

# Challenges Met and Coping Mechanisms of Teachers in Teaching Multigrade Classes and Performance of Pupils

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*Abstract*—Managing multigrade classes is challenging. It needs teacher to be resilient and pro-active in making learning happen every day in the class. It takes teacher to be resourceful and creative in teaching the pupils and providing appropriate learning materials and activities which aid them in the delivery of the lesson to make them effective teachers. With the recent study, multigrade teachers cannot do away of the challenges they met every day while teaching multigrade classes. They formulated and practiced some coping mechanisms to continually deliver the best lessons for the pupils. Thus, this is the premise why the researcher had conducted this study to determine the significant relationship between the challenges met by teachers in teaching multigrade classes, the coping mechanisms practiced and the academic performance of the pupils. Utilizing the two different survey questionnaires conducted to the teachers handling multigrade classes and gathering the result of the academic performance of the pupils, the data were statistically treated using the weighted mean, simple percentage, and Pearson r. The study revealed no significant relationship between the extent of challenges met by teachers in teaching multigrade classes in terms of lesson planning, resource materials, assessing learning, managing teaching and learning, monitoring of performance, and submitting reports and academic performance of pupils. On the other hand, the study revealed a significant relationship between the extent of coping mechanisms practiced by teachers to address the challenges met and academic performance. Further, the study also revealed a significant relationship between the challenges met by teachers in teaching multigrade classes in terms of lesson planning, resource materials, assessing learning, managing teaching and learning, monitoring of performance, and submitting reports and their coping mechanisms practiced addressing the challenges met. The effective coping mechanisms practiced by teachers have resulted in a very satisfactory academic performance among the pupils. It also resulted in an effective coping mechanism which teachers in multigrade classes tend to handle the challenges they met in teaching. Being resilient and versatile in managing the challenges met in teaching multigrade classes, effective coping mechanisms can be practiced by teachers to help improve the performance of the pupils.

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*Keywords — Challenges Met, Coping Mechanisms, Teachers, Teaching Multigrade Classes, Performance, Pupils*

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## I. Introduction

The delivery of basic quality education in all areas of society develops a learner into having a better quality of life and being able to contribute to the progress of the nation. Republic Act 9155 otherwise known as the “Governance of Basic Education Act of 2001” mandates the accessibility of free and compulsory elementary education, thus the launching of Multigrade Program in Philippine Education under DepEd Order No. 86, putting up multi-Grade schools in school-less barangays.

With this, each teacher in a pure multi-grade school must teach learners with different curriculum grades in one classroom. For teachers to be able to handle such classes, the Department of Education has provided various training courses, seminars, and workshops to equip them in providing the needs of every learner. Regular monitoring is conducted to sustain training gains and to provide technical assistance as well as instructional support.

However, teaching multigrade classes poses challenges that could lead to teacher burnout. In other parts of the world, some multigrade teachers experience insufficient time in handling classes, difficulty travelling to the school assignments, miscommunication with parents due to illiteracy, language, and cultural barriers, poor economic background, and challenges in the actual teaching and learning process. These first-hand experiences of multigrade teachers in other countries are quite like the experiences of teachers in the Philippines.

Eleven years ago, Mirando (2012), in his study, revealed that the most common problems in multigrade classrooms were preparing different lessons for different levels of learners on a day-to-day basis, mismatches of trainings received to multigrade teaching (case-to-case basis), physical conditions of the classrooms, and absence of needed materials in teaching multigrade learners. These challenges remain present in multigrade schools to date. Naparan & Castaneda (2021) observed that some teachers are still not prepared in teaching multigrade classes, multigrade allowances may not be enough to compensate for expenses, stressful work environments due to the physical condition of classrooms and buildings, language barrier, difficulties in classroom management, lack of needed materials and resources, risks in traveling to school assignments, workload, absenteeism, lack of stakeholders’ support, and lack of trainings.

According to research, these challenges continue to manifest due to several instances such as teachers deployed in remote areas to handle multigrade classes are not from the locality and thus language barriers and miscommunication happen. While multigrade teachers were given training to capacitate them in the field, some training is not applicable in some areas, and some lacked experience in handling these classes. Additionally, situations that are beyond the control of

the teachers such as the response of the community in helping the multigrade school, the commitment of parents in sending their children to school, funding, resources, and the like.

Although these challenges happen in the day-to-day life of multigrade teachers, some coping mechanisms were developed for them to carry on their duties and responsibilities of delivering quality education to their learners. Naparan & Castaneda (2021) documented these coping mechanisms such as strengthening one's faith through prayers, utilizing the power of the internet and its vast information readily available at the end of our fingertips, following a timetable in doing duties and responsibilities, and finally, renewing one's mind in the process of self-conditioning. With these mechanisms came the results of sharing resources among the multigrade teachers, developing flexible grouping practices to meet the needs of their learners, conducting cooperative-collaborative learning, connecting lessons to real life, and integrating technology, among others. These are some of the immediate solutions that multigrade teachers are ventures into. Thus, it is in the above premise that the researcher is motivated to conduct this study to determine the relationship between the extent of challenges met by teachers in teaching multigrade classes and the coping mechanisms practiced hoping to improve the performance of the pupils in multigrade classes. An intervention plan was formulated based on the result of the study.

It is in the rationale that the researcher who is currently a multigrade teacher handling Grades 5 & 6 learners in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study determines the relationship between challenges met and coping mechanisms of teachers in teaching multigrade classes and performance of pupils in Bato East District, Leyte Division for School Year 2023-2024. The findings of the study were the basis for the proposed intervention plan.

Specifically, this study sought to answer the following questions:

1. What is the extent of challenges met by teachers in teaching multigrade classes in terms of:
  - 1.1 Lesson planning;
  - 1.2 Utilizing resource materials;
  - 1.3 Assessing learning;
  - 1.4 Managing teaching-learning;
  - 1.5 Monitoring of performance; and
  - 1.6 Submitting reports?
2. What is the extent of practice on the coping mechanisms of teachers in teaching multigrade classes to overcome the challenges met?
3. What is the level of academic performance of the pupils in all learning areas for the previous grade level?

4. Is there a significant relationship between the extent of challenges met by teachers in teaching multigrade classes and the level of academic performance of pupils in all learning areas for the previous grade level?
5. Is there a significant relationship between the extent of practice on the coping mechanisms of teachers in teaching multigrade classes to overcome the challenges met and the level of academic performance of pupils in all learning areas for the previous grade level?
6. Is there a significant relationship between the extent of challenges met and the extent of practice on the coping mechanisms by teachers in teaching multigrade classes?
7. What intervention plan can be proposed based on the findings of this study?

## II. Methodology

**Design.** This study employed the descriptive-correlational research design to determine the relationship between challenges met and coping mechanisms of teachers in teaching multigrade classes and academic performance of pupils for School Year 2023-2024. This study is descriptive for it describes the challenges met and extent of practice on the coping mechanism of teachers in teaching multigrade classes and academic performance of pupils. Moreover, this is also correlational for it is deemed to determine the significant relationship between the dependent and independent variables. All the multigrade schools in Bato East District, Leyte Division is the main locale of the study. The 39 multigrade teachers and 664 pupils enrolled in the said locale for School Year 2023-2024 are the main respondents of the study. The instrument to be used in this study has two (2) parts. Part 1 of the instrument is a survey which determines the challenges met by teachers in teaching multigrade classes in terms of lesson planning, utilizing resource materials, assessing learning, managing teaching-learning, monitoring of performance, and submitting reports. The survey is composed of 18 statements which describe the identified challenges met in teaching multigrade classes. The survey was used by Daga (2021) in his study on Challenges and Indulgences behind Multigrade Teaching: A Case Study. The survey questionnaire can be answered using a Five-Point Likert Scales where 5 means Strongly Agree, 4 means Agree, 3 means Moderately Agree, 2 means Disagree and 1 means Strongly Disagree. Part 2 of the instruments is a survey which assesses the coping mechanism that were practiced by teachers to address and have alternative solution on the challenges met in teaching multigrade classes. The survey is used by Daga (2021) in his study on Challenges and Indulgences behind Multigrade Teaching: A Case Study. The coping mechanisms of teachers in teaching multigrade classes are identified as being resourceful, building linkages and managing time. This is a 9-item survey questionnaire which can be answered using a Five-Point Likert Scales where 5 means Always, 4 means Often, 3 means Sometimes, 2 means Rarely and 1 means Never. Finally, to determine the academic performance of pupils, the researcher gathered the result of the previous school year assessment for the last quarter. This research focused on determining the extent of challenges met and coping mechanisms of teachers in teaching multigrade classes and performance of pupils and its significant relationship. A Proposed Intervention Plan based on the findings of the study is the output.

**Sampling.** There are 39 multigrade teachers and 644 pupils involved in this study. The research instruments were administered face-to-face with consent from the Local IATF and strictly following the prescribed Health Protocol during the face-to-face classes.

**Research Procedure.** The researcher prepared the research design and tools utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Orientation of the participants and administration of the survey questionnaire was done face-to-face after the approval of the permit from the respondents. Data privacy was emphasized also in the meeting. After accomplishing the survey, grades from the previous school year of the pupils were gathered. Accomplished surveys were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Intervention Plan followed.

**Ethical Issues.** The researcher properly secured the permission to conduct the study from the authorities through written communication. In the analysis of the responses of the survey used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

**Treatment of Data.** Simple Percentage and weighted mean were employed to determine the extent of challenges met and coping mechanism practiced by teachers in teaching multigrade class and academic performance of pupils. **Pearson r** was used to determine the significant relationship between the dependent and independent variables of the study.

### III. Results and Discussion

**Table 1**  
**Extent of Challenges Met in Teaching Multigrade Learners**

No	STATEMENTS	Weighted Mean	Description	Interpretation
<b>A. LESSON PLANNING</b>				
1	No ready-made lesson plans for the different multigrade classes.	3.90	Agree	High
2	Lack of technical knowledge in lesson planning for multigrade teaching.	3.38	Moderately Agree	Average
3	Time constraints to prepare the lesson plans for multigrade instruction.	3.32	Moderately Agree	Average
<b>AVERAGE</b>		<b>3.53</b>	<b>Agree</b>	<b>High</b>
<b>B. RESOURCE MATERIALS</b>				
4	No ready-made contextualized learning resources.	3.93	Agree	High
5	Lack of levelled reading materials across multigrade classes.	3.63	Agree	High
6	Constraints of time to prepare enough materials for multigrade teaching.	3.54	Agree	High
<b>AVERAGE</b>		<b>3.7</b>	<b>Agree</b>	<b>High</b>
<b>C. ASSESSING LEARNING</b>				
7	No ready-for-use assessment tools designed for multigrade learners.	3.96	Agree	High
8	Lack of technical knowledge in preparing levelled assessment tools.	3.23	Moderately Agree	Average
9	Constraints of time in the preparation of levelled assessment tools.	3.18	Moderately Agree	Average
<b>AVERAGE</b>		<b>3.46</b>	<b>Agree</b>	<b>High</b>
<b>D. MANAGING TEACHING AND LEARNING</b>				
10	No available classrooms designed for multigrade teaching.	3.70	Agree	High
11	Lack of learners' interest to participate in instructional activities.	3.62	Agree	High
12	Constraints of time to conduct learning adjustment.	3.55	Agree	High
<b>AVERAGE</b>		<b>3.62</b>	<b>Agree</b>	<b>High</b>
<b>E. MONITORING OF PERFORMANCE</b>				
13	No follow-up coming from some parents.	3.60	Agree	High
14	Lack of support from barangay officials.	3.50	Agree	High
15	Constraints of time to do home visits.	3.86	Agree	High



<b>AVERAGE</b>		<b>3.65</b>	<b>Agree</b>	<b>High</b>
<b>F. SUBMITTING REPORTS</b>				
16	No internet connectivity.	3.10	Moderately Agree	Average
17	Lack of technical assistance.	3.21	Moderately Agree	Average
18	Constraints of time to prepare the report.	3.58	Agree	High
<b>AVERAGE</b>		<b>3.30</b>	<b>Moderately Agree</b>	<b>Average</b>
<b>Weighted Mean</b>		<b>3.54</b>	<b>Agree</b>	<b>High</b>

**Legend:**

<i>RANGES</i>	<i>DESCRIPTION</i>	<i>INTERPRETATION</i>
4.21-5.00	Strongly Agree	Very High
3.41-4.20	Agree	High
2.61-3.40	Moderately Agree	Average
1.81-2.60	Disagree	Low
1.00-1.80	Strongly Disagree	Very Low

Table 1 presents the extent of challenges met by teachers in teaching multigrade learners in terms of lesson planning, resource materials, assessing learning, managing teaching and learning, monitoring of performance, and submitting reports. It was revealed on the table that the extent of challenges met by teachers in teaching multigrade learners in terms of lesson planning has an average weighted mean of 3.53 which is interpreted as high. This means that the teachers agree that lesson planning is challenging to them since they are handling multigrade class, and they must prepare lesson plans for all learning areas for 5 or 6 grade level. This implies that the preparations they made is tasking and they need to manage their time to be able to make the desired number of lesson plans for the day.

Moreover, the table also shows that the extent of challenges met by teachers in teaching multigrade learners in terms of resource materials has an average mean of 3.7 which is interpreted as high. This means that in the crafting of learning resources, multigrade teachers are challenged. The fact that they must prepare differentiated and varied instructional learning resources, it needs more time and materials. This implies that if they will not prepare differentiated learning resources, they have nothing to use during the teaching-learning process.

Further, the table shows that the extent of challenges met by teachers in teaching multigrade learners in terms of assessing learning has an average mean of 3.46 which is interpreted as high. Another challenge of multigrade teachers is the formulation of assessment tools and materials for all learning areas and in 5 or 6 grade levels or more. This implies that they must make use of their formative test materials to be able to finish their assessment tools. This implies further that assessing learning requires teachers to look back into the lessons they taught, and the skills mastered by the learners to be included in the assessment.

The extent of challenges met by teachers in teaching multigrade learners in terms of managing teaching and learning is also shown on the table. It was revealed that the extent of challenges met by teachers in teaching multigrade learners in terms of managing teaching and learning has an average mean of 3.62 which is interpreted as high. This means that managing teaching and learning has high extent of challenges because teachers must move back and forth to manage the learners. In teaching multigrade classes, teachers must be equipped with the needed materials, strategies, and approaches to deliver the lesson smoothly. She should have techniques on how to make learning happen to every learner. While the group is having the hands-on activities, the other group will have discussions about the lesson.

Furthermore, the table shows the extent of challenges met by teachers in teaching multigrade learners in terms of monitoring of performance. It was revealed on the table that the extent of challenges met by teachers in teaching multigrade learners in terms of monitoring of performance has an average mean of 3.65 which is interpreted as high. This means that these are on monitoring the performance of the learners contribute challenges to multigrade teachers in the sense that some of the parents of the learners have difficulty in attending to their children. There are some who have difficulty in reading and understanding the lessons, the reason is that they cannot follow up their children.

Finally, the table shows the extent of challenges met by teachers in teaching multigrade learners in terms of submitting reports. It was revealed on the table that the extent of challenges met by teachers in teaching multigrade learners in terms of submitting reports has an average mean of 3.30 which is interpreted as average. This means that submitting reports is moderately challenging to the multigrade teachers for they are only going to prepare the reports for their learners. Other ancillary services are taken care of by their school heads. This implies that school heads and teachers in the multigrade schools were trained in the kind of reports they are going to prepare. Hence, data revealed on the table that the extent of challenges met by teachers in teaching multigrade learners in terms of lesson planning, resource materials, assessing learning, managing teaching and learning, monitoring of performance, and submitting reports has an average weighted mean of 3.54 which is interpreted as high. This means that teaching in the multigrade classes is challenging coupled with sacrifices, stress, and challenges to achieve desired goal in education. This implies that to do away with these challenges, multigrade teachers must be versatile and resilient in facing the challenges they encounter while teaching in the multigrade class. That is why only few teachers remain to be a multigrade teacher for the rest of his/her teaching career.



**Table 2**  
**Extent of Coping Mechanisms Practiced by Multigrade Teachers**

No.	STATEMENTS	Weighted Mean	Description	Interpretation
<b>A. BEING RESOURCEFUL</b>				
1	Applying 3Rs (Reduce, Reuse, & Recycle) in salvaging resource materials.	4.40	Always	Very High
2	Utilizing the available human and environmental resources as realia.	4.38	Always	Very High
3	Adapting some free resource materials available in the internet.	4.32	Always	Very High
<b>AVERAGE</b>		<b>4.37</b>	<b>Always</b>	<b>Very High</b>
<b>B. BUILDING LINKAGES</b>				
4	Asking the technical assistance of experienced or senior MG teachers.	3.73	Often	High
5	Reaching-out to parents and community officials for assistance/help.	4.43	Always	Very High
6	Coordinating closely with school heads and DepEd officials for guidance.	3.61	Often	High
<b>AVERAGE</b>		<b>3.92</b>	<b>Often</b>	<b>High</b>
<b>C. MANAGING TIME</b>				
7	Implementing time-on-task or maximization of teaching-learning time.	4.10	Often	High
8	Adjusting the time open for self-contained multigrade classes only.	3.71	Often	High
9	Multi-tasking to address constrains of time for instructional preparation.	3.68	Often	High
<b>AVERAGE</b>		<b>3.83</b>	<b>Often</b>	<b>High</b>
<b>Weighted Mean</b>		<b>4.04</b>	<b>Often</b>	<b>High</b>

**Legend:**

<b>RANGES</b>	<b>DESCRIPTION</b>	<b>INTERPRETATION</b>
4.21-5.00	Always	Very High
3.41-4.20	Often	High
2.61-3.40	Sometimes	Average
1.81-2.60	Rarely	Low
1.00-1.80	Never	Very Low

Table 2 presents the extent of coping mechanisms practiced by multigrade teachers in addressing the challenges met in teaching the multigrade pupils. The coping mechanisms included

in this study are being resourceful, building linkages and managing time. It was revealed on the table that the extent of coping mechanisms practiced by multigrade teachers in addressing the challenges met in teaching the multigrade pupils in terms of being resourceful has an average mean of 4.37 which is interpreted as very high. This means that teachers have high regard for their capacity to find solutions to every problem they met, and they try to outsource available resources found in the community. This implies that multigrade teachers are skillful in finding ways and means to create a classroom which is rich in resources and materials from the community and useful in their day-to-day activities.

Moreover, the table also shows that the extent of coping mechanisms practiced by multigrade teachers in addressing the challenges met in teaching multigrade pupils in terms of building linkages has an average mean of 3.92 which is interpreted as high. This means that teachers reach out to the community to ask for assistance for the improvement of the pupils in the school. This implies that building linkages is one way of addressing the challenges they meet in the classroom. They believe that through the assistance from the stakeholders, some of their needs in the school will be addressed and managing multigrade classes will be better and achieving success is visible.

Further, the table shows that extent of coping mechanisms practiced by multigrade teachers in addressing the challenges met in teaching multigrade pupils in terms of managing time has an average mean of 3.83 which is interpreted as high. This means that time on tasks is practiced by the teachers. To avoid delays and overlapping of work and activities time management is important. This implies that in teaching multigrade classes, time management matters.

Finally, the extent of coping mechanisms practiced by multigrade teachers in addressing the challenges met in teaching the multigrade pupils in terms of being resourceful, building linkages and managing time has an average mean of 4.04 which is interpreted as high. This means that despite the challenges met by teachers in teaching multigrade classes, there are possible ways on how to cope with these challenges. This implies that multigrade teachers are resourceful enough to find solutions to every problem they met without carrying themselves the loads most especially in making learning happen in the school. Teachers have the best skills in managing multigrade classes because they are good at curriculum planning and on how they will deliver their lessons in class with 5 or 6 grade levels.

**Table 3**  
**Academic Performance of Pupils**

NAME OF SCHOOL	AVERAGE	INTERPRETATION
Himamaa ES	87.75	Very Satisfactory
Imelda ES	87.41	Very Satisfactory
Katipunan ES	87.45	Very Satisfactory
Liberty ES	87.55	Very Satisfactory
Mabini ES	87.35	Very Satisfactory
Naga ES	87.37	Very Satisfactory
Plaridel ES	87.81	Very Satisfactory
Rivilla ES	87.65	Very Satisfactory
Sto.Nino ES	86.87	Very Satisfactory
<b>Average</b>	<b>87.47</b>	<b>Very Satisfactory</b>

Table 3 presents the academic performance of the multigrade pupils in multigrade classes. It was revealed on the table that all the multigrade schools in Bato East District have an average academic performance of 87.47 which is very satisfactory. This means that almost all the pupils perform well in class. Despite having 5 or 6 different grade levels in class, multigrade teachers still find ways on how to deliver the lessons to attain very satisfactory results. This implies that pupils consistently demonstrated a strong understanding of the materials, and they performed well in the class while maintaining a high standard of work.

**Table 3**  
**Test of Relationship**

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
<b>Challenges vs Academic Performance</b>	0.22	3.261	3.453	Accept Ho	No Significant Relationship <i>(Negligible Relationship)</i>
<b>Coping Mechanism vs Academic Performance</b>	0.67	4.882	3.453	Reject Ho	Significant Relationship <i>(Moderately Positive Relationship)</i>
<b>Challenges and Coping Mechanism</b>	0.61	4.321	3.453	Reject Ho	Significant Relationship <i>(Moderately Positive Relationship)</i>

Table 3 presents the test of the relationship between the extent of challenges met by teachers in teaching multigrade classes, coping mechanisms in addressing the challenges met and academic performance of pupils. It was revealed on the table that the high extent of challenges met by teachers in teaching multigrade classes in terms of lesson planning, resource materials, assessing learning, managing teaching and learning, monitoring of performance, and submitting reports and very satisfactory academic performance of pupils have the computed value or  $t$  of 3.261 which is lesser than the tabular value of 3.453 at 0.05 level of significance, so null hypothesis is accepted. This means that there is no significant relationship between the challenges met by teachers in managing multigrade classes, coping mechanisms in addressing the challenges met and academic performance of pupils. The  $r$  value of 0.22 has resulted to negligible relationship between the two variables. This implies that the challenges met by teachers in teaching multigrade classes do not affect or are not significant enough with the academic performance of the pupils.

Moreover, the table also shows the test of relationship between the extent of coping mechanisms practiced by teaching in teaching multigrade classes to address the challenges met and academic performance. It was revealed on the table that the high extent of coping mechanisms practiced by teachers to address the challenges met and very satisfactory academic performance has a computed value or  $t$  of 4.882 which is greater than the tabular value of 3.453 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of coping mechanisms practiced by teaching in teaching multigrade classes to address the challenges met and academic performance. The  $r$  value of 0.67 shows a moderately positive relationship between the two variables. This implies that the extent of coping mechanisms practiced by teachers to address the challenges met affects the academic performance of the pupils. This implies further that there is a discernible but not extremely strong connection between how well a teacher copes with the challenges met which resulted to a positive learning outcome of the pupils.

Finally, the table presents the test of relationship between the extent of challenges met by teachers in teaching multigrade classes in terms of lesson planning, resource materials, assessing learning, managing teaching and learning, monitoring of performance, and submitting reports and their coping mechanisms practiced in addressing the challenges met. It was revealed on the table that the high extent of challenges met by teachers in teaching multigrade classes in terms of lesson planning, resource materials, assessing learning, managing teaching and learning, monitoring of performance, and submitting reports and high extent of coping mechanisms practiced by teachers in addressing the challenges met has a computed value or  $t$  of 4.321 which is greater than the tabular value of  $t$  of 3.453 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of challenges met by teachers in teaching multigrade classes and their coping mechanisms to address the challenges met. The  $r$  value of 0.61 reveals a moderately positive relationship. This implies that teachers who have effective coping mechanisms tend to handle their professional challenges better than those who may not employ such strategies effectively. However, it is important to note that while coping mechanisms play a

significant or positive role, there are other factors that may also influence the ability of the teachers to navigate the challenges met in teaching multigrade classes.

#### **IV. Conclusion**

The study revealed no significant relationship between the extent of challenges met by teachers in teaching multigrade classes in terms of lesson planning, resource materials, assessing learning, managing teaching and learning, monitoring of performance, and submitting reports and academic performance of pupils. On the other hand, the study revealed a significant relationship between the extent of coping mechanisms practiced by teachers to address the challenges met and academic performance. Further, the study also revealed a significant relationship between the challenges met by teachers in teaching multigrade classes in terms of lesson planning, resource materials, assessing learning, managing teaching and learning, monitoring of performance, and submitting reports and their coping mechanisms practiced addressing the challenges met. The effective coping mechanisms practiced by teachers have resulted in a very satisfactory academic performance among the pupils. It also resulted in an effective coping mechanism which teachers in multigrade classes tend to handle the challenges they met in teaching. Being resilient and versatile in managing the challenges met in teaching multigrade classes, effective coping mechanisms can be practiced by teachers to help improve the performance of the pupils.

#### **V. Recommendations**

1. Utilize the proposed intervention plan formulated.
2. Teachers must practice the appropriate coping mechanisms in addressing the challenges met to continually deliver the lessons to the pupils and help them improve their performance.
3. School Heads must provide enough learning materials for the formulation of learning resources to be used in the teaching-learning process.
4. Teachers must practice resiliency in facing the challenges met in teaching multigrade classes.
5. School Heads must include professional development in teaching multigrade classes, especially to the newly hired teachers.
6. Teachers must be knowledgeable in providing learning support materials to the pupils in multigrade classes.
7. Teachers must attend training or LAC sessions teaching multigrade classes and in the formulation of differentiated activities and materials to be used by the pupils in learning, and

8. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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The author is Mrs. Richie Sanchez Onde. She was born on April 6, 1981, at Brgy. Matina Davao City. She was married to Mr. Merlito Panis Onde. She's currently residing at Purok 5 Libertad, Isabel, Leyte. She finished her elementary education at Libertad Elementary School, Brgy. Libertad, Isabel, Leyte in the year 1994-1995 as Third honorable mention. She continued her quest for education and was able to finish her secondary education at Isabel National Agricultural and Vocational School (INAVS) at Marvel, Isabel, Leyte in the year 1998-1999 as an academic achiever. She took her college degree and finished her Bachelor in Elementary Education at Western Leyte College of Ormoc City, Inc. in the year 2002-2003 as Cum Laude. She took up a Master of Arts in Education major in Supervision and Administration and finished her course with complete academic requirements at Western Leyte College of Ormoc City, Inc.

After she graduated with her bachelor's degree, she was not able to pursue her chosen career due to the discrepancy of her live birth instead of Female it was erroneously written as Male. It took almost 9 years for her to finally get the clearance of the court to correct her sex from male to female. By God's grace everything ran smoothly, after passing the Licensure Examination for Teacher she became an ALS volunteer teacher at Isabel I District Isabel, Leyte for two (2) years. And on March 1, 2018, she was hired in DepEd and currently teaching in a multigrade school handling Grade 5 & 6 pupils at Rivilla Primary School, Bato East District Bato, Leyte. She also attended a series of webinars/seminars and training to increase her professional growth as a teacher.