

Multigrade Teaching Experiences in Ilocos Sur: Basis for Extension Program

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Abstract

The main goal of this research is to describe the teaching experiences, problems, and concerns of fifty-seven multigrade teachers of schools in Ilocos Sur. It analyzed the positive and negative impacts of multigrade teaching, which was the basis for an extension program. The study made use of the descriptive survey method of research. The results showed that majority of the respondents are handling Grades 1 & 2 classes; 21-25 years of age, married, females, bachelor's degree holder; with 6-10 years of experience, belong to Salary Grade Scale of 11, and have attended training in the district, division, regional, and national level. The respondents believed that the level of assessment of the multigrade classes is very satisfactory; there is no significant relationship between the profile of the respondents and the level of assessment on multigrade classes; there are no significant differences on the three sets of respondents. Also, participants responded that there is too much work for teachers in multi-grade classrooms. Nevertheless, they enjoyed and are used to teaching multigrade classes. Given such findings, the "Turo Mo, Gawa Ko, Kagalingan ng Mag-aaral Ko:" (Your Teaching, My Output, Improvement of my Learners): A CTE Extension Program is proposed to provide supplementary aid to multigrade teachers.

Keywords: Teaching, Experiences, Problems

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Introduction

Education plays a very significant role in this modern world. It enables people to acquire a set of knowledge, values, and skills that would result in personal and professional growth, which ultimately contributes to society's progress. Also, through education, people can secure employment and take an active part in the socio-economic activities in the community. Given these benefits, it is deemed significant that all people enjoy their right to education most, especially children who greatly need formal education in their formative years. Moreover, education should have to reach even the farthest school in the locality to benefit children in rural areas. To accommodate these schools, combination classes have been established to provide all learners of different ages and grade levels. One of the strategies is through multigrade teaching.

Multigrade teaching encompasses the teaching of children from two or more grade levels in a single class. Such settings require the use of specific teaching strategies, methodologies, and classroom administration. Since this class has a lesser number of learners and can be done cheaply compared to the usual classroom settings, these classes can be higher in frequency. Children are then more encouraged to attend school because they do not have to traverse for very long in their houses to reach their schools.

Multi-grade schools, being smaller and more discrete, would enjoy much closer links with the smaller communities that they would be set up to serve. This would have a very positive effect on local attitudes and access to education. The professional teacher is an important resource person in the multigrade context. The local content is a significant part of the curriculum; it is particularly important to resolve the issue of appointing well-trained and locally-oriented teachers.

In response to international commitments to education for all, the Millennium Development Goals and the Convention on the Rights of the Child many of the multigrade schools in Southeast Asia were also established. UNESCO statistics show that 66% of Indonesian schools are remote schools; about 7,952 schools in the Philippines are MG schools (36%); 1,353 schools in 22 provinces of Cambodia are multigrade; 135 schools in Timor Leste are multigrade; 8,404 schools in Vietnam are multigrade. Malaysia has only four remaining multigrade schools.

According to Sabian (2010), in the Philippines, the first mission schools were formed as multigrade schools. These were established because remote barangays needed to be educated, the limited enrolment, distance of houses to schools, teacher shortage, lack of school facilities, and funds; thus, this is a necessity.

According to Education Secretary Armin D. Luistro, most of the students attending multigrade/combination classes are learners who belong to isolated and financially challenged communities, are indigenous people, and reside in far-flung mountains and islands where schools are far from each other.

Multigrade Education is one of the Department's strategies access to quality education for all school-age children in far-flung communities where enrollment does not warrant the organization of monograde classes. DepED Order No. 96, s. 1997, "Policies and Guidelines in the Organization and Operation of Multigrade (MG) Classes" was implemented to address recurring issues, Teachers appointed shall undergo training on

multigrade teaching an ongoing standards-based professional development program managed by a core of division and regional MG trainers and shall not be transferred to other schools within two years.

Velasco (2018) found out that the problems encountered by the combination of teachers of Sto. Domingo-San Ildefonso districts are lack of time and unattained objectives, lack of facilities, parents and administrators misconceptions about the holding of combination classes. In a much boarder context, according to SEAMEO-INNOTECH (2014), based on the National Achievement Test results administered to Grades 3 and 6 pupils under multigrade classes, pupils acquired below 65% passing rate.

There are issues and challenges in holding combination classes. Some of these are the perception of parents that a combination class is a second type of education. Many teachers, administrators, and parents continue to wonder whether the holding of a combination class has negative effects on student performance. Others view that combination organized classes are potentially a cost of effective means of providing quality education in difficult to reach areas. Despite the issues that continue to surface in connection to combination classes, this mode of instruction is still observed. This led the researcher to conduct a study on the performance of pupils in combination classes to validate the issues that continue to surface.

The study is deemed significant for teachers handling combination classes because the results may lead to the improvement of instruction in combination classes. This study will provide school administrators deeper insights on the organization of combination classes in the country, which could lead to better alternatives for the improvement of learning conditions for the benefit of Filipino learners who will be the great people in the country. Furthermore, the result of this study may serve as an eye opener and motivation for teachers who are assigned to teach in combination classes. Results of previous studies have a resemblance to the present study in the sense that the different problems and concerns in multigrade teaching were also the focus of this study.

Objectives of the Study

The main objective of this study was to describe the experiences, problems, and concerns in multi-grade classes of schools in Ilocos Sur. It analyzed the ups and downs of multi-grade teaching, which was the basis for an extension program. It sought to determine 1) the profile of the respondents in terms of grade assignment, age, sex, civil status, highest educational attainment, years in service, salary grade; and number of training/seminars attended; 2) the level of assessment of the respondents on multi-grade classes in terms of administrators' competence, teachers' competence, pupils' experience, community support/participation, instructional adequacy of resources, and curriculum content Management, 3) significant relationship between the profile of the respondents and their level of assessment in multi-grade classes, 4) the problems and concerns experience by the respondents in multigrade classes, and 4) the proposed extension program related to the study.

Methodology

The study made use of the descriptive survey method of research. This was used to describe and assert the experiences, problems, and concerns in multi-grade classes of schools in Ilocos Sur. It analyzed the positive and negative impacts of multi-grade teaching, which will be the basis for an extension program. All (57) multi-grade teachers of the first district of Ilocos Sur particularly, the teachers in San Juan (17), Magsingal (24) and, Sto. Domingo (16) Districts are the respondents of the study. The main instrument that was used by the researcher in this study was a questionnaire made by the researcher and validated by the experts. Research ethics were appropriately observed in the conduct of the study. Permission to gather data was sought from proper authorities. Informed consent was provided to the respondents, and they were assured of anonymity of their names. Frequency count and percent distribution were used to determine the profile of the respondents. Mean was used to describe the level of assessment of teachers of multi-grade classes. Pearson Product Moment of Correlation was used to determine the relationship between the profile of the respondents and their level of assessment in multi-grade classes. The significance of the correlation coefficients was tested at the .05 probability level.

Results and Discussions

A great number of the respondents (19 or 33.33%) are handling Grades 1 & 2 classes; 21-25 (30 or 52.63%) years of age; married (33 or 57.89%). The great majority of the respondents (44 or 77.19%) are female; 42 or 73.68% are bachelor's degree holders. The majority of the respondents (31 or 54.39%) have 6-10 years of experience. 34 or 59.65% belong to Salary Grade Scale. All of the respondents in San Juan, Magsingal, and Sto. Domingo districts have attended district, division, regional, and national levels of training.

Table 1. Level of Assessment of the Respondents on Multi-Grade Classes Along Administrators' Competence

District Indicators	San Juan		Magsingal		Sto. Domingo		As a Whole	
	x	DR	x	DR	x	DR	x	DR
A. Administrators' Competence								
1. Administrators implement policies and guidelines in the conduct of Multi-grade classes.	4.63	SA	4.58	SA	4.59	SA	4.60	O
2. Administrators are is reliable and willing to be responsible for his subordinates' performance.	4.38	A	4.38	A	4.41	A	4.39	VS
3. Administrators' responsibility in administrative affairs is observed.	4.50	SA	4.58	SA	4.59	SA	4.56	O
4. Administrators have the ability to solve	4.00	A	4.25	A	4.24	A	4.18	VS

problems pertaining to Multi-grade classes.								
5. There is an organized and reasonable administrative approach applied by the administrator	3.94	A	4.33	A	4.35	A	4.23	VS
6. Administrators are creative especially in implementing programs and projects related to Multi-grade classes.	4.38	A	4.38	A	4.29	A	4.35	VS
7. Administrators are very supportive to teachers and pupils in Multi-grade classes.	4.44	A	4.50	SA	4.59	SA	4.51	O
8. Provides timely and accurate feedback to teachers and learners to encourage the administrator to reflect on and monitor the learning growth and development.	4.38	A	4.33	A	4.41	A	4.37	VS
9. Administrators develop and utilize creative and appropriate instructional plan.	4.38	A	4.42	A	4.65	SA	4.47	VS
10. Administrators monitor regularly and provides feedback to Multi-Grade classes.	4.38	A	4.25	A	4.47	A	4.35	VS
As A Whole	4.34	VS	4.40	VS	4.46	VS	4.40	VS

Legend:

Range of Scores

4.50-5.00

3.50-4.49

2.50-3.49

1.50-2.49

1.00-1.49

Descriptive Rating

Strongly Agree (SA)

Agree (A)

Undecided (U)

Disagree (D)

Strongly Disagree (SD)

Overall Descriptive Rating

Outstanding (O)

Very Satisfactory (VS)

Satisfactory (S)

Poor (P)

Needs Improvement (NI)

As a whole, it is revealed on the table that the level of assessment of the respondents on multi-grade classes along administrative competence is "Very Satisfactory "as backed up by the mean rating of 4.40. The item "Administrators implement policies and guidelines in the conduct of Multi-grade classes." tend to have the highest mean rating of 4.60 and fell on an "Outstanding" level of assessment. On the other hand, item "Administrators have the ability to solve problems about Multi-grade classes." has the lowest mean rating of 4.18 and fell on a "Very Satisfactory" level. This could only mean that the respondents perceived their administrators to be a law-abiding citizen in the

sense that they strictly follow and administer policies and guidelines prescribed by the higher authorities. Meanwhile, the respondents observed that the administrators could really resolve problems about multi-grade classes, as revealed by the result of the study. As administrators, they are expected to do these things because this is their number one role in the school. The findings are in consonance with that of Kucita (2013). Principals and teachers experience instructional leadership within the context of MU in different ways; others feel positive about it, and others view it negatively. Those who experience it positively cite advantages of providing access to education to a large number of learners living in remote areas with sparse population and schools, promoting learner independence, affording opportunities for interdependence amongst learners when assisting one another.

Table 2. Level of Assessment of the Respondents on Multi-Grade Classes Along Teachers' Competence

District Indicators	San Juan		Magsingal		Sto. Domingo		As a Whole	
	x	DR	x	DR	X	DR	x	DR
B. Teachers' Competence								
1. Teachers undergo continuing and advanced professional training on teaching Multi-Grade classes.	5.00	SA	4.96	SA	4.94	SA	4.96	O
2. Teachers provide accurate and updated content knowledge using appropriate methodologies, approaches and strategies.	4.13	A	4.21	A	4.12	A	4.16	VS
3. Teachers explain learning goals, instructional procedures and content clearly and accurately to multi-grade learners.	4.63	SA	4.54	SA	4.41	A	4.53	O
4. Teachers have sufficient manuals and guide for teaching Multi-Grade classes.	3.88	A	3.25	A	2.76	U	3.28	S
5. Teachers update themselves of trends in teaching multigrade classes through reading supplementary materials.	3.88	A	3.71	A	3.41	A	3.67	VS
6. Teachers employ constructive alignment of objectives, strategies and activities and assessment.	4.63	SA	4.46	A	4.29	A	4.46	VS
7. Teachers exhibit professional collaboration through group sharing of	4.88	SA	4.75	SA	4.71	SA	4.77	O

teaching techniques and experiences.								
8. Teachers have the ability to obtain information on the learning styles, multiple intelligences and needs of learners.	4.63	SA	4.50	SA	4.47	A	4.53	O
9. Teachers determine, understand, and accept the learners diverse background knowledge and experience.	4.63	SA	4.54	SA	4.47	A	4.54	O
10. Teachers are effective and efficient in handling Multi-Grade classes.	4.38	A	4.38	A	4.29	A	4.35	VS
As A Whole	4.46	VS	4.33	VS	4.19	VS	4.32	VS

Legend:

Range of Scores

4.50-5.00

3.50-4.49

2.50-3.49

1.50-2.49

1.00-1.49

Descriptive Rating

Strongly Agree (SA)

Agree (A)

Undecided (U)

Disagree (D)

Strongly Disagree (SD)

Overall Descriptive Rating

Outstanding (O)

Very Satisfactory (VS)

Satisfactory (S)

Poor (P)

Needs Improvement (NI)

It is shown on the table that the overall level of assessment of the respondents on multi-grade classes along the teacher's experience is "Very Satisfactory, "as evidenced by the mean rating of 4.32. The item "Teachers undergo continuing and advanced professional training on Multi-Grade classes." tend to have the highest mean rating of 4.96 and fell on an "Outstanding" level of assessment. This implies that the teachers undertake a series of seminars, training, and workshops to keep abreast of the new trends, techniques, and strategies in teaching especially in handling multi-grade classes. This is contrary to the findings of Du Plessis & Subramanien, 2014. They said that the lack of training either at a tertiary level or through in-service training, ill-equipped educators to handle the phenomenon of MU are indications of the unpreparedness of teachers to deal with MU schools. Because of these challenges, they do not even complete the syllabus for the year

Table 3. Level of Assessment of the Respondents on Multi-Grade Classes Along Pupils' Experience

District Indicators	San Juan		Magsingal		Sto. Domingo		As a Whole	
	x	DR	x	DR	X	DR	x	DR
C. Pupils' Experience								
1. Pupils can comprehend the topics being discussed by the teacher.	4.00	A	3.92	A	3.88	A	4.05	VS
2. Pupils are engaged in the learning activities, regardless of their diverse and differing capacities.	4.13	A	4.08	A	4.06	A	3.98	VS
3. Pupils are provided with diverse opportunities to develop their higher order thinking skills.	4.63	SA	4.25	A	4.18	A	3.86	VS
4. Pupils are easy to manage.	4.00	A	3.63	A	3.53	A	3.30	S
5. Pupils see and appreciate the value of the curricular goals and objectives set for the different lessons in class.	3.88	A	4.00	A	3.88	A	3.25	S
6. Pupils can see and appreciate value of pursuing learning by being exposed to a conducive environment.	3.75	A	3.88	A	3.71	A	3.79	VS
7. Pupils can easily adjust themselves in Multi-Grade classes.	4.13	A	4.21	A	4.24	A	4.19	VS
8. Pupils show constant progress based on standard evaluation tools.	4.00	A	4.13	A	4.12	A	4.09	A
9. Pupils are knowledgeable of their situation/set-up as Multi-Grade class.	4.00	A	4.25	A	4.24	A	4.18	VS
10. Pupils in Multi-Grade classes cooperate and help each other in their lessons.	4.13	A	4.25	A	4.12	A	4.18	VS
As a Whole	4.06	VS	4.06	VS	3.99	VS	4.04	VS

As a whole, it is revealed on the table that the level of assessment of the respondents on multi-grade classes along pupils' experience is "Very Satisfactory," as supported by the mean rating of 4.04. The item "Pupils can easily adjust themselves in Multi-Grade

classes." tend to have the highest mean rating of 4.19 and fell on a "Very Satisfactory" level of assessment. This means that pupils are already used to the kind of classes where they belong. They are already comfortable with the present set-up wherein they have - to be with the other grade levels. On the other hand, item "Pupils see and appreciate the value of the curricular goals and objectives set for the different lessons in class." has the lowest mean rating of 3.25 and fell on a "Satisfactory" level. This means that the pupils are not fully aware of the curricular goals and objectives established in their various lessons in class, maybe because they are used to mixed lessons. They cannot distinguish their lessons from that of the other grade level.

Table 4. Level of Assessment of the Respondents on Multi-Grade Classes Along Community Support/Participation

Indicators	District	San Juan		Magsingal		Sto. Domingo		As a Whole	
		x	DR	X	DR	x	DR	x	DR
D. Community Support/Participation									
1. The community shows support to the school especially the grade levels with Multi-Grade classes.		4.25	A	4.08	A	3.82	A	4.05	VS
2. The community enlists the support of some organizations to help raise funds and resources for learning.		4.00	A	4.00	A	3.94	A	3.98	VS
3. The community engages in discussion with teachers regarding the learning experiences and progress of children.		3.88	A	3.96	A	3.71	A	3.86	VS
4. Non-Government organizations show readiness to support the Multi-Grade classes		3.63	A	3.25	U	3.06	U	3.30	S
5. The Municipal Committee Chairman on Education takes the lead in conducting literacy programs on Multi-Grade classes.		3.63	A	3.08	U	3.12	U	3.25	S
6. Parents and teachers are partners in the requisition and procurement of equipment, facilities, and instructional materials needed in the school in teaching Multi-Grade classes.		4.00	A	4.17	A	3.94	A	4.05	VS
7. The community promotes programs and projects that can help Multi-Grade classes.		4.25	A	3.92	A	3.82	A	3.98	VS

8. The community has a positive perception/regard on Multi-Grade classes.	4.38	A	4.17	A	4.06	A	4.19	VS
9. The community shares accountability in promoting the learners' achievement.	4.00	A	3.96	A	3.82	A	3.93	VS
10. The community participates in all programs and projects of the school.	3.88	A	4.08	A	3.94	A	3.98	VS
As a Whole	3.99	VS	3.87	VS	3.72	VS	3.86	VS

It is shown on the table that the overall level of assessment of the respondents on multi-grade classes along community support/participation is "Very Satisfactory," as evidenced by the mean rating of 3.86. The item "The community has a positive perception/regards on Multi-Grade classes." tends to have the highest mean rating of 4.19 and fell on a "Very Satisfactory" level of assessment. This means that the community accepts the situation in multigrade teaching. They wanted their children can gain learnings and go to school. What matters is that their children can gain knowledge regardless of the type of classes they take part of. The findings are in consonance with that of Magno, (2014) . They said that multigrade the Municipal Committee Chairman on Education takes the lead in conducting literacy programs on Multi-Grade classes." has the lowest mean rating of 3.25 and fell on a "Satisfactory" level. This means that literacy programs on multigrade classes are seemingly not the priority of the municipal committee chairman on education.

Table 5. Level of Assessment of the Respondents on Multi-Grade Classes Along Instructional Adequacy of Resources

District Indicators	San Juan		Magsingal		Sto. Domingo		As a Whole	
	x	DR	x	DR	x	DR	x	DR
E. Instructional Adequacy of Resources								
1. There are adequate supplies for making teaching-learning aids.	4.25	A	3.21	U	3.12	U	3.47	S
2. There are adequate supplies of pictures, charts, posters, modes and other visual aids.	4.38	A	3.50	A	3.35	U	3.70	VS
3. Taped stories, songs, poems and rhymes are available.	4.13	A	3.21	U	3.12	U	3.44	S
4. There are adequate supplies of updated books for teaching and learning activities.	3.63	A	3.13	U	2.88	U	3.19	S
5. Adequate supplies of workbooks in every subject and are available for use.	3.38	U	3.21	U	2.88	U	3.16	S

6. Adequate teaching guides and manuals are available.	3.88	A	3.63	A	3.41	U	3.63	VS
7. There are adequate standard evaluation devices.	3.63	A	3.54	A	3.29	U	3.49	S
8. Adequate evaluation forms are available.	3.88	A	3.67	A	3.53	A	3.68	VS
9. Instructional facilities are available.	3.88	A	3.63	A	3.47	U	3.65	VS
10. Adequate modules, teaching aids/devices, and facilities.	3.75	A	3.50	A	3.35	U	3.53	VS
As a Whole	3.88	VS	3.42	S	3.24	S	3.49	S

Legend:

Range of Scores

4.50-5.00

3.50-4.49

2.50-3.49

1.50-2.49

1.00-1.49

Descriptive Rating

Strongly Agree (SA)

Agree (A)

Undecided (U)

Disagree (D)

Strongly Disagree (SD)

Overall Descriptive Rating

Outstanding (O)

Very Satisfactory (VS)

Satisfactory (S)

Poor (P)

Needs Improvement (NI)

It is shown on the table that the overall level of assessment of the respondents on multi-grade classes along the instructional adequacy of resources is "Satisfactory" as backed up by the mean rating of 3.49. The item "There are adequate supplies of pictures, charts, posters, modes, and other visual aids." tend to have the highest mean rating of 3.70 and fell on a "Very Satisfactory" level of assessment. On the other hand, item "Adequate supplies of workbooks in every subject and are available for use." has the lowest mean rating of 3.16 and fell on a "Satisfactory" level. This means that the instructional management is not as high as expected. This conforms the previous findings that instructional materials tend to have the lowest mean ratings. Lack of teaching materials is one of the problems of the teachers, especially those who teach multigrade classes. Table 7 shows the level of assessment of the respondents on multi-grade classes along curriculum content.

Table 6. Level of Assessment of the Respondents on Multi-Grade Classes Along Curriculum Content

District Indicators	San Juan		Magsingal		Sto. Domingo		As a Whole	
	x	DR	x	DR	x	DR	x	DR
F. Content Management								
1. The subjects taught in Multi-Grade classes are the same with that of single classes.	4.75	SA	4.88	SA	4.94	SA	4.86	O
2. The lessons set for the day are taught within timeframe.	3.63	A	3.88	A	3.82	A	3.79	VS
3. The objectives for the day are duly accomplished.	4.38	A	4.17	A	4.12	A	4.21	VS
4. The lesson for the day is well-prepared.	4.00	A	4.13	A	4.06	A	4.07	VS
5. The content knowledge is properly delivered using appropriate methodologies, approaches and strategies.	4.50	SA	4.46	A	4.29	A	4.42	VS
6. The current content is linked with past and future lessons.	4.50	SA	4.46	A	4.41	A	4.46	VS
7. The lesson objectives are properly aligned with the teaching methods, learning activities, and instructional materials or resources appropriate to Multi-Grade classes.	4.50	SA	4.46	A	4.41	A	4.46	VS
8. Content of subject area is integrated with other disciplines.	4.00	A	4.38	A	4.35	A	4.26	VS
9. Variety of appropriate assessment strategies to monitor and evaluate learning is developed and used.	4.50	SA	4.54	A	4.53	SA	4.53	O
10. Language, literacy and quantitative skill development and values in subject area are integrated.	4.50	SA	4.58	A	4.59	SA	4.56	O
As a Whole	4.33	VS	4.39	VS	4.35	VS	4.36	VS

Legend:

Range of Scores	Descriptive Rating	Overall Descriptive Rating
4.50-5.00	Strongly Agree (SA)	Outstanding (O)
3.50-4.49	Agree (A)	Very Satisfactory (VS)
2.50-3.49	Undecided (U)	Satisfactory (S)
1.50-2.49	Disagree (D)	Poor (P)
1.00-1.49	Strongly Disagree (SD)	Needs Improvement (NI)

As a whole, it is revealed on the table that the level of assessment of the respondents on multi-grade classes along curriculum content is "Very Satisfactory," as supported by the mean rating of 4.36. The item "The subjects taught to Multi-Grade classes are the same with that of single classes." tend to have the highest mean rating of 4.86 and fell on an "Outstanding" level of assessment. On the other hand, the item "The lessons assigned for the day is religiously attained." has the lowest mean rating of 3.79 and fell on a "Very Satisfactory" level. This means that content being taught to these multigrade classes is the same as with that of the monograde classes. The curriculum is properly organized. Little (2004) suggested that a single graded structure must be adapted to address the needs of multigrade classes.

Table 7 presents the level summary of the level of assessment of the respondents on multi-grade classes.

Table 7. Significant Relationship Between the Profile of the Respondents and the Level of Assessment on Multi-Grade Classes

Indicators Profile	Administrators' Competence	Teachers' Competence	Pupils' Experience	Community Support/Participation	Instructional Adequacy of Resources	Curriculum Content	Grand Mean
Grade Assignment	-.138	.094	.094	-.403	-.357	-.356	-.290
Age	.184	.075	.084	.165	.287	.308	.276
Civil Status	.574*	.299	-.291	.310	.351	.622*	.547*
Sex	.422	.323	.078	-.195	.108	.282	.283
Highest Educ	-.174	-.098	-.009	.324	.147	.026	.027
Years in Service	.062	.008	.012	-.081	-.009	.035	.015
Salary Grade	-.042	.100	.592*	.171	.469	.219	.277
No. of District	-.408	-.236	.342	-.061	-.012	-.267	-.240
No. of Division	-.135	.043	.264	-.125	-.008	-.120	-.072
No. of Regional	-.186	.008	.512*	-.257	.009	-.199	-.113

No. of National	-.427	-.233	.485	-.135	.013	-.286	-.244
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** .Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Looking at the overall result, it shows that there is no significant relationship between the profile of the respondents and the level of assessment on multigrade classes. Nevertheless, there is a significant relationship between the civil status of the respondents and the level of assessment on multigrade classes ($r=.547$). This could mean that the civil status affects the indicators of multigrade classes. Single teachers have more time to teach this type of class. They can devote their time to their pupils because they do not have a family yet to attend to. According to Mulaudzi 2016, multigrade teaching Multi-grade teaching has the potential to improve the quality of teaching, and it is essential in ensuring basic education for all.

A significant relationship also fell between the salary grade and pupils' experience ($r = .592$). This implies that the salary grade of teachers has a bearing with the pupils' experience in multigrade classes. The higher the salary grade, the higher the motivation of the teacher in teaching. In consonance to the previous findings, the number of regional training bear a significant relationship with the pupils' experience. It is a fact that the more trainings the teacher has attended, the more knowledge he has to offer to his learners. Gasa2016 found out in his study that participants regarded the act and or the process of shaping the vision of the school to be an imperative aspect of achieving academic excellence among all learners. They regarded the school vision as a guide that directs them on what they want to accomplish at the end of a certain period. The outcome was educative teaching and academic excellence among all learners; hence they expressed a view that they needed not to deviate from the vision.

Conclusions

From the findings, the following are concluded:

1. The teacher-respondents are handling Grades 1 & 2 classes, are 21-25 years of age, married, female, bachelor's degree holder, with 6-10 years of experience, belong to Salary Grade Scale of 11, and have attended only one training in the district, division, regional, and national level.
2. The respondents believed that the overall level of assessment of the respondents in multi-grade classes is quite satisfying.
3. There is no effect on the profile of the respondents and the level of assessment on multigrade classes.
4. Participants alluded to the fact that there is too much work for teachers in multi-grade classrooms nevertheless, they enjoyed and used to teach multigrade classes.
5. The "Turo Mo, Gawa Ko, Kagalingan ng Mag-aaral Ko : " A CTE Extension Program is proposed.

Acknowledgement

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