PRACTICES AND CHALLENGES OF SCHOOL HEADS AND TEACHERS IN MULTIGRADE CLASSES IN THE DIVISION OF PUERTO PRINCESA CITY, PALAWAN, PHILIPPINES

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The study was conducted to determine the practices, challenges, and experiences of multigrade teachers in the division of Puerto Princesa City.

Mean, frequency counts and percentage, Person-r correlation, and T-test were the statistical tools employed.

Findings revealed that challenges encountered by the respondents in teaching the multigrade class were required substantial involvement from various parties in managing the implementation of multigrade teaching successfully.

It also revealed that practices of school heads and teachers in teaching the multigrade class are important for understanding and improving educational processes to strengthen and improve teaching in multigrade schools.

On the other hand, there is a significant difference between PPD II and PPD III regarding challenges met in teaching multigrade classes except for the learners' academic performance, parental involvement, and improving learner's outcome. In contrast, there is a significant difference between PPD II and PPD III in terms of practices used in teaching the multigrade class.

BACKGROUND OF STUDY

The role of educators is more than the delivery of an academic curriculum but more so, the development of good, conscious, and morally upright citizens.

Teaching may not be a lucrative profession. Being a teacher cannot ensure one to be financially stable. It is a profession that demands urgent and, most often, conflicting concerns. One must generously share his/her time, talents, and treasure despite life and work problems, difficulties, and challenges. Hence, teaching is the noblest vocation, a highly regarded profession, and a lifetime mission (Biyo, 2000).

Rogayan (2018) says that it may not be a profitable profession. Still, teaching has been regarded as the noblest mission, vocation, and profession, contributing mainly to the non-material satisfaction of engaged individuals. The true aim of education is a key to social transformation; several teachers mentioned teaching to cure social problems. We teach because we love it. It is a way to cure social injustices globally and respond to social issues in the community like poverty, unemployment, and inequality. As a teacher, "teaching is something that pushes someone to be out of one's shell. It is looking into the innermost of a person." This echoes that teaching is looking into what is inside a child's heart more than what is in his brain. It is not about producing something or somebody, but it is about shaping somebody and transforming them into someone. Teaching is an activity with a purpose. Teachers can and do change lives. They can mold beliefs and behaviors and setting an example to follow. Indeed, they cannot hide it. You cannot easily fake the passion, or at least not over a sustained period. All great teachers are passionate. They are also missionaries trying to change minds rather than souls.

Brown (2008) articulates that multigrade education is one of the Department's strategies to provide access to quality education for all school-age children in remote communities where enrolment does not warrant the organization of monograde classes. Multigrade teaching occurs in primary education when a teacher must teach two or more grades in the same class. Multigrade teaching refers to teaching students of different ages, grades, and abilities in the same group. In multigrade schools, a relatively small number of teachers try to be effective in their educational work while dealing simultaneously with several pupils of different ages, educational levels, and needs. Teachers need to be well trained to learn in multigrade environments effectively. They should be well resourced, and meet highly demanding teaching tasks and hold positive attitudes to multigrade teaching.

According to Binondo (2014), multigrade classes were organized as a matter of necessities for remote barangays where the number of children enrolled could not meet the required number to organize a single grade

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class and assign the necessary teacher from each class as well as the distance of the barrio and the small number of students for each class. Shortage of funds for classroom and teachers is one of the problems also.

Khan (2010) stated that education is considered the basic right of every child within the state. It plays an important role in the physical, mental, and social development of a child's personality. Education is vital for the socio-economic development of a country. It accelerates economic growth through the knowledge, skill, and creative strength of society and building human capabilities. So, each state's sole responsibility is to provide education to all children within the state.

Cornish (2006) said that multigrade teaching is a common teaching practice globally in developed and developing countries. In general, multigrade teaching means that two or more grades are taught within the same classroom context.

According to Logue (2006), students can achieve higher achievement levels in a multigrade setting, especially in mathematics, language, and science. Students in the multigrade setting are more obedient than mono-grade students who show significant reading and language skills.

Tambukani (2004) supports that multigrade teaching is a massive and complex phenomenon worldwide that deserves scholarly attention as an object of scientific study.

According to Frosco (2004), multigrade schools provide education opportunities. It creates a caring environment; thus, older students help the younger ones, and thus social interaction improves among the students. The multigrade grouping has a positive effect on students' attitudes and behavior without losing academic achievements. Multigrade system provides a natural environment to students for play and project.

Berry et al. (2006) state that multigrade classes can change as far as the multifaceted nature of the instructional methodologies utilized. For instance, students of various ages might be intentionally gathered for one subject to lessen heterogeneity of capacity and make it less demanding to educate the entire class. Multigrade classrooms are methods for keeping up teaching, and schools considering declining understudy enlistment, or in a few occurrences in inward city groups, those outcomes in either going to multigrade classes or no school by any stretch of the imagination.

Thomas et al. (1992) have shown the pros and cons of multigrade teaching as it provides opportunities to learners for basic education in rural areas. These are also efficient means of using less educational input, such as trained teachers, classrooms, and materials. Multigrade schools maintain the village identity and cultural life.

Through this study, the researcher determined the practices, challenges, and experiences of teachers in multigrade classes in the Division of Puerto Princesa City.

OBJECTIVES OF THE STUDY
1. Determine the challenges experienced by multigrade teachers and school heads in teaching in terms of:
    a. teaching resources or tools of the teacher;
    b. teachers time management;
    c. academic performance of the learners;
    d. parental involvement;
    e. improving learner's outcome, and;
    f. disciplining learners' attitudes and behavior.
2. Determine the practices by the teachers and school heads in multigrade school in terms of:
    a. planning and programming in the teaching-learning process;
    b. curriculum development;
    c. inquiry-based instruction in teaching and learning;
    d. behavioral classroom management;
    e. technology in the classroom, and;
    f. instructional strategies.
3. Determine the significant difference between Puerto Princesa City District II and III multigrade teachers and school heads in handling multigrade classes in terms of:
    a. challenges;
    b. practices;

METHODOLOGY
This study was conducted at Multigrade Schools in Puerto Princesa City Division. The City Schools Division of Puerto Princesa is composed of three Districts.

The study used a quantitative research approach using a descriptive survey to investigate the relationship of practices and challenges by multigrade teachers. Descriptive survey design describes the methods, challenges, and experiences of the teacher handling multigrade in the Division of Puerto Princesa City.

The study's sample population are the Fifty-six Teachers, and Nineteen School Heads handling multigrade class in Puerto Princesa District II and III in the Division of Puerto Princesa City.

The sample consisted of the subset of the units from the defined population. Nineteen (19) Multigrade Schools are presently working at Puerto Princesa District II and III, respectively.

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The researchers made a questionnaire that was used in this study. Some questions were adapted from the research instrument of Shahzad Khan, such as curriculum development, community involvement, and instructional strategies that designed for teachers to form an important data collection tool as it allows the study to include a large sample for representativeness to inform the survey on practices, challenges, and experiences of teachers in multigrade classes in the Division of Puerto Princesa City.

The researchers personally administered and retrieved the survey questionnaire to the teachers and school heads, based on the total enumeration procedure.

The respondents were given assurance that their responses will be kept confidential.

The data were analyzed through descriptive measures such as weighted mean, frequency counts and percentages, and T-test.

T-test was employed to determine the significant difference between teachers and school heads in districts II and III regarding challenges and practices.

FINDINGS OF THE STUDY
Challenges Encountered by the Respondents in Teaching Multigrade Class in Puerto Princesa Division

The result shows that challenges encountered by the respondents in multigrade class in **teaching resources** or tools of the teacher in PPD II, the highest rating on the statement "*use community resources that are widely used in multigrade class*" with a mean rating of 4.72, described as *Strongly Agree.* At the same time*,* the least was the statement "*use instructional materials that are dependent on the relevance to the topic under study*" with a mean of 4.36, described as *Moderately Agree.* In PPD III, the highest rating on the statement "*do the improvisation necessarily if instructional material is unavailable in the community*" with the mean of 4.60, described as *Strongly Agree*. At the same time, the least was the statement "*use instructional materials that are dependent on their relevance to the topic under study*" with a mean of 4.36, described as *Moderately Agree*. The overall mean shows that 4.60, described as *Stronly Agree* in PPD II while in PPD III is 4.50, described as *Moderately Agree*.

The General Weighted Mean in PPD II and PPD III is 4.55, described as *Strongly Agree*.

The result concludes that school administrators and teachers encountered more minor challenges in teaching resources or tools used because they have enough teaching and learning materials to use. To make it more relevant, it must be improved, updated, and supplemented with new content, activities, and others to help multigrade learners better.

Teachers' time management shows that the school administrators and teachers gave the highest rating on the statement "*believe that time management is important to finish the day-to-day activities so that there is no repetition of work,*" with a mean of 4.72, described as *Strongly Agree*; At the same time, the least was the statement "*encounter distraction brought by multigrade learners' behavior, emergency meetings during a class discussion that leads to unfinished the lesson*" with a mean of 4.20, described as *Moderately Agree* in PPD II while in PPD III, the highest rating on the statement "*make a list of the things, set of goals for each day at the beginning of the week for too easy to follow or what to do,*" with a mean of 4.60, described as *Strongly Agree*; In contrast, the least was the statement "*encounter distraction brought by multigrade learners' behavior, emergency meetings during a class discussion that leads to unfinished the lesson,*" with a mean of 3.94, described as *Moderately Agree*. It shows that the overall mean in PPD II is 4.56, described as *Strongly Agree,* while in PPD III is 4.39, described as *Moderately Agree*.

The General Weighted Mean in PPD II and PPD III is 4.48, described as *Moderately Agree*.

The result implies that school administrators and teachers less encountered fewer challenges in terms of time management. Despite the shortage of teachers in each school, they can still perform their work on time and organize their tasks well.

In terms of **academic performance** of the multigrade learners, in PPD II, the highest rating on the statement: "*identify the least mastered lesson objectives that would help to formulate the best teaching strategies, activities, etc. that leads to a better learning process,*" with a mean of 4.76, described as *Strongly Agree* while the least was the statement "*should keep the focus on the needs, problems, issues, abilities, and knowledge of the multigrade learners in different activities for their development*" with a mean of 4.20, described as *Moderately Agree*. In PPD III, the highest rating on the statement: "*identify the fast and slow multigrade learners to design the best activities that cannot affect their academic performance*" with a mean of 4. 64, described as *Strongly Agree*. In contrast, statements *4 and 5* are the same result with a mean of 4.30, described as *Moderately Agree,* which is the least rating. It shows that the overall mean of PPD II is 4.54, while in PPD III is 4.51, both of which are described as *Strongly Agree*.

 The General Weighted Mean in PPD II and PPD III is 4.53, described as *Strongly Agree*.

The result denotes that school administrators and teachers could provide quality education to the multigrade learners where they encountered not as many challenges in terms of academic performance. To increase the quality of education in multigrade schools, they ensure adequate and proper education, despite the two or three grades they handled. They believe that everybody needs to be equipped to teach multigrade learners properly.

In terms of **parental involvement** in school, the highest rating on the statement: "*encourage the parents to attend homeroom meeting, checking their child academic progress, support school programs and their child in every school activity,*" with a mean of 4.72, described as *Strongly Agree* while the least is "*connect with parents in-person as much as possible using emails, texts, or meeting to keep them up to date on upcoming events .*" with a mean of

4.40, described as *Moderately Agree* in PPD II. In PPD III statements *2 and 6* with the same rating of 4.72, described as *Strongly Agree,* got the highest rating while the least statement: *"connect with the parents in-person as much as possible using emails, texts, or meeting to keep them up to date on upcoming class events"* with a mean of 4.36, described as *Moderately Agree*. It shows that the overall mean in PPD II is 4.57 while in PPD III is 4.54, both of which are described as *Strongly Agree*.

The general weighted mean in PPD II and PPD III is 4.55, described as *Strongly Agree*.

The result implies that school administrators and teachers show that parents cooperate on the aims and objectives for their pupil's achievements. They less encountered fewer challenges in terms of parental involvement in multigrade schools. Although sometimes they encountered problems with the cooperation of the parents, it is resolved immediately and can provide solidarity with the success of the school, teachers, and their child.

In terms of **improving learner's outcome**, in PPD II, statements *do the improvisation necessarily if instructional materials is unavailable in the community and consider my multigrade learners learning capabilities regarding abilities, talents, understanding and knowledge* got the highest rating with a mean of 4.56, described as *Strongly Agree*. The least is "*allow smartphones to be used in teaching-learning process,*" with a mean of 1.96, described as *Disagree*. In PPD III, the highest statement: "*make a difference in the way that multigrade learners grasp the lessons and how they apply in real life,*" with a mean of 4.60, described as *Strongly Agree* while the least statement: *"allow smartphones to be used in teaching-learning process"* with a mean of 1.88, described as *Disagree*. It shows that the overall mean in PPD II is 4.20 while in PPD III is 4.14, both of which are described as *Moderately Agree*.

The General Weighted Mean in PPD II and PPD III is 4.17, described as *Moderately Agree*.

The result indicates that school administrators and teachers show that improving learner outcomes is one of their priorities in their classes. Fewer encountered challenges are noticed. To further increase multigrade learner's awareness, it is necessary to provide feedback, use innovative teaching methods, strategies, continuous learning, and discover knowledge that can be used inside and outside the school. As a teacher, you must get out of the box to keep up with the change.

In terms **of disciplining learners' attitudes and behavior**, in PPD II, the statements *"create expectable procedures, routines and often lookout multigrade learner's behavior and respond at once to signs of misbehavior"* got the highest rating with a mean of 4.68, described as *Strongly Agree*. The least is "*create my discipline plan towards multigrade learners' attitudes and behavior,*" with a mean of 4.44, described as *Moderately Agree.* In PPD III, the highest statement: *"always tell that having a good behavior will lead for a better outcome in their lives,"* with a mean of 4.62, described as *Strongly Agree* while the least statement: *"let them know that there are high standards for behavior in the classroom every day that must be consistent, followed, fair discipline and applied for all multigrade learners"* with a mean of 4.30, described as *Moderately Agree.* It shows that the overall mean in PPD II is 4.53, described as *Strongly Agree,* while in PPD III is 4.49, described as *Moderately Agree*.

The General Weighted Mean in PPD II and PPD III is 4.51, described as *Strongly Agree*.

The result implies that disciplining multigrade learners inside the classroom is important. School administrators and teachers show that they encountered fewer untoward multigrade learner's behavior. Teaching will be meaningful when multigrade learners are properly disciplined in school and at home. For this to work properly, it is necessary to immediately give the rules and regulations on the first day of school to make it easier to give proper discipline. Also, provide rewards for children that do well so that fellow learners can emulate them.

Summary of Challenges Encountered by the Respondents in Teaching Multigrade Class in Puerto Princesa Division

The result shows the summary of challenges encountered by the respondents in teaching multigrade classes in the Puerto Princesa Division. The highest rating is 4.55, described as *Strongly Agree* in teaching resources or tools of the teacher and parental involvement in the school, this was followed by the academic performance of the learners with a mean of 4.53, described as *Strongly Agree,* disciplining learners' attitudes and behavior with a mean of 4.51, described as *Strongly Agree*, teachers time management with a mean of 4.48, described as *Moderately Agree* while the lowest rating is 4.17, described as *Moderately Agree* in improving learners outcome. The Overall Mean is 4.47, described as *Moderately Agree.*

The result indicates that the respondents do not experience too many challenges in their teaching career in handling multigrade classes because they strived hard and tried their best to be meaningful and productive. Further, the respondents had immediately given the right solution to the problems they experienced within the school, not to get worse and affect the multigrade learners.

Summary of Challenges Encountered by the Respondents in Teaching Multigrade Class in Puerto Princesa Division

Statements	PPD II		PPD III		Rating	
	Mean	Description	Mean	Description		
1. Teaching resources or tools of the teacher	4.60	SA	4.50	MA	4.55	SA
2. Teacher's time management	4.56	SA	4.39	MA	4.48	MA
3. Academic performance of the learners	4.54	SA	4.51	SA	4.53	SA
4. Parental involvement in the school	4.57	SA	4.54	SA	4.55	SA
5. Improving learners' outcome	4.20	MA	4.14	MA	4.17	MA
6. Disciplining learners' attitudes and behavior	4.53	SA	4.49	MA	4.51	SA
Overall Mean	**4.50**	**MA**	**4.43**	**MA**	**4.47**	**MA**

Practices of School Heads and Teachers in Teaching Multigrade Class in Puerto Princesa Division

In terms of practices of the respondents in teaching the multigrade class, it shows that in **planning and programming in teaching and learning process,** PPD II gave the highest rating on the statement "*emphasize learning to becomes more relevant and meaningful when it can connect in real-world activities*" with a mean rating of 4.56, described as *Strongly Agree,* while the least was the *statement "present the information in such a way that resonates and feel the importance of learning it"* with a mean of 4.36, described as *Moderately Agree.* In PPD III, the highest rating on the statement *"plan for my classes to obtain the improvements in teaching and learning experiences of multigrade learners"* with the mean of 4.46, described as *Moderately Agree,* while the least was the statement *"bring learning experiences to extend and deepen each multigrade learners' current level of understanding"* with a mean of 4.18, described as *Moderately Agree*. It shows that the overall mean in PPD II is 4.49 while in PPD III is 4.32, both described as *Moderately Agree*.

The General Weighted Mean in PPD II and PPD III is 4.41, described as *Moderately Agree*.

The results show that in the practice of planning and programming in the teaching process of multigrade schools, their learners are considered in every plan and scheme to be realized because things to be done in the school must be well planned so that there is a direction to be followed. It must still be based on the vision and mission of the Department of Education.

In terms of **curriculum development** shows that the school administrators and teachers gave the highest rating on the statement "*act and reflect on society's needs in each stage of the developmental process in curriculum development,*" with a mean of 4.52, described as *Strongly Agree*; At the same time, the least was the statement "should provide with proper knowledge and skills that help for the effective contribution in curriculum development operation" with a mean of 4.40, described as Moderately Agree in PPD II while in PPD III statements *1 and 4* with the same rating got the highest, with a mean of 4.50, described as *Moderately Agree*; In contrast, statements *6 and 7* received the least with a mean of 4.30, described as *Moderately Agree*. It shows that the general weighted mean in PPD II is 4.47 while in PPD III is 4.39, both described as *Moderately Agree*.

The General Weighted Mean in PPD II and PPD III is 4.43, described as *Moderately Agree*.

The result means that the respondent's practices in curriculum development in Multigrade class are by doing their role to achieve the goals and aims of the Department of Education. They said that no matter what the department requires, they will follow based on the information provided by the school. They ensure a way to solve these shortcomings and provide enough knowledge and skills for multigrade learners.

In terms of **instruction in teaching and learning**, in PPD II, the highest rating on the statement: "*let the multigrade learners share their ideas and questions about a topic of fostering their curiosity in it,*" with a mean of 4.76, described as *Strongly Agree* while the least was the statement "*must engage in ongoing professional development, collaborative, and connected that derived from working with multigrade learners and understanding their culture,*" with a mean of 4.48, described as *Moderately Agree*. In PPD III, the highest rating on the statement: "*let the multigrade learners share their ideas and questions about a topic to foster their curiosity in it*" with a mean of 4.48, described as *Strongly Agree*. At the same time, the least was the statement "*enhance the learning process by letting multigrade learners explore the topics themselves,*" with a mean of 4.30, described as *Moderately Agree*. It shows that the overall mean in PPD II is 4.60, described as *Strongly Agree,* while in PPD III is 4.39, described as *Moderately Agree.*

The General Weighted Mean in PPD II and PPD III is 4.50, described as *Moderately Agree*.

The result implies that the practices in terms of instruction in the teaching and learning process are sensibly developed for the multigrade learner's progress because they want to focus on the learners to hone their skills and knowledge further that they can use in daily life.

In terms of **behavioral classroom management** in the multigrade class, the highest rating on the statement: "*must requires awareness, patience, good timing, boundaries, and instinct for effective classroom management,*" with a mean of 4.76, described as *Strongly Agree* while the statements *3 and 4* received the least

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rating with a mean of 4.60, described as _Strongly Agree_ in PPD II. In PPD III, statements _2 and 3_ with the same rating of 4.66, describe as _Strongly Agree,_ got the highest rating, while statements _1 and 10_ got the least with a mean of 4.46, described as _Moderately Agree_. It shows that the overall mean in PPD II is 4.67 while in PPD III is 4.57, both of which are described as _Moderately Agree_.

The General Weighted Mean in PPD II and PPD III is 4.62, described as _Strongly Agree._

The result infers that the practices in behavioral classroom management in multigrade class are developed to cater to and achieve the needs of multigrade learners, allowing pupils or learners to freely display and share their skills and knowledge in various activities inside and outside the school. They also serve to shape these skills to use them in the right and orderly way.

In terms of **technology in the classroom**, in PPD II, the statement _"provides a great opportunity for making learning more effective for everyone with different needs in using technology"_ got the highest rating with a mean of 4.76, described as _Strongly Agree_ and statements _1, 2 and 4_ got the least rating with a mean of 4.48, described as _Moderately Agree._ In PPD III, statements _3 and 9_ have the highest rating with a mean of 4.32, described as _Moderately Agree_, while the least statement _"apply technology in the classroom that would help multigrade learners prepare them for the digital future,"_ a mean of 3.98, described as _Moderately Agree_. It shows that the overall mean in PPD II is 4.62, described as _Strongly Agree,_ while in PPD III is 4.17, described as _Moderately Agree_.

The General Weighted Mean in PPD II and PPD III is 4.40, described as _Moderately Agree_.

The result suggests that using technology in the classroom is one of the best practices beneficial in the teaching and learning process. Since we are in the modern era, it requires the schools and teachers to know and use technology to facilitate, improve, and have unique teaching that leads to meaningful learning in the classroom. However, one must also consider the appropriate and inappropriate use of technology so that its significance is not useless.

In terms of **instructional strategies**, in PPD II, statements _1 and 10_ got the highest rating with a mean of 4.80, described as _Strongly Agree_, and statements _3 and 7_ got the least rating with a mean of 4.64 _Strongly Agree._ In PPD III, statements _2 and 5_ received the highest rating with a mean of 4.50, described as _Strongly Agree,_ while the least statement_: "build on what my multigrade learners know and respect the diversity of opinions" with_ a mean of 4.34, described as _Moderately Agree._ It shows that the overall mean in PPD II is 4.72, described as _Strongly Agree,_ while in PPD III is 4.45, described as _Moderately Agree_.

The General Weighted Mean in PPD II and PPD III is 4.59, described as _Strongly Agree_.

The result implies that practices in selecting the best instructional strategies can help teachers become flexible and are necessary to meet the individual learning needs of the multigrade learners. It must be consistent with the learners' ability, knowledge, and wisdom to expand what they have learned in the classroom. This knowledge will be even more meaningful when the strategy is presented correctly and accurately.

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The result means that the respondent's practices in curriculum development in Multigrade class are by doing their role to achieve the goals and aims of the Department of Education. They said that no matter what the department requires, they will follow based on the information provided by the school. They ensure a way to solve these shortcomings and provide enough knowledge and skills for multigrade learners.

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In terms of behavioral classroom management in the multigrade class, the highest rating on the statement: *"must requires awareness, patience, good timing, boundaries, and instinct for effective classroom management,"* with a mean of 4.76, described as *Strongly Agree* while the statements *3 and 4* received the least rating with a mean of 4.60, described as *Strongly Agree* in PPD II. In PPD III, statements *2 and 3* with the same rating of 4.66, describe as *Strongly Agree,* got the highest rating, while statements *1 and 10* got the least with a mean of 4.46, described as *Moderately Agree*. It shows that the overall mean in PPD II is 4.67 while in PPD III is 4.57, both of which are described as *Moderately Agree*.

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In terms of technology in the classroom, in PPD II, the statement *"provides a great opportunity for making learning more effective for everyone with different needs in using technology"* got the highest rating with a mean of 4.76, described as *Strongly Agree* and statements *1, 2 and 4* got the least rating with a mean of 4.48, described as *Moderately Agree.* In PPD III, statements *3 and 9* have the highest rating with a mean of 4.32, described as *Moderately Agree*, while the least statement "*apply technology in the classroom that would help multigrade learners prepare them for the digital future,"* a mean of 3.98, described as *Moderately Agree*. It shows that the overall mean in PPD II is 4.62, described as *Strongly Agree,* while in PPD III is 4.17, described as *Moderately Agree*.

The General Weighted Mean in PPD II and PPD III is 4.40, described as *Moderately Agree*.

The result suggests that using technology in the classroom is one of the best practices beneficial in the teaching and learning process. Since we are in the modern era, it requires the schools and teachers to know and use technology to facilitate, improve, and have unique teaching that leads to meaningful learning in the classroom. However, one must also consider the appropriate and inappropriate use of technology so that its significance is not useless.

In terms of instructional strategies, in PPD II, statements *1 and 10* got the highest rating with a mean of 4.80, described as *Strongly Agree*, and statements *3 and 7* got the least rating with a mean of 4.64 *Strongly Agree.* In PPD III, statements *2 and 5* received the highest rating with a mean of 4.50, described as *Strongly Agree,* while the least statement*: "build on what my multigrade learners know and respect the diversity of opinions"* with a mean of 4.34, described as *Moderately Agree.* It shows that the overall mean in PPD II is 4.72, described as *Strongly Agree,* while in PPD III is 4.45, described as *Moderately Agree*.

The General Weighted Mean in PPD II and PPD III is 4.59, described as *Strongly Agree*.

The result implies that practices in selecting the best instructional strategies can help teachers become flexible and are necessary to meet the individual learning needs of the multigrade learners. It must be consistent with the learners' ability, knowledge, and wisdom to expand what they have learned in the classroom. This knowledge will be even more meaningful when the strategy is presented correctly and accurately.

Summary of Practices of School Heads and Teachers in Teaching Multigrade Class in Puerto Princesa Division

The overall results shows the summary of practices by the respondents in teaching multigrade classes in the Puerto Princesa Division. The highest rating is 4.62, described as *Strongly Agree* behavioral classroom management in multigrade class, this was followed by instructional strategies with a mean of 4.59, described as *Strongly Agree,* instructions in teaching-learning with a mean of 4.50, described as *Moderately Agree*, curriculum development in multigrade class with a mean of 4.43, described as *Moderately Agree,* planning and program in teaching and learning process with a mean of 4.41, described as *Moderately Agree* while the lowest rating is 4.40, described as *Moderately Agree* in technology in the classroom. The Overall Mean is 4.49, described as *Moderately Agree.*

The result signifies that the respondent's answer based on the identified multigrade teaching practices shows that they can meet the objectives, standards, and requirements to provide adequate and proper knowledge, wisdom, and talents of multigrade learners despite the two or more grades handled by the teacher.

Summary of Practices of School Heads and Teachers in Teaching Multigrade Class in Puerto Princesa Division

Statements	PPD II		PPD III		Rating	
	Mean	Description	Mean	Description		
1. Planning and program in the teaching-learning process	4.49	MA	4.32	MA	4.41	MA
2. Curriculum development in multigrade class	4.47	MA	4.39	MA	4.43	MA
3. Instructions in teaching learning	4.60	SA	4.39	MA	4.50	MA
4. Behavioral classroom management in multigrade class	4.67	SA	4.57	SA	4.62	SA
5. Technology in the classroom	4.62	SA	4.17	MA	4.40	MA
6. Instructional strategies	4.72	SA	4.45	MA	4.59	SA
Overall Mean	**4.60**	**SA**	**4.38**	**MA**	**4.49**	**MA**

Difference between PPD II and PPD III in terms of Challenges Met in Teaching Multigrade class

The result shows the difference between PPD II and PPD III regarding challenges met by their teachers and school heads in teaching multigrade classes. There are six factors considered and the following factors that show the significant difference: Teaching resources or tools of teachers (t-value of 2.73 is greater than the critical value of 2.10), Teacher's time management (t=3.32), and Disciplining students' attitude and behavior (t=2.12). The other three factors are not significantly different such as the academic performance of the learners (t=0.45), which is less than the critical value, parental involvement (t=0.69), and improving learners' outcome (t=0.16), which is also less than the critical value of 2.10.

The result implies that PPD II has higher perceived challenges than PPD III in teaching resources, time management, and disciplining students' attitudes and behavior. A teacher in a multigrade school needs a lot of teaching resources to use, not to be difficult to teach, and easier for the multigrade learners to learn the lesson and the activities provided. Also, the need to adhere to the time you set in your class to maximize all scheduled tasks in one day to avoid difficulty with other responsibilities. It is even more vital to discipline learners to facilitate teaching and doing activities.

Difference between PPD II and PPD III in terms of Challenges Met in Teaching Multigrade class

Factor	t-value	Critical Value	Decision
Teaching resources or tools of the teacher	2.73	2.10	Reject
Teachers' time management	3.32	2.10	Reject
Academic performance of the learners	0.45	2.10	Accept
Parental Involvement	0.69	2.10	Accept
Improving learners' outcome	0.16	2.10	Accept
Disciplining students' attitudes and behavior	2.12	2.10	Reject

Difference between PPD II and PPD III in terms of Practices Used in Teaching Multigrade class

The data presents the difference between PPD II and PPD III in terms of practices used by their teachers and school heads in teaching multigrade classes. All factors show significant differences which are greater than the critical value of 2.10. The results showed that the decision was rejected. Therefore, there is a significant difference between PPD II and PPD III in terms of practices used in teaching Multigrade class.

The result implies that PPD II and PPD III perceived different practices in teaching Multigrade classes. Teachers and school heads in multigrade schools had different practices because they have different learners ability, strength, weaknesses, knowledge, wisdom and they learned it from those with experience in multigrade teaching. They can use these practices in their schools because they benefit from what is shared in the training, seminars, and other gatherings regarding multigrade implementation.

Difference between PPD II and PPD III in terms of Practices Used in Teaching Multigrade class

Factor	t-value	Critical Value	Decision
Planning and programming in the teaching-learning process	4.92	2.10	Reject
Curriculum development	3.12	2.10	Reject
Instruction in teaching and learning	6.75	2.10	Reject
Behavioral classroom management	3.60	2.10	Reject
Technology in the classroom	8.96	2.10	Reject
Instructional strategies	10.96	2.10	Reject

CONCLUSIONS

1. There is no significant relationship between the demographic profile of teachers and school heads and challenges in teaching a multigrade class in the Puerto Princesa Division.

2. There is no significant relationship between the demographic profile of teachers and school heads and their practices in teaching a multigrade class in the Puerto Princesa Division.

3. There is no significant relationship between the demographic profile of teachers and school heads and their strategies used in teaching a multigrade class in the Puerto Princesa Division.

4. There is no significant relationship between the demographic profile of teachers and school heads and their readiness to teach a multigrade class in the Puerto Princesa Division.

5. There is a significant difference between PPD II and PPD III regarding challenges met in teaching a multigrade class. At the same time, there is no significant difference in the learners' academic performance, parental involvement, and improving learner's outcome.

6. There is a significant difference between PPD II and PPD III in terms of practices teaching Multigrade class.

RECOMMENDATIONS

1. Should conduct regular monitoring and technical assistance on the implementation of Multigrade.
2. Should review the multigrade teach-learn package to make it more relevant and suitable to the multigrade learners.
3. Should conduct a capacity building on innovative teaching and learning practices in in-service training to address the needs of multigrade teachers.
4. Should provide a coaching-based approach for the school heads focusing on managing and leading multigrade teaching.
5. Should encourage teachers to be innovative in the development and reproduction of teaching and learning materials with Information Communication Technology (ICT) integration.
6. Should provide learning opportunities through multi-age and multigrade activities in the same room to ensure that each learner participates in the learning process.
7. Should be creative in managing the multigrade classroom, arranging whole grades, mixed grades, large and small groups, pairs, and space for individual work.

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