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Instructional Management Practices of Multigrade Teachers in Umingan District II

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Abstract — This study examines the instructional management practices of multigrade teachers in Umingan District II in the 2023-2024 academic year. The study aims to identify the level of instructional management practices of multigrade teachers. The descriptive correlational design was used to survey 30 multigrade teachers. Descriptive statistics and Pearson Product Moment Correlation Coefficient were used to identify significant relationship between the level of instructional management practices and their profile variables. The study revealed that teachers' profile of the respondents has no significant relationships to the teachers' teaching practices in classroom organization, classroom management and discipline, instructional organization and curriculum, instructional delivery and grouping, and utilization of self-directed learning strategies. It has been concluded that the instructional management practices of multigrade teachers do not show a correlation with profile variables. To maintain and enhance the high level of instructional management practices among multigrade teachers and thereby improve instruction in multigrade classes, various strategies can be employed. These may include organizing Learning Action Cell (LAC) sessions, facilitating focus group discussions, and benchmarking against schools that exhibit outstanding implementation of multigrade classes.

Keywords — Instructional Management Practices, Multigrade

I. Introduction

The parents' lack of interest to their children's education, insufficient fund from the government, insufficient resources, underqualified teachers, and multigrade teachers are some barriers in effective education (Du Plessis & Mestry, 2019). In Turkey, teaching English language in multigrade classrooms becomes challenging as teachers perceived that their proficiency in that subject is low (Dogan, Çapan, & Cigerci, 2020). Despite challenges, the multigrade program demonstrated its positive impact on student learning. Through a comparison of learners' results in various assessment tests, multigrade learners were found to perform at par with, and in some cases, outperform learners in single-grade classroom settings in assessments for language, mathematics, and social studies. Recognized as a practical solution to address barriers such as access and inclusion, the multigrade program emerged as a viable learning delivery mode, especially in remote, isolated, low-resourced, and underserved communities. Teachers tailored activities to

individual developmental levels, empowering and engaging learners through multiple learning approaches.

Statement of the Problem

This study aimed to determine the level of instructional management practices of multigrade teachers in Umingan District II during the school year 2023-2024.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
    a. age;
    b. sex;
    c. civil status;
    d. highest educational attainment;
    e. length of service, and
    f. number of relevant trainings attended?
2. What is the level of instructional management practices of multigrade teachers along:
    a. classroom organization;
    b. classroom management and discipline;
    c. instructional organization and curriculum;
    d. instructional delivery and grouping, and
    e. utilization of self-directed learning strategies?
3. Are there significant differences in the level of instructional management practices of multigrade teachers across their profile variables?

Literature Review

In Greek Mythology, Procrustes was a man who provided a bed for travelers. However, his guest should adjust himself or forced to adapt to be fit in his bed. The word “Procrustes” means “he who stretches.” He did something extraordinary way and challenged to match his guest to his bed. On the other hand, Procrustes refers to the multigrade teachers who try their best to fit all the learners in a one-size bed, the classroom. Different travelers and guests, somewhat like the pupils with different pupils who have different abilities, skills, and needs to cater to whom the multigrade

teachers are handling. Despite the differences, the multigrade teachers try to find solutions or answers to fit or suit learners' needs. With these challenges, differentiated instruction and methodology were born. Differentiated materials are used to cope with the different abilities and needs of the pupils. As multigrade teachers, they do everything to impart learnings despite inadequate facilities, learning materials, and even lack of teachers to cope with and achieve quality education as mandated by the Department of Education. In Procrustes mythology, he even cuts the legs of his guest just to be fitted to his bed. There is a need to acknowledge heterogeneity in the classroom to welcome collaboration and success. The theory of Vygotsky further supports the study by emphasizing the importance of acknowledging heterogeneity in the classroom, particularly in the context of multigrade classes. Scaffolding theory suggests that providing support and guidance suited to each student's abilities promotes collaboration and success. In the multigrade setting, where students have varying levels of skills and knowledge, applying scaffolding principles becomes crucial for creating an inclusive learning environment and facilitating the academic progress of all learners.

II. Methodology

Research Design and Strategy

The research design for this study is descriptive research design, aligning with the nature of the research problems presented. It can be said therefore that descriptive research is a purposive process of collecting, analyzing, classifying, and tabulating data about prevailing situations, practices, principles, procedures, trends and cause effect relationships and then making adequate and accurate interpretation about such data with or without the help of statistical methods.

This study adopted the descriptive research design to determine and analyze the level of instructional management practices of multigrade teachers in Umingan District II. Results of the statistical analysis will be the basis of inferences, conclusions and recommendations.

Data Gathering Tools

The researcher utilized a questionnaire checklist as the main tool for gathering data for this study. This consists formalized list of questions used to collect information from the respondents. A checklist format employed to make sure all pertinent data is recorded. The questionnaire checklist was constructed after conducting a comprehensive search of related literature and studies. This approach ensures that the questions are well-informed, relevant, and comprehensive, and enables the researcher to gather the necessary data effectively. The questionnaire checklist consisted of two (2) parts. Part I dealt with the profile of the respondent teachers such as age, civil status, highest educational attainment, length of service, and relevant training attended.

Meanwhile, Part II focused on the level of instructional management practices of multigrade teachers along classroom organization, classroom management and discipline,

instructional organization and curriculum, instructional delivery and grouping, and self-directed learning strategies.

The questionnaire checklist was subjected to evaluation, refinement, and improvement by research experts using the Survey/Interview Validation Rubric for Expert Panel by Simon & White cited in Campilla & Castañaga (2021). The questionnaire was validated by the Public Schools District Supervisor, (1) Principal and (1) Head Teacher of multigrade school in Umingan District II. The objective of the validation was to ensure that every question was clearly understood and within the actual experience of the respondents. This was also to ensure that the respondents will not find difficulty in answering the questionnaire and the data gathered were valid. The suggestions were incorporated in the final draft. The questionnaire checklist was finalized after its approval.

III. Results and Discussion

Respondents' Profile

Table 1 presents the respondent's age, sex, civil status, highest educational attainment, length of service and number of trainings attended.

Profile Variables	Variable Category	Frequency	Percentage
Age	21 - 30 years old	19	63.33
	31 - 40 years old	8	26.67
	51 years old and above	3	10.0
Sex	Female	25	83.33
	Male	5	16.67
Civil Status	Single	10	33.33
	Married	20	66.67
Highest Educational Attainment	BEEd/BSEd	15	50.0
	BEEd/BSEd with MA units	11	36.67
	MA Degree	2	6.67
	MA with PhD/EdD units	1	3.33
	PhD/EdD Degree	1	3.33
Length of Service	5 years and below	17	56.67
	6 - 10 years	5	16.67
	11 - 15 years	5	16.67
	16 - 20 years	2	6.6
	21 years and above	1	3.33
Relevant Trainings Attended	5 and below	9	30.0
	6 - 10	10	33.33
	11 - 15	5	16.67
	16 - 20	3	10.0
	21 and above	3	10.0

Age. In terms of age, majority of the teachers belong to the age bracket 21-30 years old that is 19 or 63.33 percent, 8 or 26.67 percent belong to age bracket 31-40 years old while there are 3 or 10 percent who belong to the age bracket 41 years old and above. This would imply that majority of the teachers handling multigrade classes are in their prime age of maturity suited for active and effective delivery of instruction.

Sex. The same table shows that there are more female teachers in the local of study that is 25 or 83.33

percent are males. This means that the male group of respondents is outnumbered by the female group.Civil Status. It can be seen in the table that the majority of the respondents that is 20 or 66.67 are married while 10 or 33.33 percent are single. This could mean that there are more married teachers teaching multigrade classes in the locale of the study.

Highest Educational Attainment. As shown in the table, a great number of the respondents are BSEEd/BEEd graduate that is 15 or 50 percent, 11 or 36.67 percent have MA units, 2 or 6.67 percent are master degree holder, 1 or 3.33 units in the doctoral while 1 or 3.33 is a doctoral degree holder. These data would imply that some of the respondents went beyond a bachelor's degree considering that educational qualification is one of the essential factors in the recruitment and/or promotion in the practice of profession or career service.

Length of Service. As gleaned in the table, majority of the respondents have 5 years and below experience as a teacher that is 17 or 56.67 percent, 5 or 16.67 percent have both teaching experience of 6-10 years and 11-15 years, 2 or 6.60 percent have more than 21 years of length of service while there is 1 or 3.33 percent with 16-20 years' experience. So that in terms of length of service as a teacher, majority of them are young in the service.

Relevant Trainings Attended. The table also shows the respondents attendance to relevant trainings for professional and personal growth. It is surprising to note that most of the respondents have attended 6-10 number of relevant trainings that is 10 or 33.33 percent, 9 or 30 percent have attended 5 and below number of trainings, 5 or 16.67 percent have attended 11-15 trainings, 3 or 10 percent have attended 16-20 number of trainings while 3 or more relevant trainings. It is noted I the table that majority of the teachers attended the minimum number of relevant trainings. It is imperative for teachers that they attend trainings and seminars to keep them abreast with the new trends in education particularly in the area of instruction of the different learning areas.

Level of Instructional Management of Multigrade Teachers

Table 2 presents the level of instructional management of multigrade teachers along classroom organization.

Level of instructional management of multigrade teachers along classroom organization

Classroom Organization	WM	TR
Post class schedule to help keep everyone on task.	4.00	HP
Observe quick transitions that will help maximize limited time with each group.	4.00	HP
Create a student-led classroom that runs smoothly.	4.00	HP
Use classroom tasks to help maximize teaching time.	4.00	HP
Make a portfolio for the first day of the school.	4.00	HP
Create systems for multiple classes by allowing learners to work independently or together toward their respective grade levels curriculum goals.	4.00	HP
List all the daily and weekly class tasks required to keep my room running smoothly.	3.96	HP
Time each group as they practice various transitions, including packing up all the end of the period and transitioning to the next class.	3.84	HP
Manage the extensive amount of paperwork that will likely start hitting over desks within hours of starting the school year.	3.84	HP
Display a class task chart or poster in the classroom, labelling students from each class with the same color to easily track all students.	3.72	HP
OWM	3.94	HP

Legend:

Mean Score Range	Descriptive Equivalent	Transmuted Rating
3.50-4.00	Always	Very Highly Practiced (VHP)
2.50-3.49	Often	Highly Practiced (HP)
1.50-2.49	Seldom	Slightly Practiced (SP)
1.00-1.49	Never	Not Practiced (NP)

It can be gleaned from the table that multigrade teachers have a “Highly Practiced” transmuted rating in their level of instructional management in multigrade classes along classroom organization with an overall weighted mean of 3.94. This could be interpreted to mean that multigrade teachers are knowledgeable in managing their classroom organization to create a student-led classroom that runs smoothly. Through this, they can allow learners to work independently or together toward their respective grade levels curriculum goals.

According to Duplesis (2019), classroom organization in a multigrade set-up create and maintain an environment that’s conducive to learning for students and teachers alike. For students, well managed and organized classrooms can lead to fewer behavioral problems, stronger engagement and better academic performance. He stressed further that classroom management and organizations are intertwined. While rules and routines influence learner’s behavior, classroom organization affects the physical elements of the classroom, making it a productive environment for learners.

Table 3 shows the level of instructional management practices of multigrade teachers along classroom management and discipline.

Level of instructional management practices of multigrade teachers along classroom management and discipline

Classroom Management and Discipline	WM	TR
Plan the requirements for every grade level in multigrade classes in my class.	4.00	HP
Foster student engagement including opportunities for active student participation.	4.00	HP
Establish rules, routines and expectations in my class.	4.00	HP
Consistently enforce consequence for misbehavior to make the learning environment a conducive one.	4.00	HP
Create more structured activities or lessons for the learners to busy themselves like solo activities of group projects	3.96	HP
Reinforce positive behavior through praise to develop self-esteem and self-confidence to the learners.	3.96	HP
Incorporate everyday experience into learning for easy transfer of learning among my learners.	3.92	HP
Manage diversity of learners in the classroom.	3.92	HP
Group students of varying strengths so that the stronger ones can influence and assist those who are struggling.	3.92	HP
Organize daily group activities to make learning more interesting and meaningful.	3.88	HP
OWM	3.96	HP

Legend:

Mean Score Range	Descriptive Equivalent	Transmuted Rating
3.50-4.00	Always	Very Highly Practiced (VHP)
2.50-3.49	Often	Highly Practiced (HP)
1.50-2.49	Seldom	Slightly Practiced (SP)
1.00-1.49	Never	Not Practiced (NP)

As shown in the table, the multigrade teachers signified that they have a “Highly Practiced” transmuted rating when it comes to their instructional management along classroom management and discipline with an overall weighted mean of 3.96. This would imply that the multigrade teachers are equipped with the knowledge and skills in managing their classrooms and discipline of learners. They are also aware of the importance of discipline in the life of the learners considering that being well-disciplined, they will become independent, organized and also a motivated person. Moreover, good discipline of the learners creates good image of the school and allow students achieve their goals in life better. Dogan et al (2020) pointed out that instructional organization and curriculum are important in multigrade classes because it affects the efficiency of teaching and the degree to which educational changes are brought about in learners. A well-organized instruction and curriculum would bring efficiency, coordination and collaboration among learners, teachers and even parents.

Table 4 reflects the level of instructional management practices of multigrade teachers along instructional delivery and grouping..

Level of instructional management practices of multigrade teachers along instructional delivery and grouping

Instructional Delivery and Grouping	**WM**	**TR**
Give instructions to pupils who learn independently for they are responsible in doing their tasks.	3.96	HP
Conduct activities in different ways according to the ability and skills of the pupils.	3.96	HP
Prepare flexible and appropriate materials such as teacher-guided activity sheets, group learning work sheets and individual worksheet.	3.96	HP
Guide learners from different discipline to work together in order that they can gain different perspective from each other team members.	3.96	HP
Involve teamwork learning to make students work together in solving specific problem and in completing a certain task.	3.92	HP
Group learners according to their ability and capacity in order learn collaboratively.	3.92	HP
Prepare visual aids and teach pupils practically to true to life experience.	3.92	HP
Use technology in teaching which is an essential tool for students to learn better.	3.88	HP
Pair high performing learners with low performing learners so that they can help the slow learners.	3.84	HP
Group learners based on their standards of learning and lead them to do more different variety of creative exercises.	3.84	HP
OWM	3.92	HP

Legend:

Mean Score Range	Descriptive Equivalent	Transmuted Rating
3.50-4.00	Always	Very Highly Practiced (VHP)
2.50-4.49	Often	Highly Practiced (HP)
1.50-2.49	Seldom	Slightly Practiced (SP)
1.00-1.49	Never	Not Practiced (NP)

As seen from the table, the respondent multigrade teachers signified that they have a “Highly Practiced” transmuted rating when it comes to their instructional delivery and groupings in multigrade classes with an overall weighted mean of 3.92. This could be interpreted to mean that multigrade teachers develop their sense of dedication in handling multigrade classes by giving importance to instructional delivery and grouping. Indeed, instructional delivery in a multigrade setting is very challenging considering that the teacher handles 1-3 classes. So, the best remedy for the teachers to manage the class is through groupings. Moreover, with the rating they signified, it means that they really master their craft in making remedies to the identified problems.

Table 5 shows the level of instructional management practices of multigrade teachers along utilization of self-directed learning strategies.

Level of instructional management practices of multigrade teachers along utilization of self-directed learning strategies

Utilization of Self-Directed Learning Strategies	WM	TR
Use self-directed learning strategy like individualized instruction to make students learn at their own pace focusing on their interest.	3.92	HP
Make students engaged and motivated according to their learning interest.	3.92	HP
Make use of direct observation to peer group students in order to cope up with the lesson.	3.92	HP
Apply collaborative learning to make students work together as a team.	3.92	HP
Utilize differentiated instruction to address the needs, interests and learning styles of the learners.	3.92	HP
Utilized teacher-guided activity sheets, group learning worksheets and individual practice worksheet for easy transfer of learning in a multigrade set up.	3.88	HP
Integrate a variety of personalized learning metods and materials.	3.88	HP
Customize teaching to suit multiple forms of intelligence.	3.88	HP
Integrate technology in teaching to make learners in a multigrade set-up learn more, learn faster and even learn easier.	3.84	HP
Provide multiple texts and types of learning materials to suit to the needs of the learners.	3.84	HP
OWM	3.89	HP

Legend:

Mean Score Range	Descriptive Equivalent	Transmuted Rating
3.50-4.00	Always	Very Highly Practiced (VHP)
2.50-3.49	Often	Highly Practiced (HP)
1.50-2.49	Seldom	Slightly Practiced (SP)
1.00-1.49	Never	Not Practiced (NP)

As reflected from the table, the level of instructional management practices of multigrade teachers along utilization of self-directed learning strategies got an overall weighted mean of 3.89 denoting a “Highly Involved” transmute rating. This could be attributed to the initiative of multigrade teachers in the use of self-directed learning strategies this customizing teaching to suit multiform of intelligence. It is surprising to note that the weighted means of the indicators are almost similar with only a slight variance having weighted means that range from 3.84-3.92 with a transmuted rating of “Highly practiced”.

This would imply that the multigrade teachers from the habit of using self-directed learning strategy like individualized instruction to make students learn at their own pace focusing on their interest, making students engaged, and motivated according to their learning interest, making use of direct observation to peer group students in order to cope up with the lessons, utilizing teacher guided activity sheets, group learning worksheets and individual practice worksheet for easy transfer of learning in a multigrade set-up integrating technology in teaching to make learners in a multigrade set-up learn more, learn faster and even learn easier, utilizing variety of personalized learning methods and materials.

Table 6:

Summary of the level of instructional management practices of multigrade teachers

Areas	WM	TR
Classroom Organization	3.94	HP
Classroom Management and Discipline	3.96	HP
Instructional Organization and Curriculum	3.94	HP
Instructional Delivery and Groupings	3.92	HP
Utilization of Self-Directed Learning	3.89	HP
OWM	3.93	HP

Legend:

Mean Score Range	Descriptive Equivalent	Transmuted Rating
3.50-4.00	Always	Very Highly Practiced (VHP)
2.50-3.49	Often	Highly Practiced (HP)
1.50-2.49	Seldom	Slightly Practiced (SP)
1.00-1.49	Never	Not Practiced (NP)

On the other hand, utilization of self-learning strategies got the lowest OWM of 3.89. This could be interpreted to mean that most of the teachers in the locale of the study are still young in the service, relevant trainings in the use of self-directed strategies are needed to better equip themselves in order that they can master their craft in utilizing such strategy.

Summary of ANOVA for Mean Differences with the correspondent values of significance

Table 7 presents the ANOVA for mean differences with the correspondent values of significance.

ANOVA for mean differences with the correspondent values of significance

Profile Variables	**Sources of Variation**	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
Age	Between Groups	.076	2	.038	2.952	.073
	Within Groups	.283	22	.013		
	Total	.359	24			
Highest Educational Attainment	Between Groups	.019	4	.005	.273	.892
	Within Groups	.341	20	.017		
	Total	.359	24			
Length of Service	Between Groups	.083	4	.021	1.498	.241
	Within Groups	.276	20	.014		
	Total	.359	24			
Relevant Trainings Attended	Between Groups	.051	4	.013	.820	.528
	Within Groups	.309	20	.015		
	Total	.359	24			

Based on the summary table for ANOVA, the mean difference of the level of instructional management practices of multigrade teachers across the profile variables are clearly indicated. Generally, there is no significant mean difference among the teachers' level of instructional management in multigrade classes across the profile variables age, highest educational attainment, length of service and relevant trainings attended.Therefore, the null hypothesis which states that

there are no significant differences in the level of instructional management practices in multigrade classes across the aforesaid variables are accepted at .05 level of significance. These ANOVA results yielded would imply that the teachers' level of instructional management in multigrade classes do not vary. These could mean that they are not comparable.

IV. Conclusion

The profile of respondent teachers exhibits significant variation, with some instances showing extreme differences, particularly notable is the distinct predominance of female respondents. The respondent teachers demonstrate extensive proficiency in managing instruction, particularly when faced with the challenges posed by multigrade classes. The profile of the respondents does not allow for a direct comparison in terms of the level of instructional management practices among multigrade teachers. The instructional management practices of multigrade teachers do not show a correlation with profile variables. The respondent teachers face minimal challenges in managing their instructional practices. To maintain and enhance the high level of instructional management practices among multigrade teachers and thereby improve instruction in multigrade classes, various strategies can be employed. These may include organizing Learning Action Cell (LAC) sessions, facilitating focus group discussions, and benchmarking against schools that exhibit outstanding implementation of multigrade classes. Given the slight challenges faced by teachers in managing instructional practices for multigrade classes, it's imperative for them to concentrate on areas requiring improvement. Strengthening professional development programs, such as attending training sessions focusing on teaching strategies and approaches tailored for multigrade classes, can significantly enhance instructional effectiveness and subsequently improve academic performance. Moreover, fostering partnerships with stakeholders who can provide valuable learning resources for students will further support the educational process. A proposed plan of activities should be implemented to better improve their practices in managing multigrade classes especially in instruction. Further research on instructional management practices of multigrade teachers on a broader scale is warranted.om

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