more popular schools; (vi) in which the number of learners admitted to a class exceed official norms on class size; vii) in which one or more teacher moves with nomadic and pastoralist learners spanning a wide range of ages and grades; viii) in which teacher absenteeism is high and supplementary teacher arrangements are non-effectual or non-existent; (ix) in which the official number of teachers deployed is sufficient to support monograde teaching but where the actual number deployed is less (for a variety of reasons); and (x) in which learners are organized in multi-grade rather than monograde groups, for pedagogic reasons, often as part of a more general curriculum and pedagogic reform of the education system

Condition (x) underlines a distinction between multi-grade teaching that arises through *necessity* and *choice*. Conditions (i - ix) above arise through

necessity. The necessity arises from the characteristics of learners (i – vii) or teachers (viii – ix). Condition (x) is of a different nature altogether and reflects a choice made by policymakers and/or teachers about how to change and improve the quality of pedagogy.

Descriptions of multi-grade teaching settings often fail to indicate whether they have arisen through necessity or choice. This is unfortunate since the conditions that give rise to learning and teaching in multi-grade settings will themselves have an impact on the quality of the teaching-learning transactions. For example, if the numbers of learners per class group is very large, and teacher numbers few then parents' and teacher demands will, understandably be for more teachers.

In such conditions it is unlikely that a multi-grade pedagogy, however transacted, will be effective since it is not the pedagogy of choice. If, however, a multi-grade pedagogy has been chosen by the teachers of a school, in consultation with parents, and if the class size is perceived to be 'reasonable' then the quality of the transactions within the classroom are likely to be more effective.

The Philippines is a country of 90 million people distributed over more than 7,000 islands. Although the country is divided into 79 autonomous provinces with 1500 municipalities and 41,000 villages (*barangays*), all with elected officials, public services such as education remain highly centralized. Thus, there are disparities in education service delivery, with the more isolated

rural areas least likely to have public schooling. These are also the areas where poverty is highest.

The government of the Philippines is aware that the existence of large concentrations of poverty and low level of education is not only inequitable, but also poses a threat to social stability, investor sentiment, and economic competitiveness. Poverty reduction has been one of the country's highest priorities for over ten years. Despite government efforts, more than a fourth of the population remains in poverty.

Throughout the 1990s, the government has emphasized increasing coverage of primary education. According to the World Bank, participation in primary school increased from 92.70 percent in the 1995/1996 school year, to 97.00 percent in the 1999/2000 school year. As the government emphasized increasing coverage, the quality of education was not necessarily addressed with the same resources and attention.

As coverage increased, completion rates decreased. At the primary school level, completion rates went from 72.10 percent in the 1996/1997 school year to 69.30 percent in the 1999/2000 school year (World Bank Report, September 2002).

Although worsening economic conditions and social unrest in parts of the country contributed to lower completion rates, the lack of complete primary schooling in a region also denies children the possibility of completing primary school. Barangays without a public elementary school have been reduced from 4,234 in 1996/1997 to 1,612 in 2001/2002. However, the number of primary

schools that do not offer all grades remains high. Incomplete schools make up 29% of all schools in the Philippines. The highest percentages of incomplete schools are in Region VI, Region VIII, and The Autonomous Region of Muslim Mindanao. As many of the incomplete schools are multi-grade schools in isolated rural areas, an improvement in multi-grade schooling is seen as a strategy to allow children to receive a complete primary education.

Although schools with one teacher handling more than one grade have been common in the Philippines since at least the 1920s, the formal Multi-grade Program in Philippine Education (MPPE) was launched in 1993. MPPE has the objective of improving access to primary education by providing complete grade levels in all public elementary schools through the organization of multi-grade classes.

It also aims to improve quality by increasing teachers' abilities to work with more than one grade simultaneously through training and instructional materials. It legitimized multi-grade teaching as a national strategy to improve access to and quality of school in all areas of the country (Miguel and Barsage, 1997). It works in five areas: curriculum and materials development; staff development; physical facilities; community support; and research, monitoring and evaluation. It has developed a guide minimum learning competencies for multi-grade classes, a budget of work and lesson plan for multi-grade teachers to follow, a handbook for teachers and example lessons, as well as materials to be used at different grade levels within the same classroom and other instructional

materials such as a 100-book library, drill cards and other teacher-made materials. Some effort has also gone into preschool training in the form of a handbook for preschool teachers and a workbook for preschool pupils.

Many of the curriculum innovations for multi-grade schools were developed as part of the Multi-grade Demonstration Schools Project (1995-2000) carried out in partnership with UNICEF. The purpose of this project was to show that multi-grade teaching can be a viable alternative to single grade classes in areas where the uneven distribution of the pupil population make the establishment of regular monograde schools with a teacher for each of the six primary grades costly and inefficient.

The Multi-grade Demonstration School Project was carried out under UNICEF's fourth Country Programme for Children (CPC IV). Under the fifth CPC (1999-2004), UNICEF continues to support multi-grade schools within the framework of the Department of Education, Culture and Sports (DECS) Child-Friendly School System efforts.

This program focuses on better learning opportunities for children through the involvement of families and communities in promoting inclusive gender sensitive learning environments and effective methods. Multi-grade schools are also included in the UNICEF Infotech project that provides computers to schools.

Other projects undertaken by the MPPE include the Pupil Learning Enhancement Program (PLEP), the Little Red Schoolhouse Project, the Multi-

grade Teacher Achiever and the Best Practices by Teachers in Multi-grade Schools project. PLEP, which had assistance from the United Nations Development Program (UNDP), ran from 1996-2000. It focused on the development and printing of teaching and learning materials, the training of multi-grade teachers and school administrators, and creating partnerships of government, non-government and community based organizations to support improved school quality.

The program also had the assistance from Japan for the repair and construction of school facilities in pilot sites and Metrobank for the provision of a 100-book library. The Little Red Schoolhouse Project, which has assistance from the Coca-Cola Foundation Philippines, is providing adequately equipped three-room school buildings in 50 priority multi-grade schools in the country. The project includes construction of school buildings, one toilet facility in each room and a water system, the provision of classroom furniture such as tables and chairs, training of multi-grade teachers on innovative techniques, and a workshop on community involvement. The program builds on the materials and approaches developed in the Multi-grade Demonstration Project.

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Over the course of the project, 24 demonstration schools were established that provided models of effective teaching-learning strategies, school and classroom management processes and community participation in education. The project provided observation tours to Colombia for teachers and administrators to see the *Escuela Nueva* multi-grade program in that country and trained teachers through a series of workshops.

Schools were provided with supplementary instructional materials for pupils and teachers in the form of handbooks, a small library, and self-

instructional guides, and minimum facilities such as a water supply and toilet. Schools received furniture such as desks that could be easily moved for different activities in the classroom. The demonstration schools served as resource centers for other schools in their areas and the project generated more than 150 expansion schools by 1998. UNICEF continues to support multi-grade schools under its fifth Country Programme for Children (CPC V).

The Child-Friendly School focuses on better learning opportunities for children through the involvement of families and communities in promoting inclusive gender sensitive learning environments and effective methods. Multi-grade schools are also included in the UNICEF Infotech project that provides computers to schools.

Other projects undertaken by the MPPE include the Pupil Learning Enhancement Program (PLEP), the Little Red Schoolhouse Project, the Multi-grade Teacher Achiever and the Best Practices by Teachers in Multi-grade Schools project. PLEP, which had assistance from the United Nations Develop Program (UNDP), focused on the development and printing of teaching and learning materials, the training of multi-grade teachers and school administrators, and creating partnerships of government, non-government and community based organizations to support improved school quality. The Little Red Schoolhouse Project, which has assistance from the Coca-Cola Foundation Philippines, is providing adequately equipped three-room school buildings in 50 priority multi-grade schools in the country. In addition to the construction of

school buildings and the provision of classroom furniture, the project trains teachers and community members.

There is no doubt that in a graded system of education multi-grade teaching is more demanding than monograde teaching. Planning from the curriculum is more difficult because of the way in which it is structured, classroom management is more complicated because of the necessity of having more than one group on task at the same time, teachers may be required to write multiple lesson plans, and end of term tests have to be set for each grade level group.

The head teacher of a multi-grade school is also usually a class teacher, and this places greater demands on her time. Other staff members may have to fill a wider variety of duties than their counterparts in larger schools, including pastoral care. For these reasons, graded systems need to move in directions that support the multi-grade teacher, but also encourage more innovative teaching methods in the monograde classroom.

Alongside the perceived benefits for learners must be noted the perceived challenges posed by the multi-grade classroom for teachers. Recent studies of teachers in developing countries highlight their generally negative perceptions of multi-grade classes and multi-grade teaching. In a study of teachers in the Nuwakot and Kavre districts of Nepal, 50/56 teachers with experience of multi-grade teaching think that multi-grade teaching presents them with more difficulties than monograde teaching (Suzuki, 2006).

In the Peruvian Amazon multi-grade teachers perceive the monograde class as the desirable norm; the multi-grade as the 'second class' necessity. Teachers feel unprepared to work in multi-grade classrooms, judge that children don't 'get the same' as in monograde classrooms and report that they have insufficient educational materials to support learning in the multi-grade classroom. The isolated and isolating conditions of work and the poverty of the communities served by multi-grade schools reinforce teachers' negative attitude to the school (Ames, 2004).

In Sri Lanka attitudes of multi-grade teachers to multi-grade teaching are also generally negative. A recent piece of action research suggests that teachers' attitudes to multi-grade teaching become more positive once they realize that there are strategies that can be used to improve student achievement outcomes and lessen the teacher's burden of intensive lesson planning for several grades (Vithanapathirana, 2006).

In the Turks and Caicos Islands, teachers reserved their most negative comments for the burden of lesson planning imposed by the multi-grade classroom (Berry, 2001:562).

Given the negative attitudes held by many teachers towards teaching in multi-grade classrooms and the extent of multi-grade teachers, schools and classes several conditions need to be met in order to make learning and teaching in multi-grade settings beneficial for learners (Little, 2004).

Multi-grade teaching has the potential for increasing children's access to schooling and, if effectively implemented, enables their school experience to equal the quality provided in single-grade schools (Miller, 1994). However, the potential of the multi-grade approach is often compromised by such conditions as the inappropriate training of teachers, inadequate supply of materials, the tendency of teachers to rotate away from these classrooms after a brief tenure and negative beliefs.

In rural areas, schools are highly dependent on community support. The greater opportunities presented by agricultural work and the relatively more distant possibilities of modern sector employment make the intrinsic motivation to attend school weaker (Mulkeen and Higgins, 2009:25).

In addition, remote rural schools tend to be more dependent on their communities for practical support, including the provision of food for teachers, support for maintenance of infrastructure, and protection of facilities from theft or vandalism. By the nature of their location and size, multi-grade schools tend to have greater opportunities for close relationships with communities.

The success of multi-grade schools depends to some extent on their acceptance by the community. If parents and the community perceive the school as an inferior form of provision of education, they are less likely to encourage attendance, or to support the school. Conversely, where parents see multi-grade schools as an opportunity for greater education for their children, the small size

of multi-grade school may facilitate closer community relationship than in larger monograde schools.

In some schools, however, parents were less supportive. Some saw multi-grade teaching as a lower quality provision, and campaigned for additional teachers (Brown and Martin, 2003:12). One of the factors that seemed to be associated with the greater acceptance by parents was the manner in which the multi-grade teaching had been introduced. In the most successful cases, the multi-grade school had replaced either absence of a school, or a less satisfactory form of school such as an incomplete school. The multi-grade approach had been explained to parents, and they were familiar with how it was expected to work.

Along this line, teachers communicate frequently with parents. Holding a parent information meeting early in the year helps inform parents of classroom expectations, goal setting, and curricula. These meetings provide opportunities to suggest ways in which parents can support the learning community.

On the other hand, pupils may play a role in parent-information meetings, deciding what is important for their parents to know about their classroom community, including aspects such as personal learning goals, collaborative group work, project work, quality work, portfolios, classroom reading continua, book talks, and science clubs (Hill and Hill, 2005:42).

Teachers who involve pupils in weekly exchanges of information also create opportunities for both pupils and parents to reflect on learning.

Considering the experience of multi-grade teachers in other localities in the Philippines and in other countries, the present study sought to determine the factors that influence multi-grade teachers' performance in Wright II District.

Related Studies

The researcher also peruses through some related studies to dig up ideas and to avoid duplication of work, and presented below.

Odevilas (2004) conducted a study about the academic performance of Multi-grade and Mono-grade Classes: a Comparative Study. Used the descriptive survey method of study to enable to found out the level of academic performance of the multi-grade classes in all learning areas of discipline in the elementary level in the district of Hinabangan, Samar. The instrument used was in form of a written test or evaluation to measure achievement performance in Grade I to Grade VI. Based on the findings of this study, it was found out the following: the problems which were related to teaching instruction which can be addressed in its external factors that affects the performance of the multi-grade classes and can be given immediate response of the concern authorities.

The study of Odevilas was related to present study in the sense that both studies focuses and inline to multi-grade instruction. Although it differs in the focus the cited study dealt with performance in comparison of multi-grade and mono-grade classes in the elementary level whereas, the present study focus on the factors that affects the performance of the MG Teachers and also it differs in

the locale field of study. The above sighted study was conducted at the Municipality of Hinabangan while the current study was conducted in the Municipality of Paranas and San Jose de Buan.

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

The foregoing study is related to the present study because both studies focused on teachers' perception about multi-grade teaching. However the two differed since the present is a local study while the former is a foreign study.

Schroeder (2006) conducted entitled "The Occurrence and Impact of Parental Involvement on Child Outcomes for Children Participating in an After-School Program." The study investigated the association between different types of parent involvement and child outcomes as reported by 116 children, 109 parents of children, and 137 teachers of children who participated in a K-6 after-school program during the 2004-2005 academic year in one rural Midwestern county. Results indicated that teachers tended to report School-Based parent involvement as related to more positive child outcomes at both time points, whereas parents reported higher School-Based and Home-School Conferencing

as related to less positive child outcomes, particularly earlier in the school year. Parent involvement did not increase or decrease from Time 1 to Time 2. Regression analyses revealed that increases in parent-rated total parent involvement over time significantly predicted more child competence behaviors over time, while increases in teacher-rated School-Based parent involvement over time significantly predicted more child competence behaviors and fewer child problem behaviors over time. The implications of these results are discussed.

The former study is similar to present study simply because both studies are concerned with parental involvement on the learning outcomes of pupils. However, the two studies differed in some variables. The present study will determine the association between parental involvement and academic performance of their children while the study of Schroeder was concerned with the impact and occurrence of parental involvement in the learning outcomes of pupils.

A study was conducted by Broome (2006) "Teaching Art in a Multi-Age Elementary Environment." This study was an exploration into the qualities that characterize visual art teaching in selected school sites containing multi-age models of elementary instruction within public school districts from the State of Florida. A written survey was mailed to all of the elementary level multi-age art educators in Florida's public school systems that were located through the use of a snowball sampling technique. The surveys were used as a way to collect broad

contextual information on the practices and perceptions of the identified art teachers. The results of data analysis showed that most multi-age art teachers did not play a large role in the organizational structure of their multi-age art classes in comparison to the decisions of homeroom teachers. The surveyed art teachers were shown to be very diverse in terms of their descriptive backgrounds. The art teachers' most common characteristics included that most of them had not received multi-age training and almost none of them had been given a choice as to their willingness to participate in non-graded art instruction.

The study of Broome is similar to present study in the sense that both studies pertain to multi-grade teachers. Basically, the two studies differed in terms of research locale and research design. The study of Broome was conducted abroad while the present study is a local one. Moreover, the study of Broome focused more on arts teachers unlike the present study which will involve all multi-grade teachers.

A study entitled "Correlates of Reading Achievement of Grade One Pupils in Wright 1 District" was conducted by Cabadsan (2009). The study determined the factors related to the Philippine Informal Reading Inventory (Phi-IRI) reading performance of grade I mono-grade and multi-grade classes in Wright I District, Samar Division during school year 2008-2009. Results of the study revealed no significant difference in reading performance between monograde pupils and multi-grade pupils under the frustration, instructional and independent categories unlike in the non-reader category. Furthermore, findings revealed

that mono-grade pupils' reading performance under frustration and instructional class type category were significantly related to their attitude towards schooling; study habits; fathers' and mothers' educational attainment; and parents' monthly income.

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

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

The study of Dolmina is similar to the present study since the studies focused multi-grade teachers. The study of Dolmina and the present study

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

Yusuft, et, al., (2010) entitled "Achievement of Multi-grade Teaching on the Basic School Pupils in Patigi Emirate, Nigeria: Teachers' Perception," Using a descriptive survey method involving 220 teachers in Patigi Emirate, Negeria, found out that: the teachers at the Basic Education level had low positive perception of the effect of multi-grade teaching on the pupils' performance in basic schools but a higher perception of the organizational effectiveness of multi-grade teaching. Based on the findings, it was recommended that the basic school teachers will undergo refresher courses, seminars and workshops on multi-grade teaching that will improve their dispositions and expose them to new innovations in the pedagogy. Multi-grade instructional approach, techniques of communication skills and inquiry related strategies including organizational skills needed for effective use of the strategy should be integrated into basic methodology courses taught in teacher education programs.

The cited study of Yusuft relates with the current study for it delved with multi-grade teachers. The sighted study focused on the multi-grade teacher's Perceptions while the current study focused on the multi-grade teacher's performance. Another both study differs in the locale of study the above sighted study was conducted in foreign land while the current study was conducted in the locality of Samar Province.

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

The study of Ruiz relates to the current study in the sense that it involved multi-grade teachers and their instructional capacity. But it differs in the factors of comparisons the sighted study delved in the teacher's factors and performance of the pupils while the current study was on the Teacher's performance. It also differs in the locale of study the sighted study was conducted in Baybay City Division, Leyte while the current study in the Municipality of Paranas and San Jose de Buan, Samar.

The study of Kamel, (2012) entitled "Multi-grade Education: Application and Teacher Preparation in Egypt," the research study falls within the realm of

exploratory work on a particular mode of delivering education. It aims to explore the rationale and implications of multi-grade education both globally and nationally. It focuses more closely on the teacher preparation processes. The study looks at the general global perspective regarding this kind of education and its best practices. It sheds some light upon its assets in addition to the challenges involved. This research strives to examine the various forms of application of multi-grade schooling in Egypt and the teacher preparation programs involved in the process.

Thus, as the results of the study found out that: there were in need of school building and facilities and relocation is suggested for new buildings and facilities to be constructed to be more conducive in learning environment.

Absenteeism is also a factor that was observed among schools due to family financial needs that students engage in helping parents in their livelihood during market days. Thus, it also found out low enrolment rate to this effect, another is that the school does meet the social needs of the community that may cause also to the drop-out rate among students in their preparatory stage of schooling. It is suggested that market day schedules should be realigned and the holidays that were affecting school days.

On the part of the teachers the lack of preparedness in multi-grade instruction is significant and that pre-service training must be given focus, and trainings, in-seminars and workshops to the multi-grade pedagogy. Officials were suggested to take consideration on their preparatory or readiness on

teaching profession and must meet the teaching standard and qualifications in hiring. In respect also that the teachers, they should be given a time for their professional growth in term of salary and academic studies.

Furthermore, it suggested that administrators should find healthy environment in school, and teachers with respect to professional development and practices in consonance to the upliftment of patriotism and nationalism among students.

The cited study of Kamel relates with the current study for it delved with multi-grade education. The sighted study focuses more closely on the teacher preparation processes. The study looks at the general global perspective regarding this kind of education and its best practices while the current study focused on the multi-grade teacher's performance. Another both study differs in the locale of study the above sighted study was conducted in foreign land Cairo, Egypt, while the current study was conducted in the locality of Samar Province.

Another recent study of Paragas, (2012) entitled "Akademikong Perpormans sa Filipino ng mga Mag-aaral sa mga Multigradong Klase," used a descriptive survey in the study involving pupils in elementary grade level at the Municipality of Matuguinao multi-grade schools. Used Filipino language as a medium language in the conduct of study in the locality of the Province of Samar as mentioned above. A written test with questionnaire were used as a tool to gather the needed data and gauge the academic performance of the pupils in

Filipino focused on the four macro-skills in communication such as: listening, speaking, reading and writing of the multi-grade schools.

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

Furthermore, it was suggested that all teachers handling multi-grade classes per se also must be equipped with the timely pedagogical approaches and communication skills to suit the needed level of the pupils in the elementary multi-grade classes.

The study of Paragas is related to the present study in the sense that it focus also to the multi-grade classes. Although, it centered on the performance of the pupils in relation to the used of Filipino language in the four macro skills and in the other learning areas using Filipino language as a medium of instruction in multi-grade classes. Whereas, the current study focus on the mentor side of performance which handles multi-grade classes. It also differs in

the locale of study, the sighted study of Paragas was conducted in the Municipality of Matuguinao whereas, the present study

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

Chapter 3

METHODOLOGY

This chapter presents the research design employed in the study including the instrumentation, sampling procedure, data gathering procedure and statistical treatment.

Research Design

The study employed descriptive-correlational since the study aimed to determine the profile of teacher-respondents, pupil-respondents and school respondents. Data were gathered using two sets of questionnaires. One for teacher-respondents and another one for pupil-respondents.

The descriptive method was used in describing the demographic profiles of the teacher-respondents, pupil-respondents, school-respondents and teacher-respondents performance.

Correlational analysis was employed in order to determine the significant relationship between teacher-respondents' performance rating with pupil-respondents' profile; teacher-respondents' profile; and school-respondents' profile.

Further, the study employed both descriptive and inferential statistical tools as follows: frequency, percentage, mean, weighted mean, Pearson Product Moment Correlation, and Fisher's t-test.

Instrumentation

The study employed two sets of questionnaire - one for teacher-respondents and the other one for pupil-respondents as its main data-gathering tool.

For teacher-respondents, Part 1 solicited data regarding teacher-respondents' profile such age, sex, civil status, highest educational attainment, grade level handled, years teaching multi-grade classes, relevant trainings attended, and performance rating for the last three school years (2009-2010, 2010-2011, 2011-2012). Part II solicited information regarding the profile of the school-respondents such as name of school, school site, NAT performance, number of enrollees for school year 2011-2012 and facilities, and equipment available.

For pupil-respondents, Part I solicited information such as age, sex, average monthly family income, parents' occupation, parents' educational qualification, parents' involvement in school-related activities and No grades in English, Mathematics, Science, Filipino, and HEKASI. Part II contained ten statements intended to measure the perception of pupil-respondents regarding parental involvement of their parents. Each statement was responded using the following scales: 5 = Very Satisfactory (VS), 4 = Satisfactory (S), 3 = Fair (F), 2 = Poor (P) and 1 = Very Poor (VP). Moreover, the statements were translated into vernacular during the actual data collection.

Validation of Instrument

Only Part II of the pupil-respondents' questionnaire have undergone content validation. Content validation was done by panel members during the pre-oral presentation.

Sampling Procedure

The study employed total enumeration of teacher-respondents due to limited population. It only involved thirty one multi-grade teachers composed of five males and twenty six females. The schools where the teacher-respondents were assigned were obtained from the Division of Office of Samar.

On the other hand, Sloven's formula was employed to determine the sample size. A total of 375 pupil-respondents were identified out of a total population of 1,185. After determining the sample size, stratified random sampling was employed to select the actual respondents according to grade level and sex.

Data Gathering Procedure

The researcher drafted a letter addressed to the DepEd Superintendent of Samar Division, Catbalogan City to allow her to conduct the study. The researcher sought the assistance of the teacher-respondents themselves to administer and retrieve the questionnaires to the pupil-respondents with proper instruction on how to administer the questionnaire.

Statistical Treatment of Data

After gathering the necessary information, data were organized, tallied, analyzed and interpreted using the appropriate statistical measures and procedures.

Frequency Count. This statistical tool was employed in reporting the profile of the teacher-, pupil- and school-respondents.

Percentage. This statistical tool was used in presenting the proportion of teacher-, pupil- and school-respondents having the same profile variates, respectively.

Mean. This statistical measure was utilized to determine the quantitative characteristics or profile of respondents.

Weighted Mean. This was used to express the collective perceptions of the pupil-respondents as to parent involvement as follows:

Range	Interpretation
4.51 – 5.00	Very Satisfactory (VS)
3.51 – 4.50	Satisfactory (S)
2.51 – 3.50	Fair (F)
1.51 – 2.50	Poor (P)
1.00 – 1.50	Very Poor (VP)

Pearson Product Moment Coefficient Correlation. This statistical tool was used to determine the relationship between teacher-respondents'

performance rating and their profile variates serving as teacher-related factor; pupil-respondents' profile; and school-respondents' profile.

The degree of relationship was interpreted using the information given below:

Range	Interpretation
0.00	No Correlation
±0.01 - ±0.20	Negligible
±0.21 - ±0.40	Low or Slight
±0.41 - ±0.70	Moderate
±0.71 - ±0.90	High
±0.91 - ±0.99	Very High
±1.00	Perfect

Fisher's t-test. This was used to test the significance of relationship between paired variables.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

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

Profile of Teacher-Respondents

This section discusses the profile of the teacher-respondents in terms of their age, sex, civil status, highest educational attainment, grade level handled, years teaching multi-grade classes, and relevant trainings attended.

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

Of the thirty one teacher-respondents, five or 16.00 percent are males while 26 or 84.00 percent are females. Of this number of respondents, the oldest is aged 50 years old at one or 3.20 percent. This is followed by one or 3.25 with age of 42 years, then one or 3.20 percent having age of 38 years old.

The youngest of the teacher-respondents is 22 years old female at one or 3.20 percent. This is followed by another one female or 3.20 percent with age of 23 years. The rest of the respondents have age within the 24 to 37 years old range. The mean age of the respondents is 30.68 years which means that majority were in their middle age as supported by a standard deviation of 5.97 years.

Table 1

Age and Sex Distribution of Teacher-Respondents

Age (years)	Sex				Total	
	Male		Female		F	%
	f	%	f	%		
50	-	-	1	3.2	1	3.2
42	1	3.2	-	-	1	3.2
38	-	-	1	3.2	1	3.2
37	-	-	1	3.2	1	3.2
35	-	-	3	9.7	3	9.7
34	1	3.2	1	3.2	2	6.5
33	-	-	2	6.5	2	6.5
32	-	-	2	6.5	2	6.5
30	1	3.2	2	6.5	3	9.7
29	1	3.2	1	3.2	2	6.5
28	-	-	2	6.5	2	6.5
27	1	3.2	2	6.5	3	9.7
26	-	-	2	6.5	2	6.5
25	-	-	3	9.7	3	9.7
24	-	-	1	3.2	1	3.2
23	-	-	1	3.2	1	3.2
22	-	-	1	3.2	1	3.2
Total	**5**	**16.0**	**26**	**84.0**	**31**	**100**
Mean	**32.40**		**30.35**		**30.68**	
SD	**5.94**		**6.03**		**5.97**	

Civil status. The civil statuses of the teacher-respondents are shown in Table 2.

Of the thirty-one teacher-respondents, 16 or 51.60 percent are married while 15 or 48.40 percent are still unmarried or single.

Table 2

Teacher - Respondents' Civil Status

Civil Status	Frequency	Percent
Single	15	48.4
Married	16	51.6
Total	**31**	**100**

Educational qualification. Table 3 presents the distribution in terms of teacher-respondents' educational qualification.

As depicted in Table 3, 14 or 45.20 percent of the 31 teacher-respondents have earned units in masteral degree with 11 or 35.50 percent of them are baccalaureate degree holders. Five or 16.10 percent have already earned their master's degree while one or 3.20 percent have earned units in the doctoral program.

Table 3

Teacher-Respondents' Educational Qualification

Educational Qualification	Frequency	Percent
PhD/EdD/DA units	1	3.2
MA/MAed/MS Graduate	5	16.1
with MA/MAEd units	14	45.2
Baccalaureate (BS/AB)	11	35.5
Total	**31**	**100.00**

Grade level handled. Table 4 presents the grade level handled by teacher-respondents.

Teaching Experience. Table 5 shows the distribution of respondents in terms of their teaching experience.

It can be gleaned from the table that the longest teaching experience is 120 months by one or 3.2 percent of the teacher-respondent. This is followed by another one or 3.20 percent of the respondents at 96 months.

Table 4

Grade Level Handled by Teacher-Respondents

Grade Level	Frequency	Percent
Kinder, 1, 2, and 3	6	17.6
Kinder, 1,2, 3, and 4	6	17.6
1 and 2	3	8.8
1, 2, and 3	5	14.7
1, 2, 3, and 4	2	5.9
3 and 4	4	11.8
4, 5, and 6	2	5.9
5 and 6	3	8.8
Total	**31**	**100**

On the other hand, the shortest years of teaching experience is four months with one or 3.20 percent of the respondents.

The mean years in the teaching service is pegged at 30.23 month with standard deviation of 26.79 months.

Table 5

Teacher-Respondents' Teaching Experience

Teaching Experience (months)	Frequency	Percent
120	1	3.2
96	1	3.2
72	1	3.2
48	5	16.1
36	2	6.5
32	1	3.2
28	1	3.2
24	7	22.6
12	6	19.4
8	1	3.2
7	1	3.2
6	6	9.7
4	1	3.2
Total	**31**	**100**
Mean	**30.23**	**-**
SD	**26.79**	**-**

Relevant training attended. Table 6 presents the in-service training attended by the teacher-respondents.

Table 6

Teacher-Respondents' Relevant Trainings Attended

Level/Number of Hours	Frequency	Percent
Regional		
120	1	3.2
40	2	6.5
24	3	9.7
None	25	80.6
Total	**31**	**100.00**
Mean	**8.77 hrs**	**-**
SD	**23.76 hrs**	**-**
Division		
24	9	29.0
None	22	71.0
Total	**31**	**100.00**
Mean	**6.97 hrs**	**-**
SD	**0.25 hrs**	**-**
District		
24	1	3.2
16	1	3.2
None	29	93.6
Total	**31**	**100.00**
Mean	**1.29 hrs.**	**-**
SD	**5.10 hrs.**	**-**

On the regional level, one or 3.20 percent of the respondents attended an in-service training with a duration of 120 hours. Two or 6.50 percent at 40 hours and three or 9.7 at 24 hours. The mean hour of attendance is 8.77 hours with a standard deviation of 23.76 hours.

At the division level, only nine or 29.00 percent of the teacher-respondents have attended an in-service training of 24 hours. The mean hour of in-service training attendance at this level is 6.97 hours with a standard deviation of 0.25 hour.

At the district level, the longest in-service training attended is 24 hours attended by one or 3.20 percent of the teacher-respondents. Next is 16 hours attended by one or 3.20 percent of the respondents. The mean hour is pegged at 1.2 hours with a standard deviation of 5.10 hours.

Profile of Pupil-Respondents

In this section, the profile of the pupil- respondents is discussed such as age, sex, average monthly family income, parents' occupation, parents' educational qualification and parents' involvement in school-related activities.

Age and sex. Table 7 reflects the distribution of age and sex of the pupil-respondents.

Entries of the table reveal that the oldest age is 13 years old corresponding to two girls and three boys for a total of five or 1.30 percent. The youngest are 6 years old composed of 21 boys and 27 girls for a total of 48 or 12.80 percent.

Table 7

Age and Sex Distribution of Pupil-Respondents

Age	Sex		Total	Percent
	Boys	Girls		
13	2	3	5	1.3
12	12	10	22	5.9
11	19	16	35	9.3
10	31	24	55	14.7
9	32	37	69	18.4
8	36	40	76	20.3
7	32	33	65	17.3
6	21	27	48	12.8
Total	**185**	**190**	**375**	**100.00**
Percent	**49.3**	**50.7**	**100**	**-**
Mean	**8.73**	**8.49**	**8.61**	**-**
SD	**1.79**	**1.88**	**1.34**	**-**

Of the total 375 pupil-respondents, there are more boys at 190 or 49.30 percent, compared to 185 or 50.70 percent girls.

It is also evident in the table that the mean age of the respondents is pegged at 8.61 years with a standard deviation (SD) of 1.34 years.

Monthly family income. Shown in Table 8 is the distribution of pupil-respondents' parents average monthly family income.

As reflected in the table, 353 or 94.20 percent of the respondents' have the lowest average monthly family income of within the ₱ 1,001.00 to ₱ 2,000.00. Two or 0.5% with average monthly family income of ₱ 4,001.00 to to ₱ 5,000.

Table 8

Monthly Income of the Pupil-Respondents' Parents

Income in Pesos (₱)	Frequency	Percent
4,001.00 - 5,000.00	2	0.5
3,001.00 - 4,000.00	1	0.3
2,001.00 - 3,000.00	19	5.0
1,001.00 - 2,000.00	353	94.2
Total	**375**	**100**
Mean	**₱ 1,387.20**	
SD	**₱ 519.10**	

For the family income ranging ₱ 3,001.00 – ₱ 4,000.00 was only one or 0.30 percent and family income ranging from ₱ 2,001.00 – ₱ 3,000.00 were 19 or 5.00 percent. The mean average monthly income is ₱ 1,387.20 which shows that the respondents were majority low income which indicated in the standard deviation of ₱ 519.10.

Parents' occupation. Presented in Table 9 is the distribution of parents' occupation. Of the 375 parents, 366 or 97.60 percent of the fathers while 284 or 75.70 percent of the mothers were engaged in farming. One each or 0.30 percent of the fathers are into business and soldier. On the other hand, two or 0.50 percent of the mother were teachers, and another one or 0.30 percent a vendor.

Moreover, seven or 1.80 percent of the fathers and 88 or 23.50 percent of the mothers did not indicate their occupation.

Table 9

Distribution of Parents' Occupation

Occupation	Father		Mother	
	Frequency	Percent	Frequency	Percent
Farmer	366	97.6	284	75.7
Businessman	1	0.3	-	-
Soldier	1	0.3	-	-
Teacher	-	-	2	0.5
Vendor	-	-	1	0.3
Not Specified	7	1.8	88	23.5
Total	**375**	**100.00**	**375**	**100.00**

Parents' educational qualification. Presented in Table 10 is the distribution of educational qualifications of the pupil-respondents' parents. Among the highest and the lowest parent's educational attainment majority of the respondents' fathers and mothers obtained only the elementary level at 248 or 66.10 percent and 233 or 62.10 percent, respectively. This is followed by 96 or 25.60 percent of the fathers and 105 or 28.00 percent of the mothers obtained elementary diploma, respectively. Only three or 0.80 percent of the fathers and

Table 10

Educational Qualification of Pupil-Respondents' Parents

Educational Qualification	Father		Mother	
	frequency	Percent	frequency	Percent
College Graduate	3	0.8	4	1.1
College Level	3	0.8	-	-
High School Graduate	1	0.3	4	1.1
High School Level	8	2.1	15	4.0
Elementary Graduate	96	25.6	105	28.0
Elementary Level	248	66.1	233	62.1
No Schooling	2	0.5	1	0.3
Not Specified	14	3.7	13	3.5
Total	**375**	**100.00**	**375**	**100.00**

four or 1.10 percent of the mothers obtained college degree. On the high school level only one or 0.30 percent of the father have graduated while on the mother side there were four or 1.10 percent who were able to graduate. Whereas, there were eight or 2.10 percent of the fathers' and 15 or 4.00 percent of the mothers' did not able to finish their high school level of education. Still other two or 0.50 percent of the father and one or 0.30 percent of the mother were able to

undergo schooling and furthermore 14 or 3.70 percent of the fathers as well as 13 or 3.50 percent of the mothers did not specified there educational attainments.

Parental involvement. Table 11 reflects the weighted means of the statements used to determine the perception of pupil-respondents regarding their parents' involvement in their schooling.

Table 11

Pupil-Respondents' Perception of Parents Involvement

Indicators	Weighted Means	Inter-pretation
1. My parent attends PTA meetings.	4.63	VS
2. My parent voluntarily go to school to help out.	4.14	S
3. My parent asks me about what I did in school.	3.84	S
4. My parent talks to my teacher before and after school.	3.92	S
5. My parents talk to me regarding my plans after high school.	3.30	F
6. My parents help me with my school work.	3.87	S
7. My parent helps out at school.	4.24	S
8. My parent goes to school events and other activities like book fairs, sports and plays, etc.	3.98	S
9. My parents follow school policies related to my schooling.	4.08	S
10. My parents encourage me to ask the teacher if I cannot understand the lecture.	3.48	F
Grand Mean	**3.95**	**S**

Legend:

4.51-5.00	Very Satisfactory	(VS)
3.51-4.50	Satisfactory	(S)
2.51-3.50	Fair	(F)
1.51-2.50	Poor	(P)
1.00-1.50	Very Poor	(VP)

Of the 10 statements, only one was rated by pupil-respondents as very 'satisfactory' parental involvement as supported by a weighted mean of 4.63 and this is statement 1 which says "My parent attends PTA meetings."

Seven statements obtained weighted mean ratings between 2.51-3.50 interpreted as 'satisfactory' parental involvement. These are the 2nd statement (My parent voluntarily go to school to help out) at 4.14, statement 3 (My parent asks me about what I did in school) at 3.84, statement 4 (My parent talks to my teacher before and after school) at 3.92, statement 6 (My parents help me with my school work) at 3.87, statement 7 (My parent helps out at school) at 4.24, statement 8 (My parent goes to school events and other activities like book fairs, sports and plays, etc.) at 3.98, and statement 9 (My parents follow school policies related to my schooling) at 4.08.

On the other hand, two statements obtained weighted mean ratings between 2.51-3.50 interpreted as 'fair' parental involvement. These are statement 5 (My parents talk to me regarding my plans after high school) at 3.30 and statement 10 (My parents encourage me to ask the teacher if I cannot understand the lecture) at 3.48.

Finally, overall perception of pupil-respondents regarding parental involvement is 'satisfactory with a grand mean of 3.95.

Profile of School-Respondents

This section discusses the profile of the schools in terms of location, enrolment, facilities and number of teachers.

Location type. Table 12 presents the distribution of the schools according to location type of the respondent schools within the scope of the study. Noticeable is that out of the 24 schools, 18 or 75.00 percent are located in the mountains and hinterlands that can be reach only by means of hiking and

Table 12

School Location Type

Type of School Location	Frequency	Percent
Carline	6	25.0
Mountainous/Hilly	18	75.0
Total	**24**	**100.00**

crossing rivers. Only six or 25.00 percent is located at the Carlines which are accessible by motorized transportations in the locality.

Enrolment. Presented in Table 13 is the enrolment trend of the different schools.

Table 13

Enrolment During School Year 2011-2012

Grade	Frequency	Percent
Kinder	128	9.1
Grade 1	269	19.1
Grade 2	275	19.5
Grade 3	375	26.6
Grade 4	213	15.1
Grade 5	83	5.9
Grade 6	65	4.6
Total	**1408**	**100.00**

About 375 or 26.60 percent are presently enrolled in grade three. Another 275 or 19.50 percent are in grade two, 269 or 19.10 percent are in grade one. Noticeable is the low enrolment in grades five and six at 83 or 5.90 percent and 6 at 65 or 4.60 percent, respectively.

School facilities and teaching materials. In Table 14 is the school profile in terms of facilities, equipment and instructional materials in terms of average number available per teacher-respondent.

Of the seven identified facilities commonly available in school, four were rated as 'adequate' such as classrooms, toilet, playground, and garden. Three facilities were rated as 'inadequate' like library, canteen and stage. However, it is quite surprising that each teacher have their own toilet and playground.

Table 14

School Facilities/Equipment/Instructional Materials in Terms of Average Number Available per Teacher-Respondent

Facilities/Equipment/IM	Average Number Available per Teacher	Remarks
A. Facilities		
1. Classroom	2	Adequate
2. Comfort Room/Toilet	1	Adequate
3. Library	0	Inadequate
4. Playground	1	Adequate
5. Canteen/Kitchen	0	Inadequate
6. Garden	2	Adequate
7. Stage	0	Inadequate
B. Equipment		
1. Chalkboard	2	Adequate
2. Tables	2	Adequate
3. Chairs/Desks	19	Inadequate
4. Bulletin Boards	5	Adequate
5. Learning Centers/Stations	0	Inadequate
6. Cabinets	0	Inadequate
Facilities/Equipment/IM	**Average Number Available per Teacher**	**Remarks**
C. Instructional Materials		
1. Textbooks/Reference/Books/ Workbooks	69	Adequate
2. Teacher-made materials	9	Adequate
3. Recyclable materials like sticks/straw/bottle caps	10	Adequate
4. Cut-out pictures	11	Adequate

Table 14 continued

Facilities/Equipment/IM	Average Number Available per Teacher	Remarks
5. Activity Cards	4	Inadequate
6. Poster	5	Inadequate
7. Puzzles	1	Inadequate
8. Globes	1	Adequate
9. Charts	4	Adequate
10. Maps	3	Adequate
11. Musical instruments	0	Inadequate
12. Sports equipment	0	Inadequate
13. Industrial arts tools	0	Inadequate
14. Atlas	0	Inadequate
15. Garden tools	0	Inadequate

In terms of equipment, three were identified as 'inadequate' and this are chairs or desks, learning centers and cabinets. Only about 19 chairs are available per classroom.

For the identified instructional materials, the school have 'adequate' availability of books per teacher in terms of books, teacher-made materials, recyclable materials, cut-out pictures, globe, charts and maps. The following were rated as 'inadequate' – activity cards, poster, puzzles, musical instrument, sports equipment, industrial arts tools, atlas and garden tools. Very ironic that each teacher has a garden without any garden tool.

Table 15

Number of Teachers in Each School

School	Frequency	Percent
Salay Elementary School	3	9.7
Babaclayon Elementary School	3	9.7
Concepcion Elementary School	2	6.5
Canligues Elementary School	2	6.5
Nawi Elementary School	2	6.5
San Nicolas Primary School	1	3.2
Paco Primary School	1	3.2
Tapul Primary School	1	3.2
Hilumot Primary School	1	3.2
L.C. Fernandez Primary School	1	3.2
Maylobe Primary School	1	3.2
Pagsang-an Primary School	1	3.2
Aguingayan Primary School	1	3.2
Galutan Primary School	1	3.2
San Pedro Primary School	1	3.2
Cantato Primary School	1	3.2
Anagasi Primary School	1	3.2
Can-aponte Primary School	1	3.2
Sto. Nino Primary School	1	3.2
Gusa Primary School	1	3.2
Hiduruma Primary School	1	3.2
Hibaca-an Primary School	1	3.2
Hagbay Primary School	1	3.2
Salvacion Primary School	1	3.2
Total	**31**	**100**

For the identified instructional materials, the school have 'adequate' availability of books per teacher in terms of books, teacher-made materials, recyclable materials, cut-out pictures, globe, charts and maps. The following were rated as 'inadequate' - activity cards, poster, puzzles, musical instrument, sports equipment, industrial arts tools, atlas and garden tools. It's very ironic that each teacher has a garden without any garden tool.

Number of teachers. Table 15 reflects the distribution of teachers by school. Three or 9.70 percent of the teacher-respondents are assigned at Salay Elementary School and Babaclayon Elementary schools, respective. Two or 6.50 percent of the teacher-respondents are assigned at Concepcion, Canligues and Nawi Elementary Schools. The rest of the schools have one or 3.20 percent multi-grade teacher.

Level of Performance of Teachers

This section discusses the level of performance of teacher-respondents for the last three school years in terms of their performance rating and pupil-respondents' MPS in NAT in Table 16 and Table 17 respectively.

Performance rating. Table 16 presents the performance rating of teacher-respondents for the last three years.

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

Table 16

Teacher-Respondents' Performance Rating by School Year

Rating	School Year						Interpretation
	2010		2011		2012		
	F	%	F	%	F	%	
8.60-10.00							Outstanding
6.60-8.50	31	100	31	100	31	100	Very Satisfactory
4.60-6.50							Satisfactory
2.60-4.50							Unsatisfactory
2.50 and below							Poor
Total	**31**	**100**	**31**	**100**	**31**	**100**	-
Mean	**8.23**		**8.17**		**8.17**		-
SD	**0.17**		**0.20**		**0.17**		-

National achievement test. In Table 17 are presented the Mean Percentage Score of the last three years in the National Achievement Test.

Of the twenty four identified schools, only four have enrolment of up to grade six and these are Salay Elementary School, Babaclayon Elementary School, Canligues Elementary School and Hiduroma Primary School. The MPS are all greater than the 75.00 percent cut-off score except Hiduroma which obtained 73.33 percent during school year 2009-2010.

Table 17

MPS in National Achievement Test by School Year

School	Grade 3			Grade 6		
	2010	2011	2012	2010	2011	2012
Salay	81.67	78.77	80.21	ND	76.61	ND
Babaclayon	ND	82.36	85.00	ND	ND	81.03
Concepcion	ND	81.77	81.28	-	-	-
Canligues	ND	89.57	83.65	80.79	ND	ND
Nawi	ND	90.4	85.47	-	-	-
San Nicolas	62.8	ND	84.63	-	-	-
Paco	ND	87.13	85.28	-	-	-
Tapul	ND	ND	ND	-	-	-
Hilumot	62.4	ND	83.84	-	-	-
L.C. Fernandez	ND	83.54	92.08	-	-	-
Maylobe	ND	88.80	76.48	-	-	-
Aguingayan	ND	ND	ND	-	-	-
Galutan	ND	ND	81.67	-	-	-
San Pedro	ND	ND	67.16	-	-	-
Cantato	ND	ND	ND	-	-	-
Anagasi	ND	79.92	78.06	-	-	-
Can-aponte	ND	84.29	ND	-	-	-
Sto. Nino	ND	84.51	80.37	-	-	-
Gusa	ND	81.58	82.87	-	-	-
Hiduroma	-	-	-	73.33	ND	ND
Hibaca-an	ND	ND	ND	-	-	-
Hagbay	ND	ND	90.69	-	-	-
Salvacion	ND	ND	89.31	-	-	-

Legend: ND – No Data

The remaining 20 schools have MPS scores above the 75.00 percent cut-off scores as provided by available data except San Nicolas Primary School at 62.40 percent for school year 2009-2010 but there was a gain in school year 2011-2012 at 84.63 percent. The same trend is observed for Hilumot Primary School with an MPS of 62.40 percent during school year 2009-2010 but increased to 83.84 percent during school year 2011-2012. San Pedro Primary School got an MPS of 67.16 percent during school year 2011-2012.

Correlation Between Teacher-Respondents' Performance Ratings and Selected Factors

This section presents the discussion of the relationships between teacher-respondents' performance rating and teacher-related factors, pupil-related factors and school-related factors.

Teacher-related factors. Reflected in Table 18 are the Pearson r's and Fisher's t values between teacher-respondents' performance rating and teacher-related factors.

The following Pearson r and Fisher's t values were obtained between teacher-respondents' performance rating and teacher-related factors: 0.487 and 3.00 for age; 0.471 and 2.88 for civil status; 0.636 and 4.44 for educational attainment; 0.749 and 6.09 for number of years in teaching; 0.691 and 5.15 for training attended at the division level; and 0.453 and 2.74 at the district level of training. The accompanying Fisher's t values are greater than the 2.045 critical t

value at 0.05 significance level, df=29. Because of these, there are significant relationships between associated variables. So, the hypotheses "there are no significant relationships between teacher-respondents' performance rating and age; civil status; educational attainment; number of years in teaching; training attended at the division level; and district level of training" is rejected.

Table 18

Relationship Between the Performance Ratings of Teacher-Respondents and Teacher-Related Factors

Performance Rating vs	r_{xy}	Fisher's t	Tabular t at $\alpha = .05$	Evaluation/ Decision
Age	0.487	3.00	2.045	S/Reject H_o
Sex	0.036	0.19	2.045	NS/Accept H_o
Civil Status	0.471	2.88	2.045	S/Reject H_o
Educational Attainment	0.636	4.44	2.045	S/Reject H_o
Grade Level Handled	-0.228	1.26	2.045	NS/Accept H_o
Years of Teaching	0.749	6.09	2.045	S/Reject H_o
Regional Training	0.035	0.19	2.045	NS/Accept H_o
Division Training	0.691	5.15	2.045	S/Reject H_o
District Training	0.453	2.74	2.045	S/Reject H_o

On the other hand, no significant relationships were found out between teacher-respondents' performance rating and the following factors based on their Pearson r and Fisher's t values: 0.036 and 0.19 for sex; -0.228 and 1.26 for grade level handled; and 0.035 and 0.19 for training on multi-grade at the regional level. All the accompanying Fisher's t values are lower than the 2.045 critical t

value at 0.05 significance with df of 29. The hypotheses "there are no significant relationships between teacher-respondents' performance rating and sex; grade level handled; and regional training in multi-grade" is accepted.

Pupil-related factors. Table 19 presents the results of the statistical treatment between the performance rating of teacher-respondents and pupil-related factors.

Table 19

Relationship Between the Performance Ratings of Teacher-Respondents and Pupil-Related Factors

Performance Rating vs	r_{xy}	Fisher's t	Tabular t at $\alpha = .05$	Evaluation/Decision
Age	-0.199	-1.09	2.045	NS/Accept H_o
Sex	0.061	0.33	2.045	NS/Accept H_o
Average Monthly Family Income	-0.071	-0.38	2.045	NS/Accept H_o
Fathers' Occupation	0.056	0.30	2.045	NS/Accept H_o
Mothers' Occupation	-0.199	-1.09	2.045	NS/Accept H_o
Fathers' Education	-0.153	-0.83	2.045	NS/Accept H_o
Mothers' Education	-0.143	-0.78	2.045	NS/Accept H_o
Parental Involvement	0.087	0.47	2.045	NS/Accept H_o

Performance rating of teacher-respondents and age revealed an r-value of -0.199 and Fisher's t-value of -1.09; r-value of 0.061 and Fisher's t-value of 0.33 for sex; r of -0.071 and Fisher's t of -0.38 for average monthly family income; r of 0.056 and Fisher's t of 0.30 for fathers' occupation; r of -0.199 and Fisher's t of -1.09 for mothers' occupation; r of -0.153 and Fisher's t of -0.83 for fathers'

education; r of -0.143 and Fisher's t of -0.78 for mothers' education; and r of 0.087 and Fisher's t of 0.47 for parental involvement. All the r-values are not significant since the corresponding Fisher's t-values are greater than the critical t-value of 2.045 at 0.05 significance level. Hence, the hypotheses "there are no significant relationship between performance rating of teacher-respondents and pupil-respondents' age; sex; average monthly family income; fathers' occupation; mothers' occupation; fathers' education; mothers' education; and perceived parental involvement" is accepted.

School-related factors. Table 20 shows the results of the statistical treatment between teacher-respondents' performance rating and school-related factors.

Table 20

Relationship Between the Performance Ratings of Teacher-Respondents and School-Related Factors

Performance Rating vs	r_{xy}	Fisher 's t	Tabular t at $\alpha = .05$	Evaluation/ Decision
Type of School Location	-0.223	-4.50	2.045	S/Reject H_o
Enrolment	0.298	5.23	2.045	S/Reject H_o
Adequacy of Facilities	-0.249	-5.06	2.045	S/Reject H_o
Adequacy of Equipment	-0.811	-27.27	2.045	S/Reject H_o
Adequacy of Instructional Materials	0.909	42.90	2.045	S/Reject H_o
Number of Teachers	0.342	6.01	2.045	S/Reject H_o

Entries of the table reveals that the correlation coefficient r between performance rating and type of school location is -0.223 with a computed Fisher' t-value of -4.50. This correlation value is significant since the accompanying Fisher's t-value is higher than the critical-value of 2.045 at 0.05 significance level. Similar significant relationships are observed with adequacy of school facilities with an r-value of -0.249 and a Fisher's t-value of -5.06; an r-value of -0.811 and Fisher's t-value of -27.27 for equipment; r value of 0.909 and Fisher's t-value of 42.90 for instructional materials; and r of 0.342 and Fisher's t of 6.01 for number of teachers. These results led to the rejection of the hypotheses 'there are no significant relationship between performance rating of teacher-respondents and school-related variates such as type of school location; adequacy of facilities; adequacy of equipment; adequacy of instructional materials; and number of teachers".

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

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

Summary of Findings

The following are the major findings of the study:

1. Of the 31 teacher-respondents, five or 16.00 percent were males while 26 or 84.00 percent were females. The oldest was aged 50 years old at one or 3.20 percent while the youngest of the teacher-respondents was 22 years old female at one or 3.20 percent. The rest of the respondents had age within the 24 to 37 years old range. The mean age of the respondents was 30.68 years which meant that majority were in their middle age as supported by a standard deviation of 5.97 years.

2. Of the 31 teacher-respondents, 16 or 51.60 percent were married while 15 or 48.40 percent were still single.

3. About 14 or 45.20 percent of the 31 teacher-respondents had earned units in masteral degree, with 11 or 35.50 percent of them were baccalaureate degree holders. Five or 16.10 percent had already earned their master's degree while one or 3.20 percent had earned units in the doctoral program.

4. Six or 17.60 percent of the teacher-respondents were handling kinder, grade 1, grade 2, and grade 3; and kinder, grade 1, grade 2, grade 3 and grade 4, respectively. Five or 14.70 percent of them were handling grade 1, grade 2 and grade 3. This was followed by four or 11.80 percent handling grade 3 and grade 4.

5. The longest teaching experience was 120 months by one or 3.20 percent of the teacher-respondent. This was followed by another one or 3.20 percent of the respondents at 96 months. On the other hand, the shortest years of teaching experience was four months with one or 3.20 percent of the respondents. The mean years in the teaching service was pegged at 30.23 month with standard deviation of 26.79 months.

6. On the regional level, one or 3.20 percent of the respondents attended an in-service training with a duration of 120 hours. Two or 6.50 percent at 40 hours and three or 9.7 at 24 hours. The mean hours of attendance was 8.77 hours with a standard deviation of 23.76 hours.

7. At the division level, only nine or 29.00 percent of the teacher-respondents had attended an in-service training of 24 hours. The mean hour of in-service training attendance at this level was 6.97 hours with a standard deviation of 0.25 hour.

8. At the district level, the longest in-service training attended was 24 hours attended by one or 3.2% of the teacher-respondents. Next was 16 hours

attended by one or 3.20 percent of the respondents. The mean hour was pegged at 1.2 hours with a standard deviation of 5.10 hours.

9. Among the pupil-respondents, the oldest age was 13 years old corresponding to two girls and three boys for a total of five or 1.30 percent. The youngest were 6 years old composed of 21 boys and 27 girls for a total of 48 or 12.80 percent. Of the total 375 pupil-respondents, there were more boys at 190 compared to 185 girls. The mean age of the respondents was pegged at 8.61 years with a standard deviation of 1.34 years.

10. About 353 or 94.20 percent of the respondents' had the lowest average monthly family income of within the Php. 1,000.00 to Php2,000.00. Two or 0.50 percent with average monthly family income of Php. 4,001.00 to to Php. 5,000. The mean average monthly income was Php.1,387.20 which imply that majority of the respondents were of low income and standard deviation Php. 519.10.

11. Of the 375 parents, 366 or 97.60 percent of the fathers while 284 or 75.70 percent of the mothers were involved in farming. One each or 0.3 of the fathers were into business and military service. On the other hand, two or 0.50 percent of the mothers were teachers. Moreover, seven or 1.80 percent of the fathers and 88 or 23.50 percent of the mothers did not indicate their occupation.

12. Majority of the respondents' fathers and mothers obtained only the elementary level of education at 248 or 66.10 percent and 233 or 62.10 percent, respectively. This was followed by 96 or 25.60 percent of the fathers and 105 or

28.00 percent of the mothers obtained elementary diploma, respectively. Only three or 0.80 percent of the fathers and four or 1.10 percent of the mothers obtained college degree.

13. Of the 10 statements used to determine the perceptions of pupil-respondents about parental involvement, only one statement was rated by pupil-respondents as very 'satisfactory' parental involvement as supported by a weighted mean of 4.63 and this was statement 1 which says "My parent attends PTA meetings." Seven statements obtained weighted mean ratings between 2.51-3.50 interpreted as 'satisfactory' parental involvement. These were statement 2 (My parent voluntarily go to school to help out) at 4.14, statement 3 (My parent asks me about what I did in school) at 3.84, statement 4 (My parent talks to my teacher before and after school) at 3.92, statement 6 (My parents help me with my school work) at 3.87, statement 7 (My parent helps out at school) at 4.24, statement 8 (My parent goes to school events and other activities like book fairs, sports and plays, etc) at 3.98, and statement 9 (My parents follow school policies related to my schooling) at 4.08. On the other hand, two statements obtained weighted mean ratings between 2.51-3.50 interpreted as 'fair' parental involvement. These were statement 5 (My parents talk to me regarding my plans after high school) at 3.30 and statement 10 (My parents encourage me to ask the teacher if I cannot understand the lecture) at 3.48. The overall perception of pupil-respondents regarding parental involvement was 'satisfactory with a grand mean of 3.95.

14. Out of the twenty four schools, 18 or 75.00 percent were located in the mountains while six or 25.00 percent were located along the highways.

15. About 375 or 26.60 percent were presently enrolled in grade three. Another 275 or 19.50 percent in grade two, and 269 or 19.10 percent in grade one. Noticeable was the low enrolment in grades five and six at 83 or 5.90 percent and 6 at 65 or 4.60 percent, respectively.

16. Of the seven identified facilities commonly available in school, four were rated as 'adequate' such as classrooms, toilet, playground, and garden. Three facilities were rated as 'inadequate' like library, canteen and stage. However, it was quite surprising that each teacher have their own toilet and playground.

17. In terms of equipment, three were identified as 'inadequate' and this were chairs or desks, learning centers and cabinets. Only about 19 chairs were available per classroom.

18. For the identified instructional materials, the schools have 'adequate' availability of books per teacher in terms of books, teacher-made materials, recyclable materials, cut-out pictures, globe, charts and maps. The following were rated as 'inadequate' - activity cards, poster, puzzles, musical instrument, sports equipment, industrial arts tools, atlas and garden tools. Very ironic that each teacher had a garden without any garden tool.

19. Three or 9.70 percent of the teacher-respondents were assigned at Salay Elementary School and Babaclayon Elementary schools, respective. Two or

6.50 percent of the teacher-respondents were assigned at Concepcion, Canligues and Nawi Elementary Schools. The rest of the schools had one or 3.20 percent multigrade teacher.

20. About 100.00 percent of the teacher-respondents had very satisfactory rating where the values fell between the 6.60-8.50 interpretation range.

21. Of the twenty four identified schools, only four had enrolment of up to grade six and these were Salay Elementary School, Babaclayon Elementary School, Canligues Elementary School and Hiduroma Primary School. The MPS were all greater than the 75.00 percent cut-off score except Hiduroma which obtained 73.33 percent during school year 2009-2010. The remaining twenty schools had MPS scores above the 75.00 percent cut-off scores as provided by available data except San Nicolas Primary School at 62.40 percent for school year 2009-2010 but there was a gain in school year 2011-2012 at 84.63 percent. The same trend was observed for Hilumot Primary School with an MPS of 62.40 percent during school year 2009-2010 but increased to 83.84 percent during school year 2011-2012. San Pedro Primary School had an MPS of 67.16 percent during school year 2011-2012.

22. The following Pearson r and Fisher's t values were obtained between teacher-respondents' performance rating and teacher-related factors: 0.487 and 3.00 for age; 0.471 and 2.88 for civil status; 0.636 and 4.44 for educational attainment; 0.749 and 6.09 for number of years in teaching; 0.691 and

5.15 for training attended at the division level; and 0.453 and 2.74 at the district level of training. The accompanying Fisher's t values were greater than the 2.045 critical t value at 0.05 significance level, df = 29. Because of these, there are significant relationships between associated variables. So, the hypotheses "there are no significant relationships between teacher-respondents' performance rating and age; civil status; educational attainment; number of years in teaching; training attended at the division level; and district level of training" was rejected.

23. On the other hand no significant relationships were found out between teacher-respondents' performance rating and the following factors based on their Pearson r and Fisher's t values: 0.036 and 0.19 for sex; -0.228 and 1.26 for grade level handled; and 0.035 and 0.19 for training on multi-grade at the regional level. All the accompanying Fisher's t values were lower than the 2.045 critical t value at 0.05 significance with df of 29. The hypotheses "there are no significant relationships between teacher-respondents' performance rating and sex; grade level handled; and regional training in multi-grade" was accepted.

24. Performance rating of teacher-respondents and age revealed an r-value of -0.199 and Fisher's t-value of -1.09; r-value of 0.061 and Fisher's t-value of 0.33 for sex; r of -0.071 and Fisher's t of -0.38 for average monthly family income; r of 0.056 and Fisher's t of 0.30 for fathers' occupation; r of -0.199 and Fisher's t of -1.09 for mothers' occupation; r of -0.153 and Fisher's t of -0.83 for fathers' education; r of -0.143 and Fisher's t of -0.78 for mothers' education; and r of 0.087 and Fisher's t of 0.47 for parental involvement. All the r-values were not

significant since the corresponding Fisher's t-values were greater than the critical t-value of 2.045 at 0.05 significance level. Hence, the hypotheses "there are no significant relationship between performance rating of teacher-respondents and pupil-respondents' age; sex; average monthly family income; fathers' occupation; mothers' occupation; fathers' education; mothers' education; and perceived parental involvement" was accepted.

25. The correlation coefficient r between performance rating and type of school location was -0.223 with a computed Fisher' t-value of -4.50. This correlation value was significant since the accompanying Fisher's t-value was higher than the critical-value of 2.045 at 0.05 significance level. Similar significant relationships were observed with adequacy of school facilities with an r-value of -0.249 and a Fisher's t-value of -5.06; an r-value of -0.811 and Fisher's t-value of -27.27 for equipment; r value of 0.909 and Fisher's t-value of 42.90 for instructional materials; and r of 0.342 and Fisher's t of 6.01 for number of teachers. These results led to the rejection of the hypotheses 'there are no significant relationship between performance rating of teacher-respondents and school-related variates such as type of school location; adequacy of facilities; adequacy of equipment; adequacy of instructional materials; and number of teachers."

Conclusions

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

1. Majority of teacher-respondents were middle aged, females, married, baccalaureate degree holders, handling different grade levels, almost 30 years of teaching experience and who have attended least in the regional, division and district level on multi-grade teaching.

2. Majority of the pupil-respondents were boys, mean age of 8.61 years old, mean monthly family income very below the poverty level, with majority of their parents were farmers and elementary level of education, and satisfactory perception on parental involvement.

3. Majority of the schools were located in upland areas with adequate availability of classrooms, toilet, playground, garden, books, teacher-made materials, recyclable materials, cut-out pictures, globe, charts, and maps. Inadequate in library, canteen, stage, chairs or desks, learning centers, cabinets, activity cards, poster, puzzles, musical instrument, sports equipment, industrial arts tools, Atlas, and garden tools.

4. Majority of the pupils were grade one, grade two and grade three.

5. Most of the schools had one multi-grade grade teacher.

6. All teachers had satisfactory performance rating.

7. Majority of the schools had three multi-grade classes.

8. Teachers' performance rating was significantly related to their age; civil status; educational attainment; number of years in teaching; training attended at the division level; district level of training but not with sex; grade level handled; and training on multi-grade at the regional level.

9. Performance rating of teacher-respondents was not significantly related with pupil-respondents' age; sex; average monthly family income; fathers' occupation; mothers' occupation; fathers' education; mothers' education; and perception on parental involvement.

10. Performance rating of teacher-respondents was significantly related with school-respondents' location; adequacy of school facilities; equipment; instructional materials; and number of teachers.

Recommendations

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

1. Since the average family income of pupils' parents are below the poverty threshold, it is suggested that a seminar be conducted like value reorientation may be advocated towards improving their lives, attitude towards education and livelihood and conduct livelihood training skills such as small-scale business activities, entrepreneurship, cooperativism and others.

2. The performance rating of teachers significantly adequacy of school facilities, equipment, and instructional materials. Along this line it is suggested

that DepEd Samar Division negotiate with district and division supply officers for chairs, books and other instructional materials that are excess in other schools within the district and division.

3. Since most parents have not graduated even from high school, it is suggested that seminars be conducted towards improving favorable attitude towards the value of education and their role in the education of their children.

4. Majority of the teachers have not undergone trainings on multi-grade teaching, it is therefore strongly recommended to intensify teachers' competence in teaching multi-grade classes by sending them to seminars, conferences, or trainings and even graduate studies.

5. Multi-grade teaching usually does not use technologies other than workbooks and face to face interaction. Along this line, it is suggested to conduct research regarding the effectiveness of using technology in multi-grade teaching. Technology can be a powerful tool to provide access to adequate education to pupils attending multi-grade schools because it is able to provide training to teachers in multi-grade methodologies and allow pupils to engage in innovative, participatory multi-grade learning activities. One example is the use of computer programs in laptops. With built-in programs, pupils of one grade level would be learning at their own while the teacher is teaching another grade level.

6. It is also suggested that a similar be conducted to validate the result of the present study.

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APPENDICES

APPENDIX A

QUESTIONAIRE FOR PUPILS (In Mother Tongue)

_____
Petsa

Dear _____

Ini nga tagsurat may-ada ginbubuhat nga pag-aram mahitungod han pag-aradman han mga kabataan ha grado nga I ngadto ha VI. Iguin-aapi ko ikaw hini nga pag-aram.

Alayon la pagbaton hit mga pakiana ha ubos pinaagi hin pagsurat o tsik han han imo baton. Ini nga imo pag-api diri makakaiban hit imo grado, kay an tuyo la han pag-aram nga makatirok han iyo mga impormasyon o hibabruan mahiunong han pagturun-an ha eskwelahan.

Salamat han imo pagbulig nga mahuman ini.

Tagsurat

I. PERSONAL NGA DATOS

Lagda: Ig-analisar an mga pakiana pinaagi hin pagbaton han mga ginkikinahanglan nga datos. Igsurat an imo baton kon nagkikinahanglan nga batunon an mga pakiana kon kinahanglanon an tsik buhata ini.

Ngaran: _____ [ ] Lalaki
Edad: _____ [ ] Babaye

Pira ka metro o kilometro an kaharayo han imo balay ngadto ha eskwelahan?

_____ Metro
_____ Kilometro

Trabaho han kag-anak: Tatay _____
Nanay _____

Kita han kag-anak: Tatay _____
Nanay _____

Edukasyon han mga kag-anak:

[ ] Gradwado ha Collegio
[ ] Collegio pero deri gradwado
[ ] Gradwado han hayskol
[ ] Hayskol pero waray pakatapos
[ ] Gradwado han elementary
[ ] Elementaryo pero waray pakatapos
[ ] Waray pakaeskwela

II. BATASAN HAN ESKWELA HIT IYA PAG-ARAM

Lagda: Ha ubos mababasa mo an mga inaabat o opinion hin mga kabataan bahin hit pag-eskwela. Nauyon ka ba o dire? Tseke an yungod han kada opinion pinaagi hin paggamit hini nga taramdan:

5 - Lubos nga Nauyon (LN)
4 - Nauyon (N)
3 - Deri Piho (DP)
2 - Deri Nauyon (DN)
1 - Lubos nga Deri Nauyon (LDN)

Mga Buruhaton Pag-aram	5 (LN)	4 (N)	3 (DP)	2 (DN)	1 (LDN)
1. Naruruyag ako nga damo kami nga grado dida hit amon klase.					
2. Nalilipay ako hit amon guinbubuhat.					
3. Karuyag ko umiskwela.					
4. Diri ko la guin-aasi bisan kon maaringasa/masamok hin duro it panleksyon dara hit amon kadamo nga grado.					
5. Nahibabaro ako bisan kun grupo-grupo an pagtutdo ni Ma'am.					
6. Binubuligan ko hi Ma'am hit iba nga buruhaton sugad hit pagsaway, pangaro ngan pagpasa hit libro, ngan iba.					

Mga Buruhaton Pag-aram	5 (LN)	4 (N)	3 (DP)	2 (DN)	1 (LDN)
7. Nahuyo ako ha klase basi diri maaringasa hin ura-ura an amon klase.					
8. Karuyag ko permi sumulod ha klase.					
9. Iba pa (isurat nala): _____ _____ _____					

III. Batahan han Eskwela Hit Iya Pag-aram

Lagda: Ha ubos mababasa mo an mga nahigagaraan nga pag-aram hin usa nga iskwela. Ginbubuhat mo ba ini? Tseke an yungod han kada buruhaton an imo baton pinaagi hin paggamit hini nga taramdan.

5 - Pirmi binubuhat (PB)
4 - Agsob buhaton (AB)
3 - Igo la nga guinbubuhat (ILG)
2 - Danay guinbubuhat (DAG)
1 - Diri guin bubuhat (DIG)

Mga Buruhaton Pag-aram	5	4	3	2	1
1. Nag-aaram ako permi.					
2. Napabulig ako hit akon pag-aram o paghimo assignment.					
3. Guinbabalik ko pagbasa an akon guinsurat pag-abot ko ha balay.					
4. Nag-aaram ako bisan waray ha akon nagtututdo.					
5. Gintitimos ko it akon mga gamit pagkatapos mag-aram.					
6. Nagapil ako pagbasa/pag-aram imbes magkita hit TV o magmulay.					
7. Karuyag ko nga guinpapaki-anhan ako bahin hit amon leksyon.					
8. Permi ako nakadto hit amon reading clinic o library.					

IV. Partisipasyon han mga kag-anak nga may kalabutan han mga buruhaton ha iskwelahan.

Ladga: Ha bisan hain nga pakiana, mahitungod han partisipasyon han mga kag-anak, alayun pagbutang hin baton nga naangay han imo opinion. Tseke an yungod han kada opinion pinaagi hin paggamit han mga masunod nga taramdan.

5 - Pirmi binubuhat (PB)
4 - Agsob buhaton (AB)
3 - Igo la nga guinbubuhat (ILG)
2 - Danay guinbubuhat (DAG)
1 - Diri guin bubuhat (DIG)

Mga Buruhaton Pag-aram	5 (PB)	4 (AB)	3 (ILG)	2 (DAG)	1 (DIG)
1. An akon Nanay (Tatay) naatinder han meeting han Parent Teacher Organization.					
2. An akon Nanay (Tatay) nag boluntaryo ha iskwelahan.					
3. An akon Nanay (Tatay) nakiki istorya ha akon mahitungod han akon mga eksperyensiya ha eskwelahan.					
4. An akon Nanay (Tatay) nabisita hit akon maistra pagpakiana han akon estado han pag-aradman.					
5. An akon Nanay (Tatay) nakikistorya ha akon mahitungod hit akon plano kahuman hit hayskol.					
6. An akon Nanay (Tatay) nabulig ha akon hit akon mga buruhaton ha balay.					
7. An akon Nanay (Tatay) permi napenkasi ha eskwelahan.					
8. An akon Nanay (Tatay) permi nabulig ha iskwelahan hin bisan ano nga mga buruhaton o aktibidadis.					
9. An akon Nanay (Tatay) nasunod o nasugot han mga palisiya or responsibilidad ha iskwelahan.					
10. An akon Nanay (Tatay) nag-aaghat ha akon hin pagpakiana hit akon maistra hin mga butang nga diri ko naiitindihan parte han amon leksyon.					

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

_____
Date

Dear Respondent,

The undersigned is conducting a research study entitled "Factors Affecting Performance of Multigrade Teachers Performance in Wright II District" as a requirement for a master's degree, and you have been chosen as respondent knowing that you can furnish me the needed data.

Please answer the enclosed questionnaire as accurately as you can. Whatever you write them will be kept confidential and will be used for research purposes only.

Thank you for your most valued cooperation.

Very truly yours,

WENIFREDA A. PABUNAN
Researcher

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

Name: _____
Age: _____ Sex: [ ] Male [ ] Female
Civil Status: [ ] Single [ ] Married [ ] Separated [ ] Widow/Widower

Highest educational attainment:

[ ] BEED/BSED graduates
[ ] MA/MS/MAT/MAE units
[ ] MA/MS/MAT/MAEd graduate
[ ] Ph.D./Ed.D./D.A. units
[ ] Ph.D./Ed.D./D.A. graduate

Grade level handled: Grades _____

Number of years teaching multigrade classes: _____ years

Trainings attended in multigrade:

Level	No. of Time	No. of Hours
National	_____	_____
Regional	_____	_____
Division	_____	_____
District	_____	_____

Performance Ratings last (3 years) _____ _____ _____

Name of School: _____ School site (sq. m.) _____

How it is acquired: [ ] Donation

[ ] Purchased

NAT Performance (Last 3 years)

Grade III _____ _____ _____ Grade VI _____ _____ _____

The School is situated: [ ] in a fishing community

[ ] in an upland area

[ ] along the carline

Means of transportation to school: [ ] jeepney/car/buses

[ ] motorside car

[ ] walking - if walking how many

kilometers? _____

Number of enrollment for the S.Y. 2012-2013

Kinder:	Male: _____	Female _____	Total _____
Grade One:	Male: _____	Female _____	Total _____
Grade Two:	Male: _____	Female _____	Total _____
Grade Three:	Male: _____	Female _____	Total _____
Grade Four:	Male: _____	Female _____	Total _____
Grade Five:	Male: _____	Female _____	Total _____
Grade Six:	Male: _____	Female _____	Total _____

ADEQUACY OF FACILITIES, EQUIPMENT, AND INSTRUCTIONAL MATERIALS

Direction: Below are the necessary teaching facilities, equipment and instructional materials adequate are these in your school? Please indicate the number that are available in your school opposite each facilities, equipment, and instructional materials.

FACILITIES/EQUIPMENT/IM'S	ACTUAL NO. AVAILABLE
A. Facilities	
1. Classroom	
2. Comfort room/toilet	
3. Library	
4. Playground	
5. Canteen/Kitchen	
6. Garden	
7. Stage	
B. Equipment	
1. Chalkboard	
2. Tables	
3. Chairs/desks	

FACILITIES/EQUIPMENT/IM'S	ACTUAL NO. AVAILABLE
4. Bulletin Boards	
5. Learning centers/stations	
6. Cabinets	
C. Instructional Materials	
1. Books/Textbooks/Reference books/workbooks	
2. Teacher made materials	
3. Recyclable materials like bottle caps/straws/sticks	
4. Cut-out pictures	
5. Activity cards	
6. Posters	
7. Puzzles	
8. Globes	
9. Charts	
10. Maps	
11. Musical Instruments	
12. Sports Equipment	
13. Industrial Arts Tool	
14. Atlas	
15. Garden Tools	

Number of teachers in school _____

APPENDIX C

Department of Education
Region VIII
DIVISION OF SAMAR
Catbalogan City

2012 NATIONAL ACHIEVEMENT TEST FOR GRADE SIX
S.Y. 2011-2012
DISTRICT PERFORMANCE

DISTRICT: WRIGHT II - SAN JOSE DE BUAN

School		PERCENTAGE SCORE						DISTRICT RANK
		Filipino	English	Math	Science	HeKaSi	Overall	
Municipality	**Name of School**	MPS	MPS	MPS	MPS	MPS	MPS	
PARANAS	Canligues ES	84.92	77.5	86.89	89.92	89.7	**85.79**	6
SAN JOSE DE BUAN	Babaclayon ES	78.94	83.94	89.78	82.56	69.94	**81.03**	7
PARANAS	Concepcion ES	80.45	79.32	86.59	68.41	71.67	**77.29**	8
PARANAS	Salay ES	65.56	90.97	83.33	69.44	73.75	**76.61**	9
Total Average		**77.47**	**82.93**	**86.6475**	**77.58**	**76.27**	**80.18**	

APPENDIX D

Department of Education
Region VIII
DIVISION OF SAMAR
Catbalogan

2 YEAR COMPARATIVE NAT RESULTS

NAT GRADE III

ID	School	District	2010-2011								2011-2012							
			N	English Reading	Filipino Reading	English Grammar	Filipino Grammar	Science	Math	Overall	N	English Reading	Filipino Reading	English Grammar	Filipino Grammar	Science	Math	Overall
123938	Canligues ES	Wright II-SJB	23	94.57	91.30	81.74	80.00	82.32	99.42	88.23	17	73.24	93.24	74.71	84.71	82.75	90.98	83.27
123935	Babaclayon ES	Wright II-SJB	32	84.53	81.72	98.75	68.75	72.92	82.36	81.51	22	93.86	83.41	81.82	73.64	77.88	92.12	83.79
123941	Concepcion ES	Wright II-SJB	54	90.00	87.69	82.22	86.67	56.67	84.44	81.28	32	84.22	84.22	73.75	90.94	77.5	75.83	81.08
123954	Salay ES	Wright II-SJB	16	82.81	75.00	83.75	90.00	74.17	89.58	82.55	27	83.89	75.56	74.81	77.78	85.93	72.35	78.39
123934	Anagasi PS	Wright II-SJB	14	91.07	89.29	54.29	75.00	57.62	95.24	77.09	4	72.50	87.50	70.00	92.50	81.67	65.00	78.20
123937	Can-Aponte PS	Wright II-SJB	7	80.00	78.57	100.00	91.43	78.10	88.57	86.11								
123942	Galutan PS	Wright II-SJB	4	85.00	88.75	67.50	90.00	68.33	85.00	80.76								
123943	Gusa PS	Wright II-SJB									12	88.33	87.50	89.17	86.67	67.78	77.78	82.87
123944	Hagbay PS	Wright II-SJB									8	97.50	88.13	97.50	90.00	80.00	91.67	90.80
123946	Hiduroma PS	Wright II-SJB									11	82.73	72.27	73.64	64.55	66.06	75.15	72.40
123947	Hilumot PS	Wright II-SJB									11	84.09	74.55	90.00	89.09	85.45	86.67	84.98
123948	L.C. Fernandez PS	Wright II-SJB	11	85.91	83.18	96.36	66.36	73.94	93.33	83.18	8	97.50	94.38	100.00	90.00	78.33	91.67	91.98
123950	Maylobe PS	Wright II-SJB	24	97.71	91.67	73.33	80.83	78.61	98.89	86.84	6	78.33	76.67	63.33	63.33	88.89	78.89	74.91
123951	Nawi PS	Wright II-SJB	25	94.20	95.00	89.60	99.60	70.67	93.33	90.40	13	82.69	93.46	73.85	94.62	77.44	88.41	85.08
123952	Paco PS	Wright II-SJB	12	90.42	90.42	95.00	76.67	83.89	83.33	86.62	4	68.75	97.50	70.00	87.50	93.33	91.67	84.79
123953	Pagsang-an PS	Wright II-SJB	8	95.00	91.88	90.00	98.75	56.67	93.33	87.61	12	81.67	93.33	80.00	90.00	86.11	86.67	86.30
123955	Salvacion PS	Wright II-SJB	8	92.50	95.00	88.75	92.50	75.00	90.00	88.96								
123957	San Nicolas PS	Wright II-SJB	18	86.67	94.44	70.00	80.00	79.63	86.67	82.90	25	62.80	68.00	64.80	70.40	48.00	64.27	63.05
123958	San Pedro PS	Wright II-SJB									9	71.67	77.78	60.00	80.00	44.44	65.93	66.64
123959	Sto. Niño PS	Wright II-SJB	16	93.75	93.44	64.38	80.00	73.33	87.92	82.14	9	78.89	80.00	78.89	68.89	91.85	80.00	79.75
General Average			272	89.61	88.49	82.38	83.77	72.12	90.09	84.41	230	81.33	83.97	77.43	82.04	77.26	80.89	80.49

APPENDIX E

APPROVAL OF THESIS PROPOSAL

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

May 16, 2012

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

Madam:

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

1. **Factors Affecting the Performance of Multi-Grade Teachers' in Wright II - San Jose de Buan District**
2. Impact of Multi-Grade Teaching to Teachers of Wright II – SJB District.
3. Teachers and Parents Point of View Towards Multi-Grade Teaching of Wright II – SJB.

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

Very truly yours,

(SGD.) WENIFREDA A. PABUNAN
MAEED Student

Approved:

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

APPENDIX F

PERMISSION OF STUDY FROM THE DIVISION SUPERINTENDENT

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

August 23, 2012

The Schools Division Superintendent
Division of Samar
Catbalogan City

Madam:

I have the honor to request permission to field my questionnaire for the study entitled: "**Factors Affecting the Performance of Multi-Grade Teachers' in Wright II - San Jose de Buan District**", to the multigrade teachers and their administrators of selected elementary schools in Division of Samar from (Last week of September, 2012).

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

Very truly yours,

(SGD.) WENIFREDA A. PABUNAN
Researcher

Recommending Approval:

(SGD.) ANTONIO F. CAVEIRO
Adviser

Approved:

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

APPENDIX G

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

ASSIGNMENT OF ADVISER

April 13, 2012

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

Sir:

Please be informed that you have been designated as adviser of MS. WENIFREDA A. PABUNAN candidate for the degree **Master of Arts in Education major in Elementary Education** who proposes to write a thesis entitled "**Factors Affecting the Performance of Multi-Grade Teachers' in Wright II - San Jose de Buan District.**"

Thank you for your cooperation.

Very truly yours,

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

CONFORME:

(SGD.) ANTONIO F. CAVEIRO
Adviser

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

APPENDIX H

PERMISSION TO FIELD QUESTIONNAIRES

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

September 24, 2012

The School Administrator/MG Teacher
In This Division

Dear Sir/Madam:

The bearer, Ms. Wenifreda A. Pabunan, an elementary school teacher, from the district of Wright II – SJB, Paranas, Samar, is undertaking a research entitled: **Factors Affecting the Performance of Multi-Grade Teachers' in Wright II - San Jose de Buan District**, this school year 2012-2013. Please spare few minutes of your time in the accomplishment/filling of the questionnaire relative to this study.

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

Thank you for your cooperation.

Very truly yours,

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

APPENDIX I

REQUEST FOR PRE-ORAL DEFENSE

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

November 5, 3012

The Dean
Graduate School
Samar State University
Catbalogan City

Madam:

I have the honor to apply for Pre-Oral Defense of my thesis entitled "**Correlates of Multi-Grade Teachers' Performance Wright II and San Jose de Buan District**".

Very truly yours,

WENIFREDA A. PABUNAN
Graduate Student

Recommending Approval:

ANTONIO F. CAVEIRO, Ph. D.
Adviser

Approved:

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

Date:
Time:

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

CURRICULUM VITAE

Name	:	WENIFREDA ABADIANO PABUNAN
Address	:	Brgy. Apolonia, Paranas, Samar
Date of Birth	:	January 17, 1982
Place of Birth	:	Brgy. Apolonia, Paranas, Samar
Present Position	:	EGT - II
Civil Status	:	Single
Father	:	Juanito Dacula Pabunan
Mother	:	Cecilia Abadiano Pabunan
Home Address	:	Brgy. Apolonia, Paranas, Samar

EDUCATIONAL BACKGROUND

Curriculum		Name of School	Year of Attendance
Elementary	:	Pabanog Elementary School	1989 - 1995
Secondary	:	Wright National High School	1995 - 1999
Tertiary	:	Samar State Polytechnic College Bachelor in Secondary Education (BSE)	1999 – 2003
Major	:	Technology and Home Economics (THE)	
Graduate	:	Samar State University Master of Arts in Education (MAED)	2010 - Present
Major	:	Elementary Education	

POSITION HELD

Elementary Grade Teacher I – Jan. 16, 2007

TRAININGS SEMINARS ATTENDED

District Re-echo Seminar Workshop on Gender Sensitivity, Gender And Development (GAD), Wight II District-San Jose de Buan, Paranas, October 29-31, 2012.

Division Training Workshop on Campus Journalism for School Paper Adviser, Redaja Hall, DepEd Catbalogan Samar, September 28-30, 2012.

Basic Leadership Training Course for Girl Scouts, Canticum Elementary School, Calbiga District, July 27-29, 2012

Mass Training of Grade 1 Teachers on the Implementation of the K to 12 Basic Education Curriculum, DepEd Regional Office VIII, Gov.t Center, Candahug Palo, Leyte, San Fernando ES Tacloban City, May 8-12, 2012.

National Training for Physical Educators, SNS, Catbalogan City, January 20-22, 2012.

The 2011 International Leadership Training for Education and Educational Managers, DepEd-Ecotech Lahug, Cebu City, November 25-27, 2011.

Orientation Seminar on Thesis and Dissertation Writing, Mabuhay Conference Hall Samar State University, Catbalogan City, July 31- August 13 and 14, 2011.

Pampurok sa Seminar Workshop sa Filipino, DepEd Wright II Central School, Paranas, Samar, December 17-19, 2009.

Provincial Junior, Senior and Cadet Encampus, PNP Parade Grounds, Provincial, Office, Camp Lukban, Catbalogan, Samar, November 20-22, 2009.

Division Cluster District-Based Music Seminar Workshop for Elementary and Secondary School Teachers Teaching MSEP and MAPEH, Wright I Central School, May 26-28, 2009.

District Based Re-echo Seminar-Workshop on Progressive Thinking in Mathematics; SCIDAMA, Gender and Development (GAD), DepEd Wright II Central School, Paranas, Samar, August 28-30, 2008.

Basic Training Courses for Troop and KAWAN Leaders, DepEd Binogho Elementary School, Paranas, Samar, August 1-3, 2008.

Seminar-Workshop on Multi-Level Strategies in Teaching Science, DepEd Wright II Central School, Paranas, Samar, August 10-12, 2007.

Division Training on the Utilization of Pre-Primers and Primers for Grade I Teachers and School Administrator, DepEd, Division of Samar, Redaja Hall, May 7-8, 2007.

LIST OF TABLES

Table | Page

LIST OF FIGURES