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Multi-Grade Teaching: Its Effect on Teachers and Students' Performance at Datu Hoffer Ampatuan District

Anthea Macanas[1*], Rebecca Loja[1]

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ABSTRACT

Multi-grade teaching is an intrinsic element of school administrators and teachers achieving success in education. In a sample of 40 regular teachers of seven (7) schools of Datu Hoffer Ampatuan District, complete enumeration was used for both teachers and schools. Survey questionnaires comprised profiles of teachers and students-respondents, multi-grade teaching questionnaire administrators' competencies, teachers' competence, students' experience, community support and participation, instructional adequacy of resources, and content management. Results showed consistent performance across the teachers, with only minimal variability in their COT ratings. The teachers met high professional standards, contributing positively to student learning outcomes and classroom environments. There was a low positive correlation between multi-grade teaching and teachers' performance. As multi-grade teaching increases, teachers' performance also tends to increase slightly. There was a low positive correlation between multi-grade teaching and student performance. As multi-grade teaching increases, students 'performance tends to increase slightly. Thus, there was no significant relationship between ethnicity and students' performance.

INTRODUCTION

Multi-grade teaching is a vital academic strategy that fosters socialization, adaptability, and meaningful learning among students with diverse abilities. In remote areas like Maguindanao, it serves as a practical solution to challenges such as poverty, limited resources, and uneven grade-level enrollment. Globally, multi-grade teaching has demonstrated its effectiveness in expanding access to education, particularly in resource-constrained regions like Africa, the Caribbean, and India, where single-room schools and teacher shortages remain prevalent.

Extensive research, including studies by Redocto and Sumayo (2024), UNESCO (2004), and Veenman (1995), underscores the global prevalence of multi-grade classes, which are also referred to as composite, mixed-age, or split classes. In the Philippines, the Department of Education (DepEd) has institutionalized multi-grade teaching through official directives, ensuring that learners in rural and underserved areas receive equitable educational opportunities. However, despite its significance, challenges persist, particularly in terms of inadequate instructional materials, limited teacher training, and insufficient community support.

In the researcher's locale, multi-grade teaching is widely practiced, but further enhancements in professional development, resource allocation, and community engagement are necessary to maximize its impact on students' academic performance. This study aims to explore effective strategies and key variables that can optimize multi-grade teaching, ultimately fostering better learning outcomes and strengthening its role in inclusive education.

LITERATURE REVIEW

Multi-grade Teaching

Multi-grade teaching, a common practice in both developed and developing countries, involves teaching two or more grade levels in a single classroom by one teacher (Cornish, 2006). Studies such as Triwiyanto (2018) highlight its effectiveness in enhancing student learning, particularly through innovative strategies like reverse math approaches. Ballesteros (2016) documented best practices in Laguna, including using to-do lists, maximizing idle time, and employing para-teachers. However, challenges persist, such as limited planning resources and uneven curriculum delivery, as noted by Jakachira (2023) in Zimbabwe.

Learning and Teaching Situations in Multi-grade Classes

Challenges in multi-grade teaching often stem from logistical and socio-economic factors, including teacher shortages, inadequate resources, and untrained educators (Du Plessis & Mestry, 2019). Codasales (2017) reported that many teachers lack specialized training in multi-grade strategies. Even the study of Redocto and Sumayo (2024) revealed that teachers in Madrasah multigrade teaching in Alamada, Philippines, suffer problems beyond the institution's scope; they lack community support and insufficient assistance from the government and higher officials. To address this, Tero and Revalde (2024) believe that what could improve education is strong parent partnerships. While some studies, like Mampane (2024), found minimal differences in reading achievement between multi-grade and single-grade classrooms, factors like socio-economic status and teacher preparedness significantly influence outcomes.

[1] Department of Education, Philippines
[*] Corresponding author's e-mail: anthea.macanas@deped.gov.ph

Teaching in Rural Multi-grade Classes

Teachers play a pivotal role in multi-grade education yet face challenges such as resource scarcity and lack of financial support (Goel, 2022). Pistioli (2018) found no significant academic or emotional differences between multi-grade and single-grade learners, while Bradonjic (2024) noted improved outcomes through peer tutoring. These findings suggest that innovative teaching strategies can enhance multi-grade education despite systemic challenges.

Student Achievement in Multi-grade vs. Single-grade Classes

Veenman (1995) found no consistent differences in student achievement between multi-grade and single-grade classes, but factors like increased teacher workload and administrative constraints negatively affect multi-grade teaching (Mason & Burns, 1996). Despite these challenges, strategic teacher and student placement in multi-grade settings can offset potential drawbacks.

Teaching Practices and Attitudes in Multi-grade Classes

Multi-grade teaching requires extensive planning and adaptability. While some teachers view it negatively due to increased workload and lack of training, others recognize its potential for fostering social skills and peer learning (Mason & Burns, 1995). Effective multi-grade teaching relies on professional development, tailored teaching methods, and adequate educational materials.

Parental and Administrative Perspectives

Parents often express concerns about student achievement in multi-grade settings, influencing principals' preferences for single-grade classes (Mason & Good, 1998). However, addressing these concerns through improved teacher training and community support can enhance perceptions and outcomes in multi-grade education.

MATERIALS AND METHODS

This study employed a descriptive correlational research design to examine the impact of multi-grade teaching on the performance of teachers and Grade 4 students in Datu Hoffer Ampatuan District, Maguindanao del Sur. The variables were analyzed using statistical methods (Creswell, 2008) to determine relationships between teaching strategies and student outcomes. Descriptive research explains naturally occurring variables and their interconnections (Sousa, 2007), while surveys and observations are effective tools for gathering data on experiences, beliefs, and attitudes (Wu, 2018).

The study was conducted in Datu Hoffer Ampatuan District, Maguindanao del Sur, BARMM, Philippines, a municipality covering 193.45 km², consisting of 11 barangays. Among these, seven have elementary schools, while one hosts a junior high school. The district faces several educational challenges, including fluctuating student enrollment due to family circumstances and peace and order issues, making it a relevant site for this investigation. The researcher, drawing from firsthand experience in multi-grade teaching, has observed persistent challenges such as a limited number of teachers and a large student population.

The study surveyed 40 regular teachers from the seven elementary schools in the district, employing complete enumeration due to the limited number of multi-grade instructors. All participating teachers had direct experience with multi-grade teaching under the supervision of their respective school heads. For student respondents, purposive random sampling was used to select Grade 4 students who had undergone multi-grade instruction in Grades 1-3.

Complete enumeration involves selecting all teacher respondents, while purposive sampling is used for student respondents based on specific criteria. This method is useful for small sample sizes, as it provides a representative sample and allows for exact statistical testing (Ortega & Sumayo, 2024). According to Creswell (2012), purposeful sampling relies on researchers' judgment based on the central phenomenon. Michaelides (1997) explained that complete enumeration compares observed tables with a reference set, applying test statistics to calculate probabilities. The validated survey questionnaire consists of three parts: Part I and II focus on the profiles of teacher and student respondents, adapted from Pepito's (2024) study on multitasking's impact on teachers' performance. Part III is a Multi-grade Teaching Questionnaire, adapted from Romo (2021), covering administrator and teacher competence, student experience, community support, and instructional resources. Expert validation of the instrument tools carefully adhered to ensure items were tailored and fit the target respondents and context (Dugho & Sumayo, 2025; Obenza *et al.*, 2023; Labajo & Sebugan, 2022). After receiving approval from the researchers' academe, written permission was obtained from the Schools Division Superintendent of Maguindanao del Sur. The multi-grade teaching questionnaire was distributed to teacher and student respondents, with guidance provided, especially to students. The General Point Average (GPA) for the 2023-2024 school year was collected from the district's school registrar. Data was tallied and analyzed using statistical tools. Frequency distribution determined the profiles of teacher and student respondents. The mean assessed the extent of multi-grade teaching and students' academic performance. Pearson r-moment product correlation was used to analyze the relationships between multi-grade teaching and teacher performance, grade 4 performance and its profile, and teacher profiles and performance.

RESULTS AND DISCUSSIONS

Table 1: Profile of Respondents

Age in Years	Frequency	Percentage
30 years old and younger	6	15%
31-40 years old	14	35%

41 – 50 years old	16	40%
51 – 60 years old	3	7.5%
61 years old and older	1	2.5%
Total (n)	40	100%

The profile of teachers shows different distributions according to a variety of age ranges. Of the 40 teachers, the majority (40%) are aged 41 to 50, indicating that a significant portion of the teaching staff falls within mid-career professionals. The next largest group is 31 to 40 years old, comprising 35% of the total, reflecting a strong presence of relatively younger teachers with substantial experience.

In contrast, 15% of the teachers are aged 30 years old and younger, representing the early-career stage, while only 7.5% are between 51 and 60 years old, showing a smaller number of older, more experienced teachers. Additionally, just 2.5% of the teachers are 61 and older, suggesting that few have extended their careers beyond the typical retirement age.

Overall, the age distribution reveals that the teaching staff is predominantly in the middle stages of their careers, with fewer teachers at both the younger and older spectrum extremes. The result reflects that teachers teaching multi-grade classes were mostly in their 40s, which signifies educational attainment to support their teaching undertaking. However, teaching competency is significant in demonstrating mastery and competence of the subject matter and teachers' managerial skills (Maji, 2022).

Table 2: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F	32	80.0	80.0	80.0
	M	8	20.0	20.0	100.0
	Total	40	100.0	100.0	

The gender profile of the teachers reveals that the majority of the teaching staff are female. Of 40 teachers, females are 32, representing 80% of the population. In contrast, 8 teachers are male, representing 20% of the group. This gender distribution indicates a significantly higher proportion of female teachers than male teachers. The result may reflect broader trends in the teaching profession, particularly in certain educational contexts where women are more represented in the workforce. The total sample of 40 teachers is thus predominantly female. The results interconnect the result of a study conducted by Lartey (2024) that women's effort and commitment across work are related to their professional results performance.

Table 3: Educational Attainment

Educational Attainment	Frequency	Percentage
Doctoral Degree	1	2.5%
Master's Degree	3	7.5%
w/ MA Units	14	35%
College Degree	21	52.5%
RA 4670	1	2.5%
Total	40	100%

The teacher profile, regarding educational attainment, shows a range of qualifications. The largest group of teachers, 21 out of 40 (52.5%), hold a college degree. It represents most of the teaching staff, indicating a strong foundational level of education. There are 14 teachers (35%) who have completed some coursework towards a Master's Degree but have not yet earned the degree.

The result suggests that a significant portion of the staff is pursuing further education or professional development. Three (3) teachers (7.5%) have obtained a Master's Degree, demonstrating that a smaller proportion of the staff has advanced their education beyond the undergraduate level. Only 1 teacher (2.5%) holds a Doctoral Degree, indicating that a very small portion of the teachers has achieved the highest academic qualification. One (1) teacher (2.5%) has completed requirements under RA 4670, the "Magna Carta for Public School Teachers," which could refer to specific qualifications or certifications related to public school teaching in the Philippines.

Moreover, the educational attainment profile reveals that most teachers have at least a college degree, with a notable proportion working towards or having earned additional advanced degrees. The distribution reflects a commitment to further education among a substantial portion of the staff, though only a small fraction has achieved the highest academic qualifications. This result validates Garcia-Cruz (2023) that academic-administrative management is significantly related to teachers' performance—the highest academic qualifications.

Table 4: Number of Designations

No. of Designation	Frequency	Percentage
2	3	7.5%
3	5	12.5%
4	19	47.5%
5	12	30%
6	1	2.5%
Total	40	100%

The profile of the teachers in terms of the number of designations reveals the following distribution: Three teachers (7.5%) hold 2 designations each, representing the smallest group in this category. Five teachers (12.5%)

have 3 designations, indicating a moderate level of multiple roles or responsibilities. Nineteen teachers (47.5%) hold 4 designations, the largest group, suggesting that nearly half of the teaching staff manages multiple roles or responsibilities. Twelve teachers (30%) have 5 designations, reflecting a significant portion of the staff with a high level of designation diversity. One teacher (2.5%) has 6 designations, the highest number in this sample.

Most teachers (approximately 80%) hold between 4 and 5 designations, indicating substantial involvement in various roles or responsibilities. The distribution shows that multiple designations are common among the teaching staff, with only a few teachers having fewer or more than these typical ranges. The result reflects that respondents are competent in teaching multi-grades. The study by Ruiz (2020) supports that multi-grade teachers should necessitate their educational experience and training and must elevate their rank to establish motivation and expertise to overcome challenges in multi-grade teaching.

The teachers' profile in terms of service length reveals a diverse range of experience. A significant portion of the staff, 35%, comprises relatively new teachers with 5 years or less of service. Meanwhile, 15% of the teachers have between 6 and 10 years of experience, indicating a moderate tenure level. The largest group, 42.5%, consists of mid-career educators who have been teaching for 11 to 15 years, reflecting a substantial number of teachers with considerable experience. A smaller proportion, 5%, have served for 16 to 20 years, while only 2.5% have more than 21 years of teaching experience, representing the most seasoned educator in the group. Most of the teaching staff (77.5%) fall within the 5 to 15-year service range, indicating a balanced mix of newer and more experienced teachers, with fewer educators at either end of the service spectrum. Results prove that Nevarez's (2019) study shows that the diversity of teachers' experiences will deliberate various undertakings in leveraging learners' academic success.

Table 5: Length of Service

Length of Service	Frequency	Percentage
5 years and below	14	35%
6 – 10 years	6	15%
11-15 years	17	42.5%
16 – 20 years	2	5%
21 years and above	1	2.5%
Total	40	100%

Table 6: Profile of Students Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
COT_Average	40	5.25	6.75	6.0875	.34227
Valid N (listwise)	40				

The table above shows that teachers' competence based on the Classroom Observation Tool (COT) in four areas reflects that teacher-respondents were Very Satisfied (x=6.0875). Toston (2023) argued that the teachers' task to transmit knowledge requires them to be highly competent learning facilitators while remaining a role model soaring with moral integrity. The result means that a school must possess teachers who are professionally equipped of the necessary skill and experience to serve the public and steward learners' learning progress.

Table 7: Age

Age	Frequency	Percentage
10	204	91.9%
11	16	7.2%
12	2	0.9%
Total (n)	222	100%

The student profile regarding age shows that most participants are 10 years old, with 204 students representing 91.9% of the total sample. A smaller portion of the students, 16 individuals (7.2%), are 11 years old, while only 2 students (0.9%) are 12. The 222 number of students within the sample presents an age distribution heavily skewed toward the 10-year-old group. The result indicates that the cohort predominantly comprises younger students, with very few older individuals included.

Table 8: Gender

Sex	Frequency	Percentage
Female	116	52.3%
Male	106	47.7%
Total	222	100%

Students profile across sexes, present a fairly balanced distribution between female and male students. Of the 222 students, 116 are female, making up 52.3% of the total population. The male students account for 106 individuals, representing 47.7% of the group. This nearly equal distribution suggests that both genders are well-represented in the sample, with a slight majority of female students.

Table 9: Ethnicity

Ethnicity	Frequency	Percentage
Christian	5	2.3%
Maguindanaon	40	18%
Tiduray	177	79.7%
Total	222	100%

The students' ethnicity data reveals that the majority belong to the Tiduray ethnic group, with 177 students making up 79.7% of the total population. The Maguindanaon ethnic group represents a smaller portion, with 40 students accounting for 18%. A minority of students, 5 individuals or 2.3%, identify as Christian. This distribution indicates that the Tiduray ethnic group is the predominant population in the sample, while the Maguindanaon and Christian groups are present in smaller numbers

Table 10: Extent of Multi-grade Teaching to Teachers

Indicators	n	Mean	SD	Interpretation
Adminstrator's Competence	40	4.03	0.276	Almost Always Practice
Teacher's Competence	40	4.90	0.304	Always Practice
Students' Experience	40	4.05	0.316	Almost Always Practice
Community Support and Participation	40	4.78	0.423	Always Practice
Instructional Adequacy of Resources	40	4.27	0.506	Always Practice
Content Management	40	4.00	0.506	Almost Always Practice
Mean		4.34	0.39	Always Practice

The extent of multi-grade teaching practices among teachers was evaluated based on several indicators, yielding an overall mean score of 4.34 with a standard deviation of 0.39, interpreted as "Always Practice." The result suggests that, on average, multi-grade teaching is consistently implemented in the schools included in the study. The relatively low standard deviation indicates that responses are fairly consistent across the sample.

In terms of individual indicators, the Administrator's Competence received a mean score of 4.03 with a standard deviation of 0.276, interpreted as "Almost Always Practice," showing that school administrators are generally supportive and competent in managing multi-grade classes. Teacher's Competence scored the highest with a mean of 4.90 and a standard deviation of 0.304, indicating that teachers are highly skilled and "Always Practice" the necessary competencies for handling multi-grade teaching effectively.

The Students' Experience had a mean of 4.05 and a standard deviation of 0.316, also interpreted as "Almost Always Practice," reflecting that students generally have positive experiences in the multi-grade setting. Community Support and Participation were rated highly, with a mean score of 4.78 and a standard deviation of 0.423, suggesting that the community is actively involved in supporting multi-grade education and "Always Practice" their participation.

For Instructional Adequacy of Resources, the mean score was 4.27 with a standard deviation of 0.506, indicating that adequate instructional resources are "Always Practice," though with a slightly wider variability in responses. Finally, Content Management received a mean score of 4.00 and a standard deviation of 0.506, which was interpreted as "Almost Always Practice," showing that the management of content delivery in multi-grade teaching is generally effective, though some variation in practices exists.

Teachers consistently implement multi-grade teaching practices across the evaluated areas, with teacher competence and community participation as particularly strong aspects. In the study of Kartal (2023), teachers teaching multi-grades using various methods and encouraging collaboration will branch out multidisciplinary activities and techniques for learners.

Table 11: Extent of Multi-grade Teaching to the Grade 4 Students

Indicators	n	Mean	SD	Interpretation
Adminstrator's Competence	222	3.92	0.428	Almost Always Practice
Teacher's Competence	222	4.41	0.501	Always Practice
Students' Experience	222	4.18	0.460	Almost Always Practice
Community Support and Participation	222	4.15	0.558	Almost Always Practice
Instructional Adequacy of Resources	222	3.92	0.515	Almost Always Practice
Content Management	222	4.3	0.448	Almost Always Practice

The extent of multi-grade teaching, as perceived by the students, reveals generally positive feedback across several indicators, though with slight variations in interpretation. The overall trend suggests that students view multi-grade teaching favorably, with some aspects being more consistently practiced than others.

In terms of Administrator's Competence, the students gave a mean score of 3.92 with a standard deviation of 0.428, interpreted as "Almost Always Practice." The result indicates that students perceive the administrators as competent in managing the multi-grade system, though there may be room for improvement.

For Teacher's Competence, students rated it highly with a mean score of 4.41 and a standard deviation of 0.501,

interpreted as "Always Practice." The result reflects the students' strong confidence in their teachers' abilities to manage and instruct in a multi-grade classroom, suggesting that teachers play a crucial role in the success of this setup.

The Students' Experience received a mean score of 4.18 with a standard deviation of 0.460, also interpreted as "Almost Always Practice." The result shows that students generally have positive experiences in multi-grade teaching, though there may be occasional challenges.

Regarding Community Support and Participation, the mean score was 4.15 with a standard deviation of 0.558, again interpreted as "Almost Always Practice." Students recognize the community's role in supporting multi-grade education, but there appears to be some variability in the level of involvement.

Finally, for Instructional Adequacy of Resources, the students rated this indicator with a mean score of 3.92 and a standard deviation of 0.515, interpreted as "Almost Always Practice." The result suggests that while instructional resources are generally adequate, there may be instances where students feel that the resources provided could be improved.

The students' perceptions of multi-grade teaching are positive, particularly regarding teacher competence. However, some areas, such as administrator involvement and resource adequacy, are perceived as slightly less consistent. Most learners are at the appropriate age for their grade level. Difficulties, disorders, and intellectual disabilities were seen in this age range (Veerabudren, 2023). Thus, teaching instruction and strategies must be intensified as presented in Grades 4 and 5, composed of several multi-grade classes. Rewards should be provided to multigrade teachers and one school spanning five or more grade levels for elementary school (Ballesteros & Ocampo, 2016)

Table 12: Level of Performance of Grade 4 Students

Indicators	n	Mean	SD	Interpretation
GPA	222	86.91	3.993	Very Satisfactory

The students' performance level, as measured by their Grade Point Average (GPA), indicates a very satisfactory level of achievement. With a total sample size of 222 students, the mean GPA is 86.91, with a standard deviation of 3.993. The "Very Satisfactory" interpretation suggests that, on average, students perform well academically, most consistently meeting high academic standards.

The standard deviation of 3.993 reflects some variability in performance across the group. However, overall, the results demonstrate a strong level of achievement among the students, indicating that they are achieving above average in their academic endeavors.

Table 13: Level of Performance of Teachers

Indicators	n	Mean	SD	Interpretation
COT	40	6.088	0.342	Very Satisfactory

The teachers' performance level, as measured by their Classroom Observation Tool (COT) rating, reflects a very satisfactory level of teaching effectiveness. Among the 40 teachers evaluated, the mean COT rating is 6.088, with a standard deviation of 0.342. This "Very Satisfactory" interpretation indicates that, on average, teachers are demonstrating strong performance in classroom instruction and management. The relatively low standard deviation of 0.342 suggests a consistent level of performance across the teachers, with only minimal variability in their COT ratings. The results imply that the teachers meet high professional standards, contributing positively to student learning outcomes and classroom environments.

Table 14: Testing of Significant Relationship on Multi-grade Teaching and Teacher Performance

		Pearson r	Interpretation	p-value	Decision
Multi-grade Teaching	Teachers Performance	0.323	weak correlation	.042	Reject Ho

Table 14 presents that the p-value (p = 0.042) is higher than 0.01, which shows evidence to accept the null hypothesis, meaning there is no significant relationship among variables. More so, the correlation (r=0.323) suggests a weak correlation among the variables. The result means that as multi-grade teaching increases, teachers' performance increases slightly. Accordingly, the results corroborate with the findings of Khanal (2022) which emphasized that the teacher has to adopt new strategies according to class size and depending on the country which demands multi-grade teaching. In his study, the more skilled and equipped the teacher is with the necessary expertise, the more methods of teaching multi-grade reflect improvement. However, emphasized that improvement of school academic resources and facilities should be taken into account to project success in teaching multi-grade.

Table 15: Testing of Significant Relationship on Multi-grade Teaching and Student Performance

		Pearson r	Interpretation	p-value	Decision
Multi-grade Teaching	Students Performance	0.306	low positive correlation	.000	Reject Ho

Table 8 shows that since the p-value (0.000) is less than 0.05, there is evidence to reject the null hypothesis of no correlation. Hence, it is reasonable to conclude that there is a significant relationship between multi-grade teaching and student performance. There is a low positive correlation between multi-grade teaching and student performance. The result means that as multi-grade teaching increases, students 'performance increases slightly. In the study of Ruiz (2020) which determined the relationship between teachers' and learners' performance at the Baybay City division, profiles on age, sex, ethnicity, teaching experience, and educational qualifications, trainings attended, self-efficacy, and impact were subjected using descriptive correlation. The results of the study resonate impact with the concurrent result of the study showing that the increase of teachers' rank, motivation, and competence can be a predictor of success. Success in academic achievement is seen to vary across learning areas depending on the teachers' efficacy and art of decision-making in knowing the learners' strengths and weaknesses.

Table 16: Testing of Significant Relationship between Students' Profile and Students' Performance

		Pearson r	Interpretation	p-value	Decision
Multi-grade Teaching	Students Performance	0.066	Very low positive correlation	.330	Accept Ho

Table 16 shows that with a p-value greater than 0.05, there is no evidence to reject the null hypothesis of no correlation. Thus, there is no significant relationship between ethnicity and students' performance. There is a very weak positive correlation between ethnicity and students' performance. However, this correlation is not statistically significant. Thus, in a study by Wang (2020), though learners' profile is imperative to improve education, results show as it is coherent in the concurrent research that the average of learners in the ethnic minority which speaks about one of the profiles of the learners on standard deviation scores, tend to be lower in a certain group of learners compared to other grade levels, especially of grade four learners. More analysis should be considered for the established variations and national policies and other guidelines could better signify improvement in dealing with multi-grade.

Table 17: The significant relationship between teachers' profile and their performance

		Pearson r	Interpretation	p-value	Decision
Multi-grade Teaching	Students Performance	0.074	Negligible correlation	.650	Accept Ho

Table 17 shows that the p-value is much greater than 0.05; there is no evidence to reject the null hypothesis of no correlation. Hence, it is reasonable to conclude that there is no significant relationship between educational attainment and teachers' performance. Thus, there is virtually no correlation between educational attainment and teachers' performance. The correlation coefficient is extremely close to zero, indicating no linear relationship between these variables. Bonney (2015) argued that their study showed that though the quality of teachers was high in terms of their academic and professional qualifications, it did not reflect much in the teachers ' performance, which relates to the result of the concurrent study.

CONCLUSIONS

The teacher profile shows a majority in the middle stages of their careers, with more females and most holding at least a college degree, many pursuing advanced degrees. About 80% hold 4 to 5 designations, and 77.5% have 5 to 15 years of service. The student profile is balanced in gender, with the Tiduray ethnic group being predominant, and multi-grade teaching is consistently practiced with minimal variability in responses. Teachers show strong student achievement, meeting high professional standards. Correlations show a low positive link between multi-grade teaching and both teacher and student performance. No significant relationship was found between ethnicity, educational attainment, and teacher performance. Based on the inferences taken from the variables profile of teachers, it is evident that there are varied spectrums of attainment and experiences. The profile of students showed balanced distribution in gender and academic performance. It is concluded that the more teachers are experienced; the multi-grade teaching performance, slightly increases their academic undertaking. Generally, teachers' academic expertise experiences influence learners' academic performance.

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